

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Humboldt State University

June 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Humboldt State 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, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions for all Programs Offered by the Institution

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	18	1	
Single Subject	19	18	1	
Education Specialist	16	16		
Education Specialist: Mild/Moderate	6	6		
Education Specialist: Moderate/Severe	8	8		
Preliminary Administrative Services	14	14		
PPS: School Psychology	27	27		
Adapted PE Added Authorization	13	13		

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

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

Institution: Humboldt State University

Dates of Visit: April 19-22, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Program Standards for their programs were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met** with the exception of Standard 19 for the Multiple and Single Subjects credential programs, which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards are **Met**, and that all program standards are **Met**, with the exception of one standard each in two programs, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials

Multiple Subject

Single Subject

Single Subject Internships

Education Specialist Credentials

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Advanced/Service Credentials

Preliminary Administrative Services

Pupil Personnel Services

School Psychologist

Adapted PE Added Authorization

Further, Staff recommends that:

- Humboldt State University's response to the preconditions be accepted.
- Humboldt State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Humboldt State 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:

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Common Standards Cluster:

Natalio Avani

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Advanced/Services Programs Cluster:

Lynn Brickman-Hill

Point Loma Nazarene University

Diana Wheeler

National University (Retired)

Staff to the Visit:

Geri Mohler

CTC Consultant

Documents Reviewed

Common Standards Report	Faculty Vitae
Current and Prior Biennial Reports	Course Syllabi
Biennial Report Response	Candidate Files
Program Summaries	Schedule of Classes
Program Standards Response	Advisement Documents
Program Assessment Feedback	Program Handbooks
Meeting Agendas and Minutes	University Budget Information
TPA Data	Program Assessment Documents
Application and Admission Materials	Candidate Work Samples
Candidate Tracking Database	HSU Website
University Catalog	Assessment Protocol and Data
Field Experience Forms	Entrance Interview Documents
Site Supervisor Surveys	Graduate Surveys
Transition Plans	Humboldt University Magazine
Job/Position Descriptions	MOU Templates
Employer Surveys	Organizational Charts
Temporary Faculty Evaluation	Unit Assessment Graphic

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	7	16	46	69
Completers	10	14	23	47
Employers	5	3	12	20
Institutional Administration	2	2	1	5
Program Coordinators	5	17	12	34
Faculty	13	12	33	58
TPA Coordinator		2		2
Advisors	1			1
Field Supervisors – Program		19	22	41
Field Supervisors – District		7	12	19
Advisory Board Members	1		4	5
Credential Analysts and Staff	2	1	1	4
Other	5	2	1	8
TOTAL				313

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

Background

Humboldt State University (HSU) is the northernmost and westernmost institution in the 23-campus California State University (CSU) system. It is located in the town of Arcata, situated in the middle of redwood forests, along miles of pristine coastline and wild rivers. Humboldt State University was founded as a teachers' college in 1913. Over the last century, HSU has grown from an institution focused solely on teacher education to a fully accredited university with over 8,200 students and 550 faculty members found in 48 majors, 11 graduate programs, and 3 Colleges. It is known for academic excellence, personal attention, hands-on learning, and commitment to sustainability. Teacher education is still at the heart of HSU and is referred to as a "university-wide" endeavor with faculty across disciplines teaching in the undergraduate and credential programs. The vision and support for teacher education programs continues to be deeply embedded in the HSU Mission Statement.

As a publicly-supported institution, HSU endeavors to reach out to the people of the local community working to serve society by investigating and discussing problems of the past, the present, and the future with the intent of facilitating positive intellectual, political, and social growth. Over the last 100 years, HSU has prepared thousands of teachers, administrators, and school psychologists. The credential programs have strong, positive working relationships with

local schools through collaborative research, service, and community advisory boards. The programs work diligently to maintain these relationships with the realization that the effective preparation of education professionals requires a solid partnership with shared responsibility between the schools and the university. The education unit relies on colleagues from the campus and the community to partner with them in the creation of programs that blend academic coursework with practical experience in order to foster education professionals who have a strong grounding in subject matter content, learning theory, and the application of research-based practices in public schools. Through the cooperative efforts of supportive site administrators, mentor teachers, university supervisors, professors, and staff, HSU's credential candidates experience a high degree of individualized attention and nurturing in preparing them to become strong leaders in the profession when they graduate. The programs and candidates are proud of the long tradition of teacher education at Humboldt State and strive toward continual renewal and improvement of the work HSU does on behalf of their candidates and the schools and communities that they will serve.

The College of Professional Studies (CPS) is comprised of eight academic programs that offer the HSU credential programs. CPS programs are committed to the education of professionals through academic excellence focused on hands-on learning, internships, and the development of students' potential for personal, social, and economic well-being. The Education Accreditation Unit (EAU) at Humboldt State University is housed in the College of Professional Studies (CPS) and includes credential programs from three departments: the School of Education, the Psychology Department, and the Kinesiology and Recreation Administration Department. The EAU is comprised of five on-going programs (Educational Leadership, Elementary Education, Secondary Education, School Psychology, and Special Education) and one program that began in fall 2014 (Adapted Physical Education Added Authorization). The EAU authorizes preliminary credentials, intern credentials, and one added authorization. The Educational Leadership, Education Specialist, Elementary Education, and Secondary Education programs reside in the School of Education (SOE). The School Psychology program is housed in the Department of Psychology and the Adapted Physical Education Added Authorization program resides in the Department of Kinesiology and Recreation Administration.

Approved Credential Programs Offered by Institution

Credential Program	Program Level (Initial or Advanced)	Number of Program Completers (2013-14)	Number of Candidates Enrolled or Admitted (2014-15)	Agency or Association Reviewing Programs
Preliminary Multiple Subject	Initial	21	26	CTC
Preliminary Single Subject	Initial	29	46	CTC
Education Specialist M/M and M/S	Initial	23	16	CTC
Adapted PE AA	Advanced	0	9	CTC

Credential Program	Program Level (Initial or Advanced)	Number of Program Completers (2013-14)	Number of Candidates Enrolled or Admitted (2014-15)	Agency or Association Reviewing Programs
PPS: School Psychology	Advanced	8	19	CTC
Preliminary Administrative Services	Advanced	12	15	CTC

The Visit

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

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The accreditation site visit to Humboldt State University began on Sunday, April 19, 2015. On the first evening, the HSU President and the Dean of the School of Education welcomed the team and attendees and gave a brief introduction and overview of the university and the School of Education unit. The six-member team met and held interviews with the Education Accreditation Unit leadership team, faculty, candidates, completers, employers, advisory committee members, and district-employer supervisors. Data collection and interviews continued on Monday, April 20th and Tuesday, April 21th. A mid-visit report was provided to the School of Education Dean, the Associate Dean, the SOE Chair, and the Accreditation Coordinator on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report at 11:00 a.m. Wednesday, April 22, 2015.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The mission of Humboldt State University (HSU) and its credential programs is to provide an environment where learning is the highest priority. While instruction is central to its mission, the university/credential programs also act as a base for discovery through research and creative activities. Further, the university serves as a repository and archive for accumulated knowledge. It welcomes the challenges and opportunities of a diverse and rapidly changing society.

HSU's Education Accreditation Unit (EAU) is housed in the College of Professional Studies (CPS) and includes credential programs from three departments: the School of Education, the Psychology Department, and the Kinesiology and Recreation Administration Department. The EAU authorizes preliminary credentials, intern credentials and one added authorization and is comprised of six on-going programs: Elementary Education (multiple subject), Secondary Education (single subject), Special Education (education specialist Mild/Moderate and Moderate/Severe), Educational Leadership (administrative services), Adapted Physical Education (added authorization) that began in fall 2014, and School Psychology (pupil personnel services). The underlying vision of the EAU's faculty and programs is to prepare educators with a deep commitment to social justice, progressive approaches to understanding and meeting the academic, social, and developmental needs of students, and an ethic of critical activism in the support of students, families, schools, and communities. They believe that learning happens best in a collaborative environment where children and youth construct knowledge through active participation, inquiry, and exploration of the world around them, and where ". . . teaching ends with new comprehension by both the teacher and the student" (Shulman, 1987). This philosophy is embodied in the EAU's mission statement and the ideals they hold for the candidate learning outcomes of the graduates of their programs. The work and viewpoints of such philosophers, psychologists, and educators as Edward Maslow, Lev Vygotsky, Jean Lave, John Dewey, Jean Piaget, Tom Weisner, Paulo Freire, and Luis Moll have contributed to their philosophical approach.

At the program level, faculty work together on a regular basis to ensure that coursework and fieldwork continue to be reflective of the intent behind state standards and curriculum frameworks and that they align with the EAU and individual program mission statements. They blend academic coursework with practical experience in order to foster education professionals who have a strong grounding in subject matter content, learning theory, and the application of research-based practices in public schools. The mission of the EAU is to prepare knowledgeable and effective education professionals to promote excellence and equity with students of diverse talents and cultural backgrounds in rural and urban settings. Candidates in School of Education programs are expected to:

- Demonstrate an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community
- Develop and maintain safe, positive, and productive educational environments
- Use research-based practice to inform their work
- Demonstrate a coherent theoretical framework of learning and human development that supports reflection on their practice
- Collaborate on efforts to improve education opportunities for all students.

The dean of the CPS is responsible for ongoing oversight of all credential preparation programs in the EAU as well as budgetary authority. The dean reports to the provost of the university. Day-to-day oversight of the credential programs is delegated by the dean to the chair of the School of Education (SOE). Program Leaders of the Elementary Education, Secondary Education, Special Education, and Educational Leadership programs report directly to the SOE Chair. The School Psychology Program Leader reports to the Chair of the Psychology Department for most purposes, but works with the SOE Chair on credential unit matters.

The Teacher Education Council of Campus Advisors (TECOCA) is a broad-based coalition of individuals who were involved in undergraduate coursework and advising of students prior to their entrance into one of the EAU's credential programs. TECOCA has been on suspension for many years, but was recently re-organized to include a broad base of constituent parties including subject matter personnel from the university, leadership from the local P-12 community, faculty, and mentor teachers. The re-organized group has met two times, with a focus on the accreditation process but plans to continue to meet once a year. The new name for this group is Teacher Education Council of Community and Campus Advisors.

HSU is in the unique position of being in a geographically isolated area in which it is the only public 4-year IHE within over one hundred miles in all directions. As such, the faculty is aware of the important nature of the relationship with colleagues in the P-12 community, who depend on the HSU credential programs for developing high quality education professionals and upon whom the credential programs depend for fieldwork, student teaching, and intern placements for their candidates. In addition to the Teacher Education Council of Community and Campus Advisors, each program has an advisory council comprised of key program stakeholders, including P-12 partners, program leaders, university supervisors, and district-employed supervisors that meets regularly on an annual or bi-annual basis.

Two credential analysts have responsibility for recommending candidates for credentials and play a key role in supporting candidates as they begin their program and as they complete their program and apply for their credential. One credential analyst has responsibility for teaching and administrative credential programs (Elementary Education, Secondary Education, Special Education, Educational Leadership, and Adapted Physical Education) and the other who is housed in the Department of Psychology who has responsibility for the School Psychology Credential Program. Each Credential Analyst has responsibilities from the time of admission to credential recommendation that are specific to the program(s) for which each is responsible.

After completing the recommendation process for any appropriate credential and/or authorization(s) earned, credential analysts send paperwork verifying completion of requirements to the School of Education which is kept in an e-file. The Assessment Coordinator receives a spreadsheet from the credential analysts of all candidates recommended, and reviews the data as part of Title II reporting and monitoring of the credential recommendation process.

Standard 2: Unit and Program Assessment and Evaluation

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.

Findings

The Education Accreditation Unit (EAU) regularly engages in collection and analysis of data for program improvement and unit evaluation. An EAU Assessment Map provides a graphic representation of the Unit Assessment System. The ultimate goal of the credential programs in the EAU is to prepare competent candidates who become “knowledgeable and effective education professionals.” To meet this outcome, the EAU offers effective programs that are supported through well-designed unit operations. The EAU’s Mission, Candidate Learning Outcomes, relevant professional standards, and the needs of the local and regional communities inform the decision-making process. The assessment cycle includes consistent communication and collaboration with all relevant stakeholders, both campus-based and community-based. Evidence of this delivery was shared in detail by the EAU Chair.

Individual programs collect candidate performance data and determine candidate competence and program advancement and also document the completion of requirements at key transition points in the program. The data are aggregated, examined, and discussed at faculty meetings and with program advisory boards. Multiple measures and analyses were used to ensure triangulation and validate findings.

The unit assessment system follows a cyclical evaluation system that determines its adequacy

to (1) complete external and internal reports; (2) engage in continuous improvement for the unit, programs, and candidate competence; and (3) enhance and refine the role of collaboration in the development, implementation and evaluation of data.

The analysis of resources is typically led by the Dean of the College of Professional Studies in collaboration with a council of program chairs (the Council of Chairs). Analyses include a number of full-time equivalent students (FTES), full-time equivalent faculty (FTEF), student/faculty ratio (SFR) and department expenditures. Staff members are also evaluated on an annual basis. These data are aggregated, analyzed, and shared with individual chairs and at the Council of Chairs meetings. Decisions are made based upon these assessments that impact the fiscal functioning of the unit. The department chair communicates results of this evaluation through various faculty meetings and advisory boards.

The unit collects, analyzes, and utilizes three types of data on candidate and program completer performance: candidate performance data, candidate self-report data, and third party data. Candidate performance-based assessment occurs in multiple ways, including the externally administered CSET and RICA high-stakes exams, assignments in program courses, signature assignments, fieldwork evaluations by university supervisors and district-employed supervisors, culminating fieldwork evaluations by university supervisors and district-employed supervisors, portfolios (Special Education, Educational Leadership, Physical Education, School Psychology), and the mandated teaching performance assessment (Elementary Education, Secondary Education).

Candidate self-report assessment and evaluation data have a place in the assessment system. Programs utilize data from several sources as important program evaluation sources: admissions data, exit survey data, fieldwork self-evaluations, and data from surveys administered to graduates.

Third Party Assessment data yielded by employer surveys provides professional perspectives on program completers of the elementary, secondary, and special education programs at the end of their first year of teaching. The School Psychology Program tracks graduating cohorts to follow their employment status and notes the percentage of interns who were offered employment by their internship district. Interviews with program administrators, candidates, and completers, confirmed that the unit assessment system is well-designed and provides considerable data to ensure the unit and its programs are continuously analyzing their effectiveness and making modifications based on these analyses.

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.

Findings

Institutions in the California State University (CSU) system are financed mainly through California state taxpayer funding allocated by the California State Legislature to the CSU Board of Trustees, which in turn allocates funding to each CSU campus under the supervision of the CSU Chancellor's Office. At Humboldt State University (HSU), the university president is responsible for final determination of budgetary allocations for all university programs and operations. The University Resources, Planning and Budget Committee is a standing committee of the University Senate that meets regularly with university administrators and serves as the all-university representative body that is responsible for all budgetary recommendations to the president. Consultation with university administrators and faculty occurs prior to annual budget requests, and equitable distribution of funding support is ensured through established formulas in areas such as instructional staffing, travel, and student assistant support.

The Academic Programs portion of the HSU General Fund is administered by the provost and Vice President for Academic Affairs, who distributes funds to the dean of each college based on the previous year's budget, with consideration for specific augmentations typically negotiated in the prior year. Deans are regularly consulted in matters related to budget development, allocations, and adjustments of the university academic budget. Allocation formulas and annual funding for instruction and operating expenses and equipment for all units in Academic Affairs are distributed and discussed at the President's Executive Council meetings.

Within the College of Professional Studies (CPS), the dean and associate dean regularly meet with program chairs to discuss recommendations for budget allocations. Program chairs, including the Chair of the School of Education, annually make requests directly to the dean for positions and/or funding as part of the college planning process. To secure positions or funding, programs must demonstrate need in terms of faculty workloads and course enrollments and scheduling. The School Psychology credential program is a Masters degree program within the Psychology Department and shares the departmental budget allocated to that department. The Adapted Physical Education Added Authorization program resides in the Kinesiology and Recreation Administration Department and shares the department budget allocation with other programs.

The Education Accreditation Unit (EAU) is committed to ensuring that the faculty members who teach and supervise candidates in credential programs have the knowledge base and experience to be able to offer candidates the highest quality instructional programs and fieldwork supervision. The unit strives to provide a critical mass of faculty to assure the breadth and depth of expertise needed to support effective programs of instruction and field experiences for each credential program.

Currently the EAU employs five full-time tenure-line faculty members, one FERP (Faculty Early Retirement Program) faculty, and seven FTE lecturers across the five credential and Master's programs. Tenure-track faculty in the EAU fill their teaching loads primarily teaching undergraduate, credential, and graduate courses, but several also supervise candidates' work in local schools. The unit's part-time lecturers serve both as course instructors and fieldwork supervisors. Those lecturers who teach within the credential programs are all classroom teachers or administrators with many years of experience and a high degree of success in teaching at the university level. Fieldwork supervisors are chosen for their strong backgrounds as successful classroom teachers, their ability to mentor new teachers, and their interpersonal skills, which are essential to their success as the liaison between the university and the public schools.

The EAU is located primarily on the second floor of Harry Griffith Hall (HGH). HGH underwent an extensive renovation several years ago, and now contains spacious conference rooms, smart classrooms, a workroom, a faculty/staff and student lounge, and comfortable faculty and staff offices. The Psychology Department is located in the Behavioral and Social Sciences Building (BSS), with two computer labs, a smart classroom, test library, clinic, and several research labs. Local schools provide space for all candidates during their practica placements, and the BSS Building has space reserved for graduates to congregate and work together. The Adapted Physical Education Added Authorization is housed in the Department of Kinesiology and Recreation Administration. Adequate physical resources are available there to support faculty and candidates including adequate office space, instructional resources, audiovisual materials, technology needed for effective instruction, a swimming pool to be used for the aquatics class, and gymnasiums, a weight room, locker and shower rooms, a field house, an exercise room, and a dance studio.

All full-time faculty members are assigned single offices. Each faculty office in the unit is furnished with a desk, chair, file cabinet, bookcase, computer, telephone, and connectivity. New full-time faculty members are provided a new computer system. Faculty computer updates are made systematically on a four-year cycle. Staff offices have appropriate furniture, telephones, computers, and internet connectivity for carrying out job responsibilities. The layout of the building makes for easy and frequent interactions among candidates, staff, and faculty.

The EAU has dedicated classrooms for the credential courses, which frees the programs from scheduling classes within the strict university protocol and enhances scheduling flexibility. Currently the university maintains 58 smart classrooms available for classes of every discipline.

Each classroom contains a computer with Windows OS, a projector, a DVD player, and a laptop connection. All labs outside of Harry Griffith Hall have direct Ethernet connections and common software suites that include Microsoft Office, Adobe, web browsers, Minitab, and SPSS, among others.

All faculty and staff have access to professional development opportunities on campus. Additionally, faculty are eligible to apply for travel funds emanating from the President's office, as well as the College of Professional Studies, to attend conferences, present papers, and take candidates to professional conferences. Faculty materials allocations vary from year to year depending on the budget.

The HSU Library provides book, journal, and media support for students in all of the university's programs. The Library maintains a strong Children's Literature Collection and a small collection of curriculum textbooks. The HSU Education Librarian frequently consults with faculty and provides a sequenced program of library instruction for information competency for HSU students at all levels. HSU classes are also able to view/use materials at the Learning Resources Display Center at the Humboldt County Office of Education in Eureka. Faculty and students have access to HSU email accounts, the Internet, and a variety of multi-media equipment housed within the credential programs.

The EAU focuses on integrating technology teaching as strong models for candidates who have access to netbooks, laptops, flip cameras, video cameras, LCD projectors, and digital cameras. All computers provide wireless access. The university utilizes Moodle as its course management system. The Multiple Subject and Single Subject credential programs use Taskstream as their secure electronic platform on which candidates upload teaching performance assessment products. Similarly, the School of Psychology uses Taskstream to administer the portfolio that candidates maintain throughout the three-year program.

Technical support and training are offered to faculty through the CPS Information Technology (IT) Consultant and the university IT unit. This full-time Consultant addresses issues for the unit regarding hardware and software; university computing facilities, policies, and licensing; and instructional applications of technology. Training and preparing instructional support materials for technology instruction, demonstrations, and orientations for online materials are provided. The university Help Desk operates seven days a week during the academic year and Monday-Friday during non-academic periods. The university also maintains a Virtual Help Desk web site with downloadable tools and answers to frequently asked questions.

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

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.

Findings

All courses in the Education Accreditation Unit (EAU) are taught by faculty who are intellectually, professionally, and experientially qualified to offer research-based instruction in its professional education programs. Programs are delivered through the teaching and advising efforts of tenure-track and part-time lecturer appointments. All faculty are selected and assigned to teach courses and supervise clinical fieldwork consistent with their qualifications, expertise and experience. They have current knowledge in the fields in which they teach, understand the context of public schooling, access to professional development, and model best professional practices in teaching and learning, scholarship, and service.

Tenure-track faculty hold terminal degrees of either a Doctorate of Philosophy or a Doctorate of Education. Relevant experience in public schools or a related field is also required for tenure-track faculty. Temporary faculty, also referred to as lecturers or adjunct faculty, must also demonstrate excellence in teaching, have teaching experience, and possess the knowledge and skills related to the course(s) that they teach. All EAU programs employ lecturers to teach classes and/or supervise field experiences. They are hired based on their academic and experiential qualifications to teach selected courses and supervise clinical and field experiences. They must be licensed or certified in the area in which they teach or supervise fieldwork or hold a Master's degree. Since many are employed as K-12 educators, or are recently retired, they bring current classroom teaching, administrative, service, or clinical experience which is of great value. Lecturers also typically have had numerous professional in-service experiences over the years that keep them current with their content and instruction.

Documents reviewed and interviews confirm that prospective faculty, instructors, and supervisors must meet university employment standards. All tenure track and temporary positions are filled using hiring procedures outlined by the university. All tenure track positions are nationally advertised. Temporary faculty (lecturers), those who teach courses and those who supervise fieldwork, apply to the temporary part-time pool that is advertised by the

university in the spring of each academic year. The university establishes qualifications for each position and a separate pool is created for each of the credential programs. Tenure track and part-time faculty are required to have extensive classroom or school-based experience at the level at which they teach and supervise candidates or hold a Masters degree. Adjunct faculty, who are hired to teach classes and assist with supervision, are current or former classroom teachers who have had successful careers prior to teaching at university. The three basic credential programs actively recruit from the pool of mentor teachers (District-Employed Supervisors) as they near retirement to add to the part-time pool. Candidates in the Educational Leadership and School Psychology programs are supervised by adjunct faculty who teach in the program as well as by persons hired solely as University Supervisors. HSU university supervisors are highly regarded in the schools in part because they self-identify as classroom teachers, administrators, and psychologists.

Humboldt State University (HSU) and the EAU are committed to diversity in the social and academic life of the university, its programs, faculty, staff, and students. During an interview, the Dean of the College of Professional Studies shared that the university has actively recruited students from more diverse areas in California in the past ten years and has recently been identified as a Hispanic Serving Institution (HSI). The university and EAU also actively recruit applications from and nominations of qualified disabled, minority, and women candidates. In 2013-2014, of the 57 full and part-time faculty surveyed in the EAU, 63% were female and 84% identified as White/Non-Hispanic. Faculty identifying as Black/Non-Hispanic comprised 3.5% of the EAU faculty, as did those identifying as Native American, and 1.7% indicated they were Asian/Pacific Islander. One faculty member identified as Hispanic and two faculty members declined to state.

The faculty is knowledgeable and experienced in issues of diversity. Reviews of faculty vitae indicated that three tenure track faculty have doctoral degrees that focus on diversity. Two additional tenure track faculty members have doctoral degrees in Special Education. Adjunct faculty also focus their research on diversity issues, for example, (1) how pre-service teachers build understanding of teaching diverse learners, and (2) issues of LGBTQ students. Additionally, faculty members have extensive experience teaching P-12 students in diverse schools from southern California; urban schools in the East Bay, East Boston and San Francisco; local schools with high numbers of Native American students; and schools with a high number of students with Individual Education Plans.

A summary of faculty publications in vitae and on the website confirmed that faculty have authored a wide array of scholarly works that focuses on diversity. Over the past 10 years, faculty published 53 scholarly papers; presented 103 times at international, national and regional conferences and/or meetings; and developed or implemented 12 grants focused on diversity. Topics addressed in these scholarly works include cultural diversity, exceptionalities, bilingualism/second language learning, and sexual orientation.

Faculty collaborate regularly and often with educational professionals from local school communities, faculty from other HSU departments on campus, and other members of the

professional community dedicated to improving teaching. This is evidenced most strongly through program advisory board meetings that typically meet once each semester. Since many lecturers are also classroom teachers, collaborative endeavors are ongoing. Faculty work together at the program and unit level to develop curriculum, assess program quality, and change and adapt programs in consultation with all constituents in the programs. They have successful long-term partnerships with local districts and agreements for placing candidates in fieldwork settings in every district in their local community.

Humboldt State University has a generous system of support for faculty development including teaching, research, and scholarship. The CSU system also offers six units per semester on a fee-waiver basis for faculty and staff, regular workshops in technology, and provides teaching and learning seminars conducted by the faculty across the system. Support for research and scholarship is evidenced through travel funds and sabbatical leaves.

Evaluation of tenure track faculty is governed by the university's Retention, Tenure, and Promotion (RTP) policy as agreed to in the Collective Bargaining Agreement. Within that framework, each department develops its own RTP policies and procedures unique to its schools, departments, programs, and disciplines. Documents and policies reviewed indicated that all faculty, including part-time faculty, are formally evaluated on campus-designed student course evaluations for each course taught each semester. Interviews with the SOE Chair confirmed that part-time faculty are evaluated on teaching effectiveness based on analyses of candidate evaluations and classroom observations. Criteria for supervisor evaluations include a summary of student teacher and mentor teacher evaluations, attendance at supervisor meetings, timeliness of paperwork submission, and maintenance of contact with the Program Coordinator.

Interviews with the Associate Dean and SOE Chair indicated that in the case of negative course evaluations for part-time instructors, the program leader is assigned to mentor and assist these instructors in their teaching effectiveness. The chair may also become involved in mentoring faculty who are having difficulties in the classroom. Part-time faculty assisted in this manner who are not able to make the necessary improvements are not retained. Negative course evaluations of tenure-track faculty are handled in accordance with HSU's Collective Bargaining Agreement.

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.

Findings

Each program in the EAU provided evidence, through documentation and discussions, of application procedures, admission criteria, and evaluation processes that meet Commission and program entry requirements. These include Admissions and Application Guides for the Adapted Physical Education, Education Leadership, Elementary Education, School Psychology, Secondary Education, and the Education Specialist programs. Programs offer regularly scheduled, in-person application orientation meetings and respond to telephone and email inquiries. Applicants qualify for admission to both the University and to their respective programs. Although undergraduate students may take courses in the three basic credential programs with instructor approval, these programs are actually fifth year programs and the majority of candidates are post-baccalaureate candidates. The Educational Leadership program is also a non-degree, post-baccalaureate credential program; however, academic credits earned in the Educational Leadership program may be applied towards the Master of Arts in Education. The School Psychology Credential program, nested in the School Psychology Master's degree program, offers both a credential and a Master's degree. The Adapted Physical Education program, an added authorization, may be completed in conjunction with any of the three basic credential programs or as an addition to an existing Multiple Subject, Single Subject or Education Specialist credential.

The majority of the program admission requirements are held in common, with slight variations. Paper screening of application packets has been newly focused on writing skills as well as evidence of dispositions, aptitudes, and potential for teaching excellence as highlighted by *Professional Goal Statements* and *Experiences & Skills* responses in all basic credential programs. Letters of recommendation are required by all programs. Candidates remarked during interviews how challenging it was to collect all of the information needed and how helpful faculty and Lead Coordinators were in helping them to prepare it.

Interviews with Credential Center staff confirmed that rigorous, clear admission criteria are followed.

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.

Findings

The University bulletin provides information to prospective applicants on admission and program requirements, including a directory that presents prospective applicants and/or current candidates with information to identify available program-specific assistance.

Program admission requirements and information for the completion of all credential programs, including those programs not housed in the School of Education (i.e., School Psychology and Adapted PE), are available in regular information sessions provided by the Credential and Graduate Services Center (CGSC) staff. Department chairs and faculty in each department provided site visit team members with specific information about professional placement and details about the content of individual credential programs.

The CGSC's handout for approved subject matter programs lists faculty advisors and their contact information. The faculty advisors review potential applicants' university transcripts and determine whether previous coursework meets the requirements for subject matter allowing applicants to waive the California Subject Examination for Teachers (CSET).

The EAU admits and advises candidates across programs. The admission process is clear to applicants and can be found on HSU's website. Staff assist candidates who have questions about coursework, student teaching, and even personal problems. Leads, Coordinators and Supervisors, and faculty all step up to provide advice and assistance to their candidates.

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

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates 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.

Findings

Applying academic learning in fieldwork experience is where theory and practice come together in Humboldt State's Education Accreditation Unit (EAU). This is dependent upon strong, working relationships with P-12 partners. The EAU collaborates primarily with five North Coast county offices of education and school districts (Humboldt County Office of Education, Arcata School District, Del Norte Unified School District, Eureka City Schools, McKinleyville Union School District) in the design, maintenance, and implementation of its credential programs.

Many EAU part-time faculty members and program leaders work in the local educational community. Programs also receive informal input on program operations from district-employed supervisors through conversations in the field with university supervisors as well as through frequent email and telephone contacts with Fieldwork Coordinators and Program Leaders. All of the school partners are accredited by the Western Association of Schools and Colleges (WASC) and follow state curriculum frameworks and standards. Many are now transitioning to Common Core State Standards and Frameworks.

The Unit provided the site visit team with evidence of the use of a field-based/clinical evaluation instrument that is currently in use by the Multiple Subject, Single Subject, and Education Specialist programs. The instrument is being reviewed and revised by other programs in the Unit for adoption. This evidence was corroborated by conversations with university supervisors, faculty, and school placement staff. A copy of a completed candidate field-based evaluation form was reviewed.

Through the combined efforts of fieldwork coordinators, district-employed supervisors, university supervisors, site administrators, and advisory boards, criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel have been clearly delineated and provided excellent placements for the EAU credential candidates.

All field-based coursework 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.

Programs seek clinical sites that offer demographic diversity in their student body and their faculty. They look for sites that have veteran teachers, administrators, and school psychologists who are well-versed in state academic standards, as well as in their professional standards, and who desire to mentor new teachers into the profession.

Standard 8: District-Employed Supervisors

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.

Findings

The programs in the EAU work closely with all the districts in their two-county community to select district-employed supervisors and the thoughtful placement of student teachers and interns. Teacher programs refer to these individuals as mentors while the School Psychology program labels them supervisors. Adapted PE, a new program with placed students for the first time this year, also refers to them as supervisors. Evidence of this can be found in the Admissions Process, as applicants are almost always matched with a mentor before they are admitted to the program of their choice. A placement with a mentor is of paramount importance to candidate success in the credential programs. The recognized matching process is noted in minutes of EAU meetings, Program Lead Meetings, Coordinator Meetings, interviews with district employers and mentors, and interviews with mentors themselves. District-employed supervisors are selected based on criteria that are defined in each program. At a minimum, they must have a credential in the area in which they are mentoring, and two to three years of experience. An exception is Adapted PE which requires only one year. Programs also ask districts to identify strong mentors with the understanding that not every great teacher is a great coach. Employers, including Human Resources administrators and superintendents, noted the strong relationship they have with HSU. They also reported that they were included in the dialogue regarding fieldwork placements.

Through interviews and review of documentation, the team found that each program provides the mentor teachers/supervisors with a handbook or other written materials outlining the requirements for candidates and supervisors. The principal, mentor teacher, and the candidate all sign an agreement to the expectations of their roles in fieldwork placements. Each program orients the mentors/supervisors in different ways, including bringing them together for trainings, holding individual meetings, providing social events, and offering professional development opportunities at the university. Candidates in the School Psychologist program typically work as paid interns with their own school assignments in their third placement. This was confirmed by employers, supervisors, faculty, and candidates themselves.

A recurring theme in interviews was the acknowledgment that many of the district-employed supervisors were themselves graduates of programs at HSU, and were understandably

supportive of the candidates and of the values and goals of the programs. This “generational” preparation pattern was emphasized as a strength of all the programs. Completers and district partners described it as a strong community that supports the development of future teachers. Mentor teachers play an important role for the university and the community.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

The Education Accreditation Unit (EAU) implements an assessment and evaluation system using multiple sources. In the credential programs, candidates are assessed on performance indicators using a variety of measurement tools. Candidate Competence Assessments by program display the key types of measurements used for formative and summative assessment of 1) candidates’ competence in the knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards, and (2) candidates’ performance in meeting Commission-adopted competency requirements for beginning practitioners.

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 through successful completion of academic coursework, fieldwork, and culminating fieldwork as demonstrated by performance on a variety of program assessments. It is important to note that in interviews with superintendents, site administrators and human resource personnel from the local districts, HSU candidates in the credential programs were actively sought. During interviews, site administrators reflected upon candidates’ willingness to fully immerse themselves in their assigned school with their mentor. When asked what attributes they might use to describe the candidates, interviewees listed these: well-prepared, conscientious, passionate, technology proficient, socially responsible, willing, social justice minded, and child-centered. Administrators and human resource personnel also stated that candidates not only understood the textbook explanation of social justice but also embraced it. Completers noted that they often have been offered positions at the schools where they were placed as pre-service candidates.

Each program in the EAU collects candidate performance data to determine candidate competence, program advancement, and to document the completion of requirements at key transition points in the program. The data are aggregated, examined, and discussed at faculty meetings and with program advisory boards. Multiple measures and analyses are used to ensure triangulation and validate findings. This is evidenced by program meeting agendas and minutes and submission of reports, such as Title II reports, to the state Department of

Education, annual Improvement and Accountability Plans (IAP) to the CSU, the annual Teaching Performance Assessment report to CTC, and Biennial Reports to CTC, all of which draw on a variety of both independent and overlapping data sources. Candidates are assisted and supported throughout their professional preparation by staff and academic and clinical faculty. Candidates are closely monitored at every step of the way, and those who do not meet program requirements are notified and remediated in a timely way.

Candidates are expected to demonstrate professional knowledge and skills in the following areas: achieve a minimum “C-” grade in program courses; maintain a “B” average in all program coursework; achieve “met” ratings on fieldwork evaluations; pass the appropriate CSET subject matter exam or waiver program (multiple subject, single subject and education specialist), pass the RICA exam (multiple subject and education specialist); pass the culminating field experience (student teaching or equivalent); pass the portfolio review (education specialist, education leadership, Adapted PE and School Psychologist); and pass the PACT teaching performance assessment (multiple and single subject).

When a candidate’s performance is problematic in one or more of these areas, an advising meeting is held with the candidate. The composition of the advising group varies from program to program and depends on the particular situation. The advising group is comprised of one or more of the following: credential program leader, subject matter program leader (single subject), fieldwork coordinator, university supervisor, district-employed supervisor, the course instructor, credential analyst, the Psychology Department Chair or the School of Education Chair. After discussion of the issue(s) and a review of candidate performance, an action plan is developed with specific goals, behaviors, and due dates. The action plan usually takes the form of a performance contract or a Performance Improvement Plan.

The unit provided evidence on how it collects, analyzes, and utilizes data on candidate performance. Meetings held with the Unit Assessment Committee, Assessment Director, and School of Education Chair corroborated this evidence. Additional documents provided on-site also supported these findings.

Program Reports

Preliminary Multiple Subject Credential

Program Design

Humboldt State's Multiple Subjects program, called the Elementary Education Program (EED), is a two-semester, cohort-model program that annually prepares approximately 25 candidates. EED is housed in the School of Education (SOE), within the College of Professional Studies (CPS). The dean of CPS is responsible for the ongoing oversight of all credential programs and reports to the University Provost. The dean delegates day-to-day management of the credential program to the Chair of the SOE, who manages personnel and budgetary matters. The EED Program Leader, who reports to the Chair, is responsible for overseeing program curriculum, communication, and the PACT assessment. The EED Program Coordinator, under the supervision of the program leader, arranges placements and supervision, manages admissions processes, monitors candidate progress, and serves as the primary program advisor. The credential analyst completes a final statutory and course check before any candidate is recommended for a credential.

Interviews with program faculty and supervisors confirmed that communication within the program occurs both at monthly meetings and through email. Faculty and supervisors commented on the high level of accessibility and support from program leadership. Interviews with school partners confirmed that EED convenes a yearly advisory board, and that suggestions offered by the advisory board inform the direction of the program.

Interviewees verified the effectiveness of recent program revisions including an alignment between methods courses and new standards (Common Core, Next Generation Science, and English Language Development) and the redesigning of fieldwork placement processes to ensure that candidates have at least one placement in a school with learners who are culturally and linguistically diverse.

Course of Study

The EED Program is divided into four phases, two each semester. The majority of coursework occurs in the first half of both fall and spring semesters (Phases I and III), and full-time fieldwork including solo teaching occurs in the second half of each semester (Phases II and IV). Candidates engage in fieldwork (called apprentice teaching) in two different school placements for a total of approximately 800 hours.

Phase I begins with an intensive one-week course, *Multicultural Education*. Candidates then proceed with seven weeks of four half-days of fieldwork and four half-days of coursework, including *English Language Skills and Reading*, *Integrated Math and Science*, *Integrated Fine Arts*, *Integrated History/Social Science*, *Professional Development*, *English Language Learners*, *Teaching and Learning* and *Inclusive Classrooms*. During Phase II (weeks 8-15), candidates engage in full time student teaching, culminating in a three- to five-day solo teaching event.

Phase III begins with an intensive week-long course, *The School and the Student*. Candidates then engage in seven weeks of four half-days of fieldwork and four half-days of coursework which includes a “B” section of each methods courses, *Professional Development*, and *Integrated Health and Physical Education*. During Phase IV (weeks 8-15), candidates engage in full-time student teaching, which culminates in a two-week solo teaching event.

During interviews, candidates described ways in which the program sequence provides a close connection between theory and practice. Candidates noted that all of the readings that were assigned mattered, and that many have gone back into the readings as their fieldwork experience deepens. Program completers described “top-notch professors” who “constantly modeled best teaching practices.” In the critical area of teaching English learners, candidates felt prepared to use teaching models and strategies to meet the needs of all students.

Interviews confirmed the effectiveness of the supervision process described in the EED handbook. Each semester, university supervisors have a minimum of eight contacts with the candidate, including five on-site visits and three clinical observations. Clinical observations include prior submission of a lesson plan, an observation by the supervisor, and a post-observation conference. Current candidates and completers commented on the “amazing support” they had received from their supervisors, mentors, and program leadership.

Candidate Assessment

The 2014 Biennial Report described, and interviews with program constituencies confirmed, that candidate competencies are evaluated by 1) Content Area Tasks, 2) Performance Assessment for California Teachers (PACT), 3) Field Evaluations, and 4) Signature Assignments. During Phases I and II, candidates complete three Content Area Tasks (CATs) in each of three content areas: Science, Literacy, and Social Science. During Phases III and IV, candidates complete the Elementary Mathematics PACT and upload it to Task Stream. The Task Stream platform is used to score PACT and to provide scores to candidates. When interviewed, current candidates and completers reported that they felt prepared for PACT, largely due to purposeful scaffolding and support provided throughout the program. However, the team found an issue when asking about the PACT scorers’ calibration: Scorers are not required to recalibrate each year using the PACT-developed calibration process from the Stanford Center for Assessment, Learning, and Equity (SCALE).

Signature Assignments measure candidate performance on the HSU School of Education Candidate Learning Outcomes (SOE CLOs). EED uses specific classroom assignments; PACT Content Area Tasks and Teaching Event scores; and fieldwork assessments to assess the CLOs. Program leaders explained that these assessments are being fine-tuned. In interviews, candidates did not comment about the use of signature assignments to measure CLOs.

During each phase of the credential program, the mentor teacher, supervisor, and candidate complete fieldwork evaluations using rubrics aligned with the Teacher Performance Expectations. In addition, candidates must complete their coursework with an overall GPA of

3.0, earning no grade lower than a C-. Any issues with performance in coursework or fieldwork are brought to the attention of the Program Coordinator and Program Leader, who work with the candidate, supervisor, and instructional faculty to set goals for improvement. Supervisors confirmed that the improvement plan process provides a collaborative and goal-driven method of supporting candidate growth.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of Standard 19, which is **Met with Concerns**.

Rationale:

Standard 19 states: “The program complies with the assessor recalibration policies and activities specific to each approved TPA model.” The EED Program uses PACT, the Performance Assessment for California Teachers. To ensure reliability, PACT requires that trained scorers recalibrate annually using calibration teaching events provided by the instrument developer (SCALE). Interviews with PACT scorers indicated that the lead scorer recalibrates using calibration events provided by SCALE. However, all other scorers recalibrate each year using PACT teaching events written by current candidates in the EED program.

Preliminary Single Subject Credential

Program Design

The Single Subject credential program at HSU, called the Secondary Education Program (SED), is a two-semester program that authorizes credentials in nine single subject disciplines. SED is housed in the School of Education (SOE), within the College of Professional Studies (CPS). The dean of CPS is responsible for the ongoing oversight of all credential programs and reports to the university provost. The dean delegates day-to-day management of the credential program to the chair of the SOE, who manages personnel and budgetary matters. The SED program leader, who reports to the chair, is responsible for overseeing program curriculum, communication and the PACT assessment. The SED Program Coordinator, under the supervision of the program leader, arranges placements and supervision, manages admissions processes, monitors candidate progress, and serves as the primary program advisor. The credential analyst completes a final statutory and course check before any candidate is recommended for a credential.

Interviews with program faculty and supervisors confirmed that communication within the program occurs both at monthly meetings and through email. Faculty and supervisors commented on the high level of accessibility and support from program leadership. Interviews with school partners confirmed that SED convenes a yearly advisory board, and that suggestions offered by the advisory board inform the direction of the program. For example,

the advisory board suggested that one additional full week of fieldwork should be added to the fall semester, and the program initiated that change in 2014-2015.

One significant recent change in program design was the transformation to the hybrid online delivery format. SED now admits two cohorts—one with the majority of coursework online in a virtual classroom (Blackboard Collaborate), and the other with the majority of coursework face-to-face. The two-cohort model was designed to allow candidates the flexibility to access the program while engaging in fieldwork in schools outside of Humboldt County. A small number of candidates (two or fewer per year) participate in the online program as Interns, who complete the same course of study spread over a two-year period. Support for interns is closely aligned with the local Induction program.

Course of Study

Interviews with faculty and candidates confirmed the course of study described in the program handbook. Fall semester begins on campus with a one-week intensive course for both cohorts: *Multicultural Issues in Education*. After the initial week, online candidates return to their home sites to begin their fieldwork and coursework. Fall semester courses include: *Educational Psychology, Teaching and Learning in Secondary Schools, Nonviolent Crisis Intervention, Service Learning, Bilingual Theories and Methods, Classroom Management, Content Area Literacy, PACT support, and Special Methods* (discipline-based methods classes). During fall semester, candidates are at their school sites nine hours per week until week 11, when they are at their fieldwork sites full time and complete a three-day solo teaching experience.

During spring semester candidates take a content area literacy applications course, a Performance Assessment for California Teachers (PACT) support course, and another *Special Methods* course. In their placements, candidates continue teaching under the guidance of their mentors. They assume primary instructional responsibilities for two class periods, or they team-teach with their mentor for several periods. All spring fieldwork culminates in a two-week solo teaching experience.

During interviews, candidates spoke favorably of the online delivery model, reporting that the online courses allowed them to hear perspectives from classrooms in different parts of the state. They appreciated the flexibility of the program, and the ability to choose which delivery model best suited their learning styles. For both online and face-to-face formats, candidates were “amazed” at their professors and the quality of courses. One candidate explained that their professors “were not afraid to take on tough issues that are sometimes hard to talk about but are necessary to be able to teach all children.” Current candidates and graduates confirmed that program coursework effectively prepared them to align classroom instruction with Common Core and Next Generation Science standards.

Interviews confirmed the effectiveness of the supervision process, with a minimum of six contacts with the candidate in the fall (including three clinical observations) and 12 in the spring (with six clinical observations). Candidates, supervisors, and mentors praised two recently added field assignments, the Guided Observation assignment, in which the candidate

and supervisor jointly observe the mentor, and the Video-Elicited Lesson Response (VELR) in which candidates and supervisors review a videotaped lesson of the candidate. Current candidates and completers commented about the support provided by mentors, supervisors, faculty, and program leadership. One candidate explained, “In my undergraduate program, at a different university, I felt like I was just a number. Here, they know me.”

Intern candidates take the same classes as non-interns, with coursework spread over a two-year period. Credential candidates are eligible for the intern program after they have completed the pre-service coursework, which is offered during the first semester of the SED credential program. Interviews with interns confirmed that interns receive the required number of support hours from an onsite mentor.

Candidate Assessment

The 2014 Biennial Report described, and interviews with program constituencies confirmed, that candidate competencies are evaluated by 1) Performance Assessment for California Teachers (PACT), 2) Field Evaluations, and 3) Signature Assignments. During spring semester, candidates complete the PACT in a focus subject area and upload it to Task Stream. The Task Stream platform is used to score PACT and to provide scores to candidates. When interviewed, Candidates felt very prepared for PACT and supported during the PACT process. Faculty mentioned that the PACT results provided data for fruitful discussions about candidate performance and program improvement. However, the team found an issue when asking about the PACT scorers’ calibration: Scorers are not required to recalibrate each year using the PACT-developed calibration process from the Stanford Center for Assessment, Learning, and Equity (SCALE).

During each phase of the credential program the mentor teacher, supervisor, and candidate complete fieldwork evaluations using rubrics aligned with the Teacher Performance Expectations. Signature Assignments measure candidate performance on the HSU School of Education Candidate Learning Outcomes (SOE CLO’s). SED also uses a pre-program and end-of-program teaching philosophy writing assignment to assess some candidate outcomes. Program leaders explained that these assessments are being fine-tuned. In interviews, candidates did not comment about the use of signature assignments to measure CLOs.

During each phase of the credential program the mentor teacher, supervisor, and candidate complete fieldwork evaluations using rubrics aligned with the Teacher Performance Expectations. In addition, candidates are required to maintain a “B” average in program courses, with no grade lower than “C-.” Any issues with performance in coursework or fieldwork are brought to the attention of the Program Coordinator and Program Leader, who work with the candidate, supervisor and instructional faculty to set goals for improvement. Supervisors confirmed that the improvement plan process provides a collaborative and goal-driven method of supporting candidate growth.

Interns complete the same assessments, (with some modifications to field evaluation forms) plus two additional documents: a Professional Development Plan and a Support and

Supervision Log. Once employed as an intern teacher, each intern creates a Professional Development Plan that is completed with the school site mentor, principal, and University Supervisor. Support and Supervision Logs are completed on a monthly basis until program completion.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the Standard 19, which is **Met with Concerns**.

Rationale

Standard 19 states: “The program complies with the assessor recalibration policies and activities specific to each approved TPA model.” The SED Program uses PACT, the Performance Assessment for California Teachers. To ensure reliability, PACT requires that trained scorers recalibrate annually using calibration teaching events provided by the instrument developer (SCALE). Interviews with PACT scorers indicated that the lead scorer recalibrates using calibration events provided by SCALE. However, all other scorers recalibrate each year using PACT teaching events written by current candidates in the SED program.

Education Specialist: Mild/Moderate and Moderate/Severe

Program Design

The Education Specialist program prepares candidates for Preliminary Education Specialist credentials in Mild to Moderate and Moderate to Severe disabilities. An Education Specialist program leader, supported by a program coordinator, leads the program. The Education Specialist credential programs are housed in the School of Education in the College of Professional Studies. Candidates, program faculty, employers, completers, university supervisors, and mentors teachers unanimously commented on the competence, accessibility, and effectiveness of both the program leader and the coordinator. The program coordinator was particularly praised for her skill at advisement of candidates, matching candidates with university supervisors and mentor teachers, and providing support to all involved in education specialist programs.

The dean for the College of Professional Studies (CPS) has responsibility for overseeing all of the credential programs at Humboldt State University and reports directly to the provost. The chair for the School of Education (SOE) reports to the dean, oversees all operations of the credential programs and works closely with the program leader. The role of the Education Specialist Program Leader is to: 1) oversee admissions, class schedules, course development and/or refinement and program advising; 2) monitor program evaluation procedures, requirements and prepare reports for internal and external offices and agencies as a member of the Unit Assessment Committee; and 3) communicate within the program, unit, and community through

participation and facilitation of faculty and advisory board meetings. The role of the Special Education Coordinator under the supervision of the program leader is to 1) arrange all fieldwork placements including the assignment of university supervisors; 2) organize and manage the admissions process; 3) monitor student files to ensure all candidates are adhering to CTC and university requirements; and 4) serves as the primary program advisor to candidates. All stakeholders reported open and frequent communication with the program leader and the program coordinator.

Both of the Education Specialist credential programs are fall-start cohort programs. The Mild/Moderate (M/M) credential program can be completed in two semesters or one academic year. The Moderate/Severe (M/S) credential may be added to the M/M credential in an additional summer session. The program leader reported that no student has requested to complete just the M/S credential. Employers reported that they prefer to hire candidates with both credentials due to the rural area that they serve. The M/S Preliminary Credential Program share core courses, fieldwork, and assessments that are required for the M/M Preliminary Education Specialist credential. All stakeholders reported that supervised field experiences began from the first days of the program and that courses required practical application assignments in the field experiences.

Since transitioning to the 2009 Standards for the Preliminary Education Specialist credential, all program documentation (advising materials) have been updated and candidates understood they were in a Preliminary program. The changes reported by the program based on data reported in the 2014 Biennial Report included: 1) revised curriculum for EDUC 285: *Technology for Educators* to include a curriculum development assignment, and 2) the structure of the fieldwork was changed to three 12-week placements completed across the fall and spring semesters, providing a total of 36 weeks of supervised field experiences. In response to the revised Education Specialist Teaching Performance Expectations (TPEs), the program has begun transitioning to the revised TPEs during the current academic year and has integrated them into coursework and the student-teaching evaluation system. The Fieldwork Evaluation form clearly indicated that TPEs are aligned with candidate competencies and a matrix illustrates the alignment of TPEs with courses. The inclusion of the TPEs in course syllabi is under development.

The Special Education Partnership Council serves as a program steering committee and recommending body. Members include representatives from the Humboldt County Office of Education including the County Superintendent of Schools and Program Manager of Special Services, local principals/superintendents, special education teachers, faculty, the program coordinator, university supervisors, mentor teachers, and parents of students with disabilities. The Partnership Council is responsible for providing input for the design and modification of the Education Specialist Program, review of assessment data, and insuring coordination and currency with local educational community. One of the employers interviewed reported about service on this committee; however, employers as a group reported that there were few to no opportunities for them to communicate with the program outside of a meeting with the university supervisor if they had a student teacher placed at their site.

Course of Study

The sequence of courses in the Preliminary Education Specialist Credential Programs are arranged systematically to enable candidates to develop the knowledge base for effective teaching in special education. Candidates completing the Moderate/Severe program continue the program during summer semester with four specialty standards courses in Assessment, Communication, Curriculum, and Specialized Healthcare and Mobility. Each seminar course includes a daily practicum experience in a classroom with students with severe disabilities. Candidates and program faculty reported that the Program Leader is responsive to their feedback regarding the effectiveness of the sequence of the coursework. Candidates consistently reported that the strengths of the program were the reading and math coursework supported by the clinical experiences and the alignment of the reading experiences and coursework with the requirement to take the RICA. The completers, candidates and their university supervisors and mentor teachers reported that the coursework prepared candidates for classroom management and positive behavior support as well as teaching reading and collaborating with other professionals.

Candidates typically participate in 15 hours of coursework and 20 hours of fieldwork during each week of the semester. Concurrent with coursework, candidates work with their individual mentor teachers to complete assignments and apply methods of instruction directly with their fieldwork students. In the fall semester, candidates take a reading methods course that includes a practicum experience in the reading clinic. In the spring semester, candidates take a mathematics methods course that includes a practicum experience in the math clinic. Candidates and completers reported that the program change to three supervised field experiences and the addition of the opportunity to do fieldwork in the reading and math clinics enhanced the variety of experiences to practice instructional skills. All candidates and completers interviewed reported that they will complete or did complete the program in one year. Candidates are in the classroom for field experiences four days per week and come to class in the afternoon and evening and on Saturdays for the reading and math clinics. Candidates completing the M/S program continue their program during the summer semester. The completers all reported that they were well prepared for working with students with moderate to severe disabilities and that they all completed the requirements for both credentials in two semesters plus the summer session.

In response to the revised English Learner Program Standards, three major revisions have been implemented. Curriculum for *Multicultural Special Education* has been revised to include an English learner (EL) case study analysis and the identification of community resources to meet the needs of EL students. A second revision was the requirement that candidates observe and participate in a lesson plan for a specific EL student during student teaching fieldwork. Finally, the curriculum was revised for *Foundations of General and Special Education* to include a unit and lesson-planning template that required the development of instructional strategies for EL learners. The faculty, mentor teachers, university supervisors, completers, and candidates did not specifically identify working with EL students when asked about the strengths or needs of the program.

Candidates complete their student teaching in three distinct settings including an elementary school, a secondary school, and a placement that serves students with autism. The Program Leader reported that these placements were based on the credential objective or objectives of each candidate, but frequently the placement that included serving the needs of students with autism was in a moderate to severe setting because all candidates complete the requirements for both credentials. Student teaching consists of three sessions, 12-weeks each, across the fall and spring semesters for a total of 36 weeks in the classroom. The student teaching experience has a graduated level of responsibility within each setting during which candidates are required to engage in the different roles associated with a special education teacher. Candidates plan lessons and curriculum sequences, collaborate with general education teachers, interact with parents through conferences, support existing behavior management programs, attend the student study team (RTI) meetings, write goals and objectives, attend and conduct IEP/ITP meetings, work with community agencies, and become collaborative members of the school community. Overall, all stakeholders indicated that the preparedness of each candidate is closely related to the field experiences of the candidate. Some candidates and completers indicated that they did not have access to IEP development or much solo teaching time in one or more of their placements. The variety of placements in combination with the Saturday reading and math clinics was reported to be effective in providing as much opportunity for candidates to practice critical skills in a range of settings as possible in the one-year format.

Mentor teachers and university supervisors complete clinical observations and activity checklists during each fieldwork experience and offer formative evaluation of candidate competence. Candidates are also evaluated in each student teaching placement through use of the evaluation form. The final, summative student teacher assessment is discussed and signed by the candidate, mentor teacher, and university supervisor. All stakeholders were familiar with these fieldwork requirements and evaluation tools. According to the program coordinator and the administrative assistant for the Education Specialist Program, all placements were made before school started, based on admission information, and an orientation meeting was held to provide training and support to the mentor teachers, university supervisors, and candidates. These stakeholders reported that the program coordinator checked in frequently with them throughout the year and was accessible at all times.

Candidate Assessment

The Education Specialist Program systematically assesses credential candidates with input from faculty, university supervisors, and mentor teachers. According to documents reviewed and interviews with the Program Leader, candidates are assessed relative to each candidate's competency and the unit Candidate Learning Outcomes (CLO). The program leader clarified and the faculty, completers, and university supervisors corroborated that evaluation of candidate performance in clinics and field experiences was directly aligned with credential standards in the M/M credential program. These measures, completed collaboratively by the site supervisor and university supervisor, are used to provide feedback to candidates as they progress through each experience. The program leader reported that additional standards-based measures of candidate competence were implemented in the summer of 2014: a

Practicum Performance Log, Clinical Supervision in Assessment and Communication, Daily Reflections, and Evidence Demonstration. Stakeholders interviewed were not familiar with these assessments, as they have only been implemented with one cohort in the summer so far. The unit level assessment of CLOs occurs in selected coursework assignments by program faculty. The program uses disaggregated data to determine how candidates in the Special Education program perform relative to the five areas identified in the School of Education Mission Statement. Analysis of the assessment data was used to make programmatic changes and enhance curriculum and fieldwork experiences on an ongoing basis.

The candidate competency measures are introduced to candidates in the application process, program orientation, and in the Special Education Handbook. During the program orientation, coursework and fieldwork assessments are reviewed with the candidates using the Handbook as a reference and guide.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Adapted Physical Education Added Authorization

Program Design

The operational unit for the Adapted Physical Education Added Authorization (APEAA) is in the Department of Kinesiology and Recreation Administration. This unit has a long history of preparing teachers in physical education. The department is housed in the College of Professional Studies. An APEAA Program Lead leads the program.

The chairs of each department in the College of Professional Studies form the Dean's Advisory Council and meet on a biweekly basis. At this level there are common discussions and information sharing regarding teacher preparation and education issues. The program has three tenure-track faculty members and each has a role in the program. The program leader works closely with program leaders in the basic teaching credential programs in course scheduling to ensure that candidates in these programs have the opportunity to simultaneously be enrolled in the APEAA program. The program leader is also a member of the Education Assessment Unit (EAU) which facilitates communication across programs and with the institution.

The program leader completes all program advising. The program was designed to meet the varied academic and practical needs of candidates. Because candidates can enter the program through different routes, the coursework schedule may be individualized to provide each admitted candidate a pathway toward the APEAA. Coursework in scientific foundations of kinesiology and the pedagogical aspects of physical education are approved in consultation with an advisor. Candidates may demonstrate subject matter competency by passing CSET:

Physical Education. Undergraduate students in the Bachelor of Science degree in kinesiology typically complete the prerequisite courses as part of their degree program. In the credential year, candidates then complete the additional four classes to gain the APEAA. A course called *Directed Field Experience* includes student teaching in physical education. APEAA program faculty, current candidates, and the Program Leader all reported that each of the courses in the program includes practicum field experiences which consist of working with Special Olympics athletes with varying disabilities; group instruction for elementary age students in physical education; working in the campus motor clinic setting; volunteering with individuals with disabilities in leisure and educational settings, including assisting with teaching and assessment activities; and participating in the HSU Fit program where candidates do group lesson planning based on individual learning goals in the categories of motor skills, social skills, and cognitive skills. One program faculty member reported that the goal of the program design is for candidates to complete both their preliminary teaching credential and the APEAA in one year.

Humboldt State University (HSU) initiated the physical education credential program in 1980. Due to low enrollment, the program went inactive for a couple of years but has since completed a program assessment review with the revised 2010 standards and was deemed preliminarily aligned prior to the site visit. The program updated the mission, goals, and student learning outcomes during this transition. There were no candidates in the program for the last two years, so 2014-15 was the first year of the revised program. The Adapted Physical Education program is supported by a federal grant to prepare candidates to work with children with disabilities in the field of physical education in public schools. Candidates who receive funding agree to work in the field of special education or related services for two years for each year of support they receive. HSU is one of the few APE programs in the country to have received this award.

Local physical education teachers and community representatives are members of the Adapted Physical Education Advisory Committee. This group meets each semester to review program development activities. Cooperative relationships are developed with community agencies in addition to public schools to provide additional fieldwork opportunities. One advisory board member has been active in the development of the new program and reported that the board meets at least two times per year.

Course of Study

The program leader reported that all candidates in the APEAA program are required to meet the requirements for both the undergraduate and credential phases identified in the program handbook and all materials are available in print and on the website. All coursework can be completed as a post-baccalaureate student. The program leader further clarified that candidate performance assessment required for the preliminary base teaching credential is not a measure of candidate competence in the APEAA program. Candidates reported that since they were the first to be enrolled in the program, there was some confusion in the course sequence. The program leader reported that there was a lot of collaboration and consultation required with the program leaders for Special Education and Secondary Education to schedule APEAA courses

so as to not conflict with the credential courses and still be offered in a reasonable sequence. Candidates reported that the strengths of the program are that they receive individual attention due to the small size of the program, the strong connections to local schools and service organizations such as Special Olympics and HSU Fit, and the range of different instructors who also have professional experience. They reported that they feel prepared to work with students with a variety of disabilities at all different ages and functional levels. The need they identified in the program was for a comprehensive program handbook that outlines all of the phases and procedures for successfully completing the program. The program faculty members reported that candidates have the potential to be well-prepared but the service delivery models that are available in the local educational communities currently limit them. Comments by candidates and faculty indicated that a one-year timeframe for the completion of both the preliminary teaching credential and the APEAA might be challenging to meet while maintaining the integrity of the range of requirements for both programs.

Candidates are required to participate in a variety of field experiences in contrasting settings during their program of study. This enables the candidate to gain an understanding of the multiple types of programs available in the community and facilitates the candidate's understanding of the concept of community-based programs. The Program Leader reported, and the candidates and faculty corroborated, that Physical Education Guidelines for California Schools are used across courses in the program. The program handbook provides activity guidelines for both practicum experiences embedded in the coursework and the supervised field experiences.

Candidates enroll in a student teaching course when completing their credential in physical education. This occurs concurrently with student teaching in physical education in the Secondary Education Program and in the Special Education preliminary credential. Placement of candidates is jointly planned by the APEAA and either the Secondary Education or the Special Education program. During student teaching, candidates develop individual performance objectives. These are developed in conjunction with mentor teachers and the university supervisor. Candidates reported that the field experiences for both practicum and supervised fieldwork have provided them with a range of experiences of settings, grade levels, ages, and disabilities. The university supervisors and mentor teachers are trained in the evaluation procedures and field experience activities by program faculty.

The program leader reported that the best way to learn to teach involves the application of theory to practice in schools, so candidates are required to invest 180 hours during their program of study in supervised fieldwork. Each candidate will have a mentor teacher who will guide their experience and a university supervisor who will act as a liaison between the program, the mentor teacher, the candidate, and the school site. The APEAA fieldwork takes place across two semesters and is structured to ensure that each candidate has the opportunity to plan, assess, teach, reassess, and collaborate. The Fieldwork Checklist provides details to guide the candidates' experiences. The program faculty provide training and support to the university supervisors and the mentor teachers at the beginning of the semester and are

available to provide resources or support as needed. All forms for fieldwork activities and evaluation can be found in the APE Handbook.

Candidate Assessment

Determination of candidate competence in adapted physical education is based on a systematic evaluation of performance. Candidates are recommended for the credential based upon successful completion of coursework and observation of effective performance in teaching physical education. Multiple measures are used through documentation and written verification. The APE Program Leader is responsible for coordinating the evaluation of all candidates during their coursework, fieldwork, and APE student teaching experience. Their instructors and their university supervisor provide candidates with both formative and summative feedback on their portfolio evaluation and fieldwork evaluations. Candidates reported that the program leader and the university supervisor were very accessible and responsive to their advisement and program related questions.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Pupil Personnel Services: School Psychology Credential

Program Design

The Humboldt State University Pupil Personnel Services (PPS) School Psychology credential program is designed to prepare candidates to perform duties of a school psychologist in a California P-12 setting. Program course work and field experiences are concurrent with the completion of an M.A. degree. The School Psychology Program is housed in the College of Professional Studies (CPS) and the Department of Psychology. The latter encompasses the Clinical Counseling and Research Programs. The Department is served by a chair who is responsible to the dean of the CPS. Program directors are responsible to the chair and for the day-to-day oversight of the credential and Master's degree programs.

The School Psychology Program has recently participated in staff changes as the program director retired after twenty-plus years of service to the university. At the present time the position is being maintained by two program co-directors, one full-time and the other a 50% position. A credential analyst (graduate coordinator), two full-time faculty, and adjuncts complete the department personnel. The department hires adjunct faculty on an as-needed basis who are usually practicing school psychologists from local school districts and teach specialized courses. They may concurrently be site and/or university supervisors for interns.

The Humboldt State University School Psychology Program consists of cohorts of 7-12 candidates. No candidates were admitted for the 2010-11 school year due to faculty resources;

seven candidates were admitted into the program for 2011-12, twelve for 2012-13, and nine for the 2013-14 school year.

Course of Study

The School Psychology Program is an 84-unit, three-year program, culminating in a Master's of Arts degree and a California Pupil Personnel Services credential with service in School Psychology. The program is student-centered with emphasis on service to local school districts. Interviews with program directors, employers, site supervisors, and candidates, as well as documents reviewed confirmed the overall quality and effectiveness of the design of the program.

The course of study for the PPS Credential (and degree program) moves from an initial theoretical base of courses to practical application and follows a traditional school psychology course of study. Courses have been developed to meet the requirements of the California Commission on Teacher Credentialing (CTC) program standards and the National Association of School Psychologists (NASP). Courses are designed to be relevant, interrelated, and sequenced in a way that leads to candidate success as evidenced by a review of syllabi, handbook, and discussion with candidates and staff.

A 450-hour practicum is required by both NASP and CTC. Practicum is begun in the second semester of Year I of the program. Candidates participate approximately 12-15 hours a week on a P-12 school site, completing the work at the end of Year 2. Upon completion of required course work and the practicum, candidates begin a 1200-hour internship in a P-12 setting. The practicum and internship experiences are supervised jointly by credentialed school psychologists representing the University and school districts. During the school-based field experience, candidates participate in activities such as Tier II academic and social/emotional interventions, student study teams, completing comprehensive assessments, IEP meetings, and report writing. They also work with multidisciplinary personnel on and off campus, such as mental health or social workers. The primary objective of the field experiences is to assure candidates demonstrate professional preparedness and abilities by participating in a wide variety of experiences.

Interviews with program directors, employers, site supervisors, and candidates, as well as documents reviewed, confirmed the overall quality and effectiveness of the design of the program. The program is student-centered with emphasis on service to local school districts. During interviews with site supervisors, candidates were praised for their level of competency and were mentioned as being "...always the best people." "We love to have them on the campus. They are so mature and responsible." And, "They have a high level of independence and can work on their own."

Candidate Assessment

Through a series of interviews with faculty and students and a review of documents, it was confirmed that candidate competencies are evaluated through the following procedures:

- a) End of course ratings by instructors,
- b) Site Supervisor rating of practicum and internship performance,
- c) University Supervisor rating of practicum and internship performance,
- d) Surveys at several points throughout the course sequence
- e) Practica Portfolio,
- f) Internship Portfolio, and
- g) PRAXIS score of 165 or higher.

In 2013-14, School Psychology faculty restructured the candidate portfolio requirement by dividing it into two separate documents. This provides for a formal assessment of a candidate's work during the pre-intern period (practicum) and affords opportunity for the University staff and site supervisors to make a separate and distinct evaluation of candidates at the end of the internship. The two documents are uploaded onto Taskstream where they are reviewed and scored.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site supervisors, the team determined that all program standards are **Met**.

Preliminary Administrative Services Credential

Program Design

The Educational Leadership (EDL) program at Humboldt State University provides a field of study for the Preliminary Administrative Services Credential (ASC) and the Preliminary Administrative Services Intern Credential. The program functions as a unique collaborative between the university and the P-12 public school systems in Humboldt and Del Norte Counties. The overriding mission of the EDL program is to prepare professional educators to serve in California schools and to work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. The program creates an environment where learning is the highest priority. Their major goal is to provide candidates with the skills, knowledge, and attitudes to prepare them for successful leadership in schools in the 21st century.

The ASC program is housed in the School of Education (SOE), one of eight programs in the College of Professional Studies (CPS). The Dean of the CPS is responsible for the ongoing oversight of all credential programs at HSU and reports to the provost of the university. Day-to-day management of the credential programs is delegated by the dean to the chair of the SOE, who works closely with credential Program Leaders. Interviews with the SOE Department Chair and the program Leader for the Preliminary Administrative Services Credential (ASC) Program indicated that the chair oversees schedules and assessments while working closely with the ASC Program Lead who is responsible for staffing, guidelines for program, course development, and assuring that all candidates meet credential requirements.

The ASC program leader is responsible for (1) overseeing admissions, class schedules, course development and/or refinement and program advising; (2) monitoring program evaluation procedures and requirements and preparing reports for internal and external offices and agencies as a member of the Education Unit Assessment Committee; and (3) communicating within the program, unit, and community through participation in and facilitation of faculty and advisory board meetings. The program leader also serves as the fieldwork coordinator and the primary program advisor. The credential analyst completes a final statutory and course check before any candidate is recommended for a credential.

After interviews with candidates, faculty, program lead, site/university supervisors, and advisory committee members, it is evident that frequent and open communication and feedback are the norm. Candidates, completers, faculty, and district personnel reported feeling comfortable with direct communication with supervisors, instructors, and the program leader. The built-in processes for conferencing before, during, and after fieldwork, in class discussions, and availability of experts in specific areas that pertain to the responsibility of site leaders has helped candidates to develop confidence in their ability to perform the duties of an administrator.

Course of Study

The ASC program is a one-year program that begins in the fall semester. The program is designed for teacher leaders interested in moving into administrative leadership roles in P-12 schools. Theory and practice are integrated in the sequence of courses to build upon the candidates' knowledge and skills while preparing them to lead the way towards school improvement and increased student performance. This popular cohort model is designed to accommodate the schedules of busy educators through a blend of classroom and online instruction. The traditional coursework is enhanced by quality, day-to-day fieldwork. Candidates have elementary and secondary fieldwork experience as required by California Commission on Teacher Credentialing (CCTC) program standards. Instruction is delivered by local educational leaders, veteran school administrators, and guest presenters who represent the best within their field.

HSU's ASC program submitted a transition plan outlining how it will address and meet the revised program standards that has been approved. The program will bring candidates into the revised program for the first time in Fall 2015. After reviewing program documents, it was evident that the ASC course structure is outlined in the approved Transition Plan. The new learning activity changes will assure that the curriculum is updated with current research and new additions in fieldwork experience, leadership, and community engagement. The new curriculum is designed to engage the candidates in problem solving and learning activities that will align with the changes made to the ASC revised program standards and performance expectations. The chair, program leader, and faculty agreed that this is an area where changes are occurring in order to align with the new program standards.

There have been two major program modifications in the last two years. First, the technology course was integrated in the first and last course of the semester so candidates learn, reinforce, and utilize the technology within the ASC frameworks. Second, courses are now held on Saturdays, rather than having evening classes during the week, based on candidate recommendation. In regards to the assessment system, the current assessment system has been modified to include stronger mid-program evaluations to better monitor the candidates' progress, expected outcomes, and overall learning in their fieldwork and portfolio development.

Interviews with the program leader, faculty, candidates, and completers revealed evidence that additional changes have been made to the program in the areas of relevancy, balance between theory and practical application, research, collaborative assignments, simulations, and reflections on individual growth in leadership knowledge and skills.

Stakeholder input is an integral aspect of the SOE assessment system. Faculty and university supervisor input is regularly elicited during program meetings. Candidate concerns are addressed as they emerge during the program and, more systematically, by analyzing the data from course evaluations and exit surveys at the end of each year. Input from the educational community also occurs during program advisory meetings, wherein administrators, faculty, and mentor teachers meet on a regular basis to discuss programmatic issues that are focused on, but not limited to, data analysis and continuing program improvement. Given the nature of the small, isolated educational community, there are continual lines of open communication at work. Program faculty often serve concurrently (or recently) as employees of local school districts and/or members of local school organizations.

During interviews with advisory committee members, site supervisors, and completers, it became evident that the university encourages input from the community. The dependency of the community on the university to provide service programs has led to a close relationship and open communication. The input focuses on responding to the needs of the community in training future candidates.

Course of Study

Fall semester begins with *Program Orientation and Technology & School Management*. The course provides the course expectations, requirements, and technology for the program. The second course in the fall is *The Principal: Leaders & Administrator*. The course contains three of the four signature assignments and is focused on becoming a principal, a leader, and a manager. The third course is *Personnel Administration & Supervision*. This course allows the candidate to begin to understand the complexities of hiring, leading, and managing certificated, classified, and other staff members in their districts. The fourth course is *Ethics & School Administration* which provides a foundation from which candidates can begin to understand and articulate the ethics involved in all aspects of school leadership. These courses supply the theory that provides the candidates with the baseline for new learning and understanding.

Spring semester starts with *Diversity Issues & School Administration*. The course analyzes personal bias, discriminations, and multicultural issues in students, staffs, and communities. The second course *Curriculum: Development & Governance* features the certificated staff, administration, board, and community relationships that evolve around curriculum, learning, direction of the school, and education law. The third course, *Legal & Fiscal Aspects of School Administration* covers the legal, fiscal, and special education issues that affect all schools. Student discipline, budgets, and special education laws are covered in the course. The final course is *Field Experience Seminar & Final Evaluation* where the final interview, assessments, and evaluations are completed by the faculty, program leader, site supervisors, and candidates. Portfolios include fall and spring fieldwork, signature assignments, articles, and other artifacts as well as having personalized items that candidates feel bring their feelings of whom they are out in their portfolio.

The program documents and interviews with the program leader, faculty, and candidates confirmed that the program offers a course of study for the ASC in an organized and sequential structure. The alignment of courses to school administrator content and performance expectations—the knowledge and skills that must be practiced and assessed during the program—is evident. During interviews there was discussion regarding the sequence of some courses and the time needed for candidates to practice/process the information. All agreed that the courses prepare them for a leadership role but a one-year program only “scratches the surface” of what public school administrators face and that it should be tied to a Master’s program.

Candidates begin their fieldwork placements of 135 hours per semester at the elementary and/or secondary level during fall semester. The fieldwork placement begins with a meeting between the candidate, site supervisor, and university supervisor to review the candidate’s pre-assessment results and identify the expectations of all involved in the fieldwork experience. The focus of fieldwork activities is to develop the knowledge and skills outlined in the six categories of the program that include the content expectations and content knowledge. The fieldwork courses *Elementary School Administrative Fieldwork* and *Secondary School Administrative Fieldwork* are used to build skills and reinforce what has been taught in program courses. Candidates enroll in their remaining fieldwork class during spring semester. By the end of the program each candidate will have completed an elementary fieldwork placement and a secondary fieldwork placement.

Interviews with the program leader, faculty, site/university supervisors, and candidates strongly indicated that the fieldwork experience provides opportunities to achieve both the content and performance expectations. The communication and close association of the candidate, site supervisor, and university supervisor assures that the experiences are appropriate and relevant to the day-to-day work of a site administrator. There is a desire by both candidates and completers for the fieldwork experiences to be more aligned with the academic year and focus on the preparation for the transition from teacher to administrator.

Education leaders need to be prepared to address the institutional-level inequity in educational systems by understanding the pedagogical approaches that recognize building on student strengths. The ASC program will address equity issues with its candidates on an institutional level as well as a personal level by updating the *Educational Leadership Equity* course. The update will add additional theory, research, and principles of educational bias. This will improve the overall educational learning environment and will also allow candidates to examine their personal attitudes regarding privilege and power. They will learn ways to analyze and address the issues within their schools. A review of course syllabi and interviews with the chair, program leader, and faculty supported that the ASC program at HSU is addressing this issue. The opportunities for candidates to experience firsthand how to address diverse issues is imbedded in course work through readings, simulations, lectures, and fieldwork experiences.

The preparation for fieldwork is overseen by the faculty of the ASC program. Graduates reported being supported throughout the field experience process and appreciated faculty being available to discuss and analyze common concerns. Program documents indicated that field experience for the program takes place at the school where the candidate is working. Supervision of these experiences is the responsibility of the university advisor and the district representative/site supervisor. During this period, candidates receive on-going guidance and feedback. Individual conferences with site or faculty supervisors, joint conferences with supervisors, group discussion in seminar, and post observation conferences offer the candidate support throughout the field experience process. Interviews with candidates, completers, and site supervisors indicated that the course work in the essential elements prepares candidates with foundational knowledge and language to both discuss and ask questions that help them to appreciate their experiences.

Interviews with candidates and site and university supervisors supported that the communication between this triad of the candidate, university advisor and the district/site supervisor is essential to the success of the fieldwork experience. Candidates felt the accessibility and mentorship of both the site and university supervisors provides guidance, resources, and honest feedback/discussion that helped them to understand the expectations of administrative work.

Candidate Assessment

Candidates are assessed for program competencies through program learning outcomes, course goals, competencies and expectations in classroom assignments, signature assignments, presentations, written assignments, fieldwork, portfolio, and observations. Candidates complete a series of self-assessments based upon the individual's knowledge base and skills associated with the ASC program standards. Based on the assessment results, each candidate identifies priorities for their professional growth and development.

Program documents confirmed that each of the courses and practical fieldwork experiences have assignments that measure multiple competencies. Interviews with the Program Lead, faculty, site/university supervisors, candidates, and completers supported that formal and

informal assessments are used throughout each course with a common rubric for scoring. The content and performance expectations are also assessed by the university/site supervisors in the fieldwork setting. A final assessment of each candidate is completed by the Program Leader to guarantee that candidates have met competencies. During interviews it was revealed that although there is a common grading system in place, they have not worked as a faculty on common language for a rubric with descriptors for levels of competency and expectations, letter grade equity, and cross calibration. These discussions are proposed for a future faculty planning retreat.

With the support of a site supervisor, candidates develop a professional growth plan, which outlines site-based duties and responsibilities. Essential sources of mentoring and assistance are identified and recorded in the plan, along with supervision and assessment strategies for evaluating performance. Progress towards completing the plan is evaluated mid-year and any modifications or refinements are made in consultation with the ASC faculty. Site and university supervisors complete a fieldwork evaluation at the end of the fall semester, documenting progress towards competency of program standards. Course grades are also reviewed by the Program Leader to ensure each candidate is maintaining a 3.0 grade point average. At the end of spring semester, the site and university supervisor evaluate the second fieldwork assignment. Candidates also complete a final self-assessment and submit a portfolio which is assessed using a 1-4 rating system based on the inclusion of all required materials.

Interviews with the program leader, faculty, university/site supervisors, candidates, and completers indicated that there is an effective system for feedback and guidance throughout the program. In addition to the scheduled conferences, candidates reported receiving timely feedback and support as they completed each course or fieldwork component. Candidates all agreed that accessibility to faculty and supervisors is the strongest piece of the evaluation process. Having discussions on a regular basis develops trust and provides opportunity for intervention if necessary. Consistent and open communication within the triad helps the candidate develop expertise as a leader. Candidates stated that they felt supported, that entry and exit interviews helped them reflect on their growth in understanding of leadership, and that the program was tailored to their needs. Every candidate now has an additional course, *Field Experience Seminar and Final Evaluation*, which has helped the Program Leader assure that candidates successfully meet the needs of the course and fieldwork while meeting expectations.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.