<u>1.1 VISION</u>

The graduate studies department of the School of Education (SOE) is committed to the mission and vision of Simpson University and believes that its educational programs equip men and women to extend the church's mission to all students in elementary and secondary education throughout California and beyond.

Since 2004, Simpson University has been authorized to offer traditional Multiple Subject/Single-Subject credential programs. Recognizing the increasing need for qualified general education teachers, SOE has introduced the Multiple Subject-Single Subject Intern Pathway Program to complement our traditional student teaching model, meeting the evolving demands of the education field. SOE's Intern Pathway Program was accredited August 16, 2021.

In line with our commitment to excellence, SOE has seamlessly integrated all six Teacher Performance Expectations (TPEs) into our teacher credentialing program, adopting them as our Program Learning Outcomes (PLOs). This strategic move ensures that our candidates are fully prepared for teaching and learning environments in California schools, with the TPEs serving as guiding principles throughout coursework and clinical practice experiences.

We believe in the importance of aligning our PLOs with state requirements outlined by the Commission on Teacher Credentialing. This alignment facilitates a smooth transition for our candidates into feeder districts, equipping them with the necessary competencies and skills to meet performance standards as educators.

Each year, our faculty meticulously map courses to demonstrate student preparation and achievement of PLOs. Our comprehensive approach includes clear benchmarks for growth levels, signature assignments for assessments, and continuous evaluation through a rubric scoring system based on the six California Standards for Teacher Performance Expectations.

Prior to filing for a candidate's preliminary teaching credential, our candidates must successfully complete the California Teacher Performance Assessment (CalTPA) Cycle 1 and Cycle 2 assessments. These rigorous assessments ensure that our graduates are proficient and capable educators ready to make a positive impact in the classroom.

In addition, per Simpson's 2023-2024 Faculty Handbook [Section 2.4.5 (pg. 26)](#)
all faculty are required to:

> "Participate in departmental planning and assessment, and University wide planning and assessment. Contribute to the departmental plan for assessment of student learning outcomes, and implement changes that are implicated on the basis of assessment

findings" and "Regularly review the curriculum with members of the department and the appropriate Dean."

At Simpson University's School of Education, we prioritize the integration of quality, innovative, and research-based practices throughout our credential programs. Practices such as Universal Design for Learning, Restorative Justice, Multi-Tiered Systems of Support (MTSS), and Cognitive Coaching are woven into the fabric of our curriculum to prepare our candidates for the diverse demographic landscape of California.

We firmly believe that every student deserves equitable access to education, regardless of race, ethnicity, gender, or socio-economic status. Our program emphasizes inclusive teaching and leadership practices that prioritize meeting the unique needs of all learners.

Our credential programs feature a purposeful and interrelated sequence of coursework and field experiences, meticulously designed to foster candidate growth and development. Through hands-on experiences and comprehensive assessments, we ensure that our teacher candidates are fully equipped to excel in California's public and private schools.

The SOE program is committed to preparing educators who are not only skilled practitioners but also compassionate advocates for equity and excellence in education. Our graduates are poised to make a positive impact in classrooms and communities, both within California and beyond.

1.2 CONSTITUENT ACTIVITIES

At Simpson University's School of Education, we value collaboration, feedback, and continuous improvement as essential components of our commitment to excellence in educator preparation. Through ongoing engagement with our stakeholders, we strive to ensure that our programs remain relevant, effective, and responsive to the needs of our students and the communities we serve.

Faculty members, instructional personnel, and other stakeholders are actively involved in shaping the direction and quality of our programs, ensuring that they align with best practices and meet the needs of our students and the broader community.

Additionally, we are committed to evaluating our impact on the local and regional community through various means. Twice yearly, we host an Advisory Board Breakfast on our campus, inviting educational leaders such as superintendents and principals to provide valuable feedback on our programs. These meetings, held every October and March, serve as vital opportunities for us to gain insights into trends and patterns in the field of education. By soliciting feedback

directly from educational leaders, we can identify areas for improvement and enhance our teacher preparation programs accordingly.

NAME	SU POSITION	K-12 AFFILIATION
Dr. Ruth Scherschligt	Dean, School of Education	SOE K-12 Advisory Board Chair Reach Higher Shasta Executive Board SOE Clinical Supervisor
Dr. Michele Anberg-Espinosa	Chair, Liberal Studies Multicultural Instruction Philosophical Found. of Ed.	SOE K-12 Advisory Board SOE Clinical Supervisor K-8 Charter School Board Member
Dr. John Ayabe	Provost	SOE K-12 Advisory Board
Rebecca Luff	Director, Intern Pathway SOE Professor Tehama County Office Advisory Board Member	SOE K-12 Advisory Board SOE Clinical Supervisor
Debbie Stierli	Director, Student-Teaching SOE Professor	SOE K-12 Advisory Board SOE Clinical Supervisor
Becky Shaughnessy	Credential Analyst	SOE K-12 Advisory Board
Dr. Valerie Ambrose	Adjunct Faculty *Psychological App. In Educ.*	Shasta College Professor
Allison Brogoitti	Adjunct Faculty *Curr. & Instr. - Elementary*	SOE Clinical Supervisor Induction Mentor Curr. Assessment, and Intervention Coach
Matthew Garrett	Adjunct Faculty *Language Arts - Secondary*	Public High School Eng. Teacher SOE Master Teacher
Shana Barker	Adjunct Faculty *Curr. & Instr. - Elementary*	North Cottonwood Unified Public School 4th grade teacher
Mike Haworth	Adjunct Faculty *Tech. for Teach. & Learn.*	SOE Clinical Supervisor Former K12 Teacher Former Continuation Teacher Shasta County Off. Ed. Tech. Specialist
Teresa Madison	Adjunct Faculty *Language Arts - Elementary*	SOE Clinical Supervisor Induction Mentor Curr. Assessment, and Intervention Coach
Josh Mason	Adjunct Faculty *Curr. & Instr. Secondary*	Public High School Principal SOE K-12 Advisory Board

Dr. Carol Wertz	University Supervisor	Former SOE Faculty K-8 Charter School Board Member Curriculum/Literacy Coach
Cindy Diezsi	University Supervisor	Former Public School Teacher/Adm.
Janice Clipper	University Supervisor	Former Public School Teacher
David Peek	University Supervisor	Current Public High Sch. Teacher Simpson University Adjunct
Lori Duke	University Supervisor	Current Public School Elem. Teacher
Kari Cattanach	University Supervisor	Former K12 Teacher
Kevin Kurtz	University Supervisor	SOE Advisory Board Member Former Public School Principal Director, Continuous Improvement and SEL at Tehama County Department
Laura Smith	University Supervisor	Former K12 Teacher

SOE K -12 ADVISORY BOARD	K-12 AFFILIATION
Dr. Heather Armelino, Superintendent	Enterprise School District
Dr. Patricia Dougherty, Principal	Phoenix Charter Academy
Ryan Miller, Principal	Alta Mesa Elementary
Edward Schneider, Principal	Grant Elementary
Robert Adams, Principal	Igo-Ono-Platina Union Elementary District
Judy Flores, Superintendent	Shasta County Office of Education
Jim Clooney, Superintendent	Shasta Union High School District
Brian Stefen, Principal	Redding Christian School
Lane Carlson	K-8 Redding School of the Arts Director
Deb Wallace	K-8 Tree of Life Director
Rob Effa	North Cow Creek School Dist. Principal/ Superintendent
Cindy Bishop	Redding School District Superintendent

1.3 COLLABORATION WITH COLLEAGUES IN P-12 SETTINGS

Through ongoing dialogue and partnerships, we gather valuable insights and perspectives that help us identify areas for improvement and innovation. Whether it's through Advisory Board Breakfasts, regular meetings with stakeholders, or other forms of engagement, we prioritize listening to the needs and aspirations of our teacher candidates and the communities we serve.

- [Advisory Board Meetings](#) - Bi-annual meetings with superintendents and principals from Shasta and surrounding counties.
- University Supervisor Debriefing Luncheon
- [MOU Contracts](#) - SOE and participating districts enter into partnership via a memorandum of understanding
- [Orientation Meetings](#) - provided by SOE for master teachers, university supervisors, school administrators
- [Classified Staff Development](#) - SOE offers staff development to Shasta County and neighboring counties to classified employees (instructional assistants). Staff development is determined by input provided by school administrators.
- Informal Meetings- On an ongoing basis, SOE has an open door policy with school districts to address concerns and provide additional support if needed.

The School of Education's teacher preparation program benefits immensely from the direct involvement of experienced educators who are actively working within the Shasta County public school P-12 system. The majority of our program instructors are full-time educators within the county, bringing a wealth of practical knowledge and real-world experience into the classroom.

Having two public school Curriculum, Assessment, and Intervention coaches, a high school Language Arts teacher, and a high school principal among our faculty not only enriches the learning experience for our students but also strengthens the connection between our program and the public school system. These educators bring firsthand insights into current teaching practices, curriculum standards, and educational challenges, providing our students with invaluable perspectives on the realities of classroom teaching and school leadership.

To address the ongoing improvement of our educator program, all Simpson University instructional faculty members are required to uphold the following responsibilities outlined in the 2023-2024 Simpson University Faculty Handbook located under section [2.4.5 Teaching Expectations](#).

- Participate in departmental planning and assessment, and University- wide planning and assessment. Contribute to the departmental plan for assessment of student learning outcomes, and implement changes that are implicated on the basis of assessment findings.

- Regularly review the curriculum with members of the department and the appropriate Dean. Curriculum recommendations are reviewed by departments before forwarding approved recommendations to the Academic Council.
- Keep current in the teaching fields through scholarship and research, and by regular attendance at professional meetings and reading of professional journals and books, and continued graduate study.
- Confer about changes in textbooks with the head of the department and/or Dean

1.6 DIVERSITY OF FACULTY

As of March 25, 2021, Simpson University is now identified as a Hispanic Serving Institution.Per Simpson's 2023-2024 Faculty Handbook, Section 1.9 (pg. 8): "We are committed to building a unique community in far Northern California composed of individuals from diverse cultures and backgrounds who are committed to Jesus Christ, who aspire to grow in their faith, who serve others, and who carry out the Great Commission. We are dedicated to increasing opportunities for people of diverse cultures and backgrounds to attend Simpson University, to be employed here, and to participate in this Christ-centered learning community."

Simpson University Diversity Statement
Board of Trustees Diversity Report

Simpson University strives to create a culture of common understanding where diversity is valued. Through the perspectives of each race, sex, ethnicity, culture, socioeconomic status, class, age, and ability, SU is intentionally committed to building an environment that is welcoming and honoring of all where learning is maximized through understanding and acceptance to create excellence in education.

Simpson University Diversity Committee
The Diversity Faculty Committee at Simpson University plays a crucial role in ensuring diversity and inclusivity in the faculty hiring process. By having committee representatives involved, the university demonstrates its commitment to promoting diversity and equity within its academic community. This involvement helps to ensure that hiring decisions consider a wide range of perspectives and experiences, ultimately leading to a more diverse and vibrant faculty body.

Diversity Training
Simpson University's most recent Cultural Intelligence Diversity Training was offered on February 24-25, 2022 by Dr. Jade Chia, Masters of International Studies Director, Dallas Baptist University. As noted in the link, participants included Simpson University Student Leaders, faculty members, staff, administration as well as President Cabinet members. It's our plan to revisit this training in the near future.

Faculty Recruitment

Simpson University's recruitment and faculty initiatives align with the goal of hiring and retaining faculty members who embody and advocate for diversity and excellence, as articulated in the 2023-2024 Faculty Handbook.

Simpson University upholds a steadfast commitment to the principle of non-discrimination in its employment practices. In harmony with our mission, vision, and core values, and in alignment with our continued association with the Christian & Missionary Alliance, Simpson University is dedicated to implementing affirmative measures aimed at enhancing the diversity of our faculty within the context of our longstanding Christian mission and objectives. To this end, the following procedures are implemented:

When new faculty members are required, candidates are actively recruited in the following priority:

- multi-cultural and other minority persons (including women),
- persons with extensive cross-cultural training and experience; and
- others committed to continuously developing their cultural intelligence as an expression of loving one's neighbor as oneself.

When candidates are being considered for a position possessing equal or nearly equal qualifications, the priority outlined above will ideally guide the final selection process, with the overarching objective of ensuring that our faculty reflects the diversity of the students we serve and the communities we aim to engage with.

Faculty Development

Faculty members are encouraged to attend professional conferences which relate to their academic duties and pedagogical training. Funds for such participation will be determined by the Provost. After conference attendance, faculty members are encouraged to share, in writing or via presentations, important features from the conference with the rest of their department or the full faculty. Such a report might include:

1) Trends which impact Simpson's academic programs.
2) Issues or ideas that departments should discuss.
3) Tips and techniques for improving student learning.

1.7 QUALIFIED INSTRUCTORS

As detailed in the [Faculty Handbook (page 90)](#), Simpson University is committed to employing, assigning, and retaining solely qualified individuals to teach courses, facilitate professional development, and oversee field-based and clinical experiences.

At Simpson University, the dedication to teaching excellence is not just a goal but a guiding principle embedded in the institution's ethos. This commitment is vividly outlined in the university's [Institutional Learning Outcomes](#), where teaching effectiveness is emphasized as a multifaceted endeavor encompassing not only mastery of one's field but also effective communication and the application of pedagogical principles tailored to individual disciplines. Such a holistic approach underscores the university's recognition of the pivotal role teaching plays in shaping student learning experiences and outcomes.

To support faculty members in their pursuit of teaching excellence, Simpson University provides a robust framework of professional development initiatives. These initiatives range from regular workshops and sessions focused on pedagogical techniques to broader educational programs organized by the Office of Academic Affairs. These efforts extend inclusively to both full-time faculty and adjuncts, demonstrating a commitment to fostering a culture of continuous learning and improvement across the entire faculty body. Central to this support system are the annual Fall Workshop and Spring Retreat orchestrated by the Faculty Development Committee, which serve as pivotal moments for faculty to engage with current trends in teaching methodologies, share best practices, and cultivate a sense of community dedicated to advancing educational excellence. Through these collective endeavors, Simpson University reaffirms its dedication to empowering faculty members to excel in their teaching roles and ultimately enhance the educational experience for all students.

All SOE faculty and university supervisors are required to be well versed in Simpson's Program Learning Outcomes which are aligned to the California Teacher Performance Expectations.

Supportive Documentation:
[Faculty Professional Development Evaluation](#)

1.8 CREDENTIAL RECOMMENDATION PROCESS

In the concluding semester of clinical practice, both Traditional Student Teaching and Internship Pathway candidates embark on a pivotal phase of their credentialing journey. The credential recommendation process entails the following steps:

1. **Presentation of Process:** The Credential Analyst conducts a session where the credential recommendation process is presented to all candidates. Each candidate receives a comprehensive packet containing detailed information about the process and a candidate checklist.Candidates are briefed on various aspects, including authorizations, the procedure for adding a content area to their credential, and other pertinent credential-related details.

2. **Self-Verification:** Candidates are informed that they are responsible to complete all credentialing requirements using the Candidate Checklist provided in the packet.

3. **Meeting with Credential Analyst:** Once candidates believe they have fulfilled all requirements, they schedule a meeting with the Credential Analyst.

4. **SOE Verification Process:** The Credential Analyst utilizes the [Preliminary Teaching Credential Checklist](#) to meticulously verify if all credentialing requirements have been met. If so, the candidate is recommended for a Preliminary Teaching credential. If any requirements are outstanding, the candidate is promptly notified by the Credential Analyst.

5. **Completion of Requirements:** Candidates who have outstanding requirements are guided on what needs to be done. Once all requirements are submitted or completed, the candidate is recommended for a Preliminary Teaching credential.

This process ensures that candidates are thoroughly informed and supported as they navigate the final steps towards obtaining their teaching credential. By adhering to these procedures, we maintain the integrity and quality of our credentialing process, ultimately preparing candidates to excel as educators in their future classrooms.

In our program, we've instituted several checkpoints to ensure candidates progress smoothly towards completion:

1. **Admission Requirement**s: Prospective candidates are required to meet specific admission criteria, which encompass holding a BA degree, demonstrating Basic Skills proficiency, obtaining a Certificate of Clearance, TB clearance, two reference letters and an interview with a program director. These prerequisites ensure that candidates possess a robust foundation before commencing the program.
2. **Subject Matter Completion:** Before undertaking Clinical Practice experiences, candidates must fulfill Subject Matter requirements. This prerequisite ensures they possess a profound understanding of the content they will be teaching.
3. **Credentialing Verification:** Before candidates can be recommended for certification, they undergo meticulous verification by our Analyst. This process involves confirming

that all credentialing requirements have been met, thereby ensuring candidates are fully prepared for certification.

These checkpoints serve as vital milestones in our program, enabling us to monitor candidates' progress and ensure they meet the necessary qualifications at each stage. Through the implementation of these measures, we endeavor to uphold high standards of excellence and provide comprehensive support to candidates as they progress towards becoming certified educators.

2.1 PROGRAM ADMITTANCE REQUIREMENTS

Link to Program Admissions Requirements on website: www.simpsonu.edu/admissions/ed and in the Simpson Catalog on pg. 265-268.

When approached by a prospective credential candidate, whether through the Simpson University Admissions Office or directly via The School of Education office, we provide candidates with comprehensive information about the admission process to the school. Upon receiving an application for one of our programs, candidates are instructed to schedule an interview with the program director. Program director then assumes the role of the initial advisor to the student candidate. Before the interview, candidates receive a checklist outlining the required items for submission as part of the application process. These include transcripts, a two-page statement expressing the candidate's interest in the program, as well as professional references provided by the candidate.

During this initial appointment with the candidate, the program director thoroughly reviews all submitted documents, including the candidate's statement regarding their motivation to pursue a career in education or continue their education. Candidates are also invited to elaborate on their experiences working with students and articulate how they envision the program aligning with their broader professional and career aspirations.

Following the formal interview, the program director of the School of Education conducts a comprehensive review of several documents with each candidate. This includes identifying any outstanding documents that still need to be submitted, such as test registrations or clearances. Additionally, the program leader provides information on frequently asked questions, furnishes a checklist outlining all requirements, and reviews the educational plan with the students, detailing the sequencing of all courses to be taken.

2.2 RECRUITING AND SUPPORTING DIVERSE CANDIDATES

Recruitment Materials

In an effort to recruit and diversify our educator pool of candidates:
- The School of Education participates in the University campus tours for potential incoming High School students.
- All education core classes are offered during the late afternoon and evenings to allow working candidates to obtain their teaching credential.
- We offer small class sizes which promotes increased individualized instructional support to candidates
- SOE is flexible in that candidates may begin our program during any semester.
- SOE offers both traditional and paid internship placement.
- A bi-annually inservice is offered by our SOE program to all classified staff employed within Shasta county and neighboring counties.
- Currently, SOE is working with marketing to ensure that our HSI status is noted on all flyers and websites pertaining to recruitment of candidates.

CR Interview Form

Expanding the range of sports available to students at Simpson University has been instrumental in achieving Hispanic-Serving Institution (HSI) status. We believe that this avenue of growth will not only enhance diversity within our student population but also positively impact the School of Education (SOE) programs.

Although the table below reflects that Simpson University School of Education does not currently mirror the ethnicity/race of Shasta County, we continue to focus on diversifying our teacher candidate pool. This can be seen in the growth of our Hispanic/Latino student population from 2% in 2018-2019 to 23% in 2021-2022.

Comparison of Ethnicity/Race of Shasta County K-12 Students vs. Simpson University Teacher Candidates
(*as of 2020-2021 Academic Year*)

Ethnicity/Race	Shasta County % (K-12 Students)	Simpson % (Teacher Candidates)
White	28%	74%
Black	2%	0%
Asian/Pacific Islander	0%	0%
Hispanic/Latino	17%	14%

American Indian/Alaska Native	4%	0%
Native Hawaiian/Other Pacific Islander	1%	0%
Two or More Races	46%	5%
Not Specified	2%	7%

SOE TEAC CR Demographics	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Total	64	42	39	43	62	61	73
GENDER							
Male	24	17	17	12	24	20	18
Female	40	25	22	31	38	41	55
ETHNICITY/RACE							
Hispanic	3	1	4	6	14	14	8
American/Alaska Native	2	1	0	0	2	1	0
Asian	2	1	1	0	1	2	2
Black/African American	2	1	0	0	0	0	1
Hawaiian/Pacific Islander	0	0	0	0	0	0	0
White	43	30	29	32	42	41	58
U.S. Non-Resident	1	0	0	0	1	0	0
Multiple	0	2	4	2	1	2	4
Unknown	11	6	1	3	1	1	0

Fall to Fall Census Comparisons

Brief Description and Supporting Evidence

Simpson University offers an extensive array of student support services, accessible to all students. These services encompass the Academic Success Center (ASC), Veterans Center, Wellness Counseling Center, Writing Center, Career Services, and Financial Aid. The ASC facilitates appropriate referrals, tutoring, study skills workshops, and serves as a testing center for students requiring accommodations.

Admission into the teaching program commences with a thorough review of candidates' academic records. During our interviewing process, candidates are afforded the opportunity to articulate their motivations for pursuing this profession. Ultimately, the School of Education (SOE) endeavors to ensure that all candidates not only meet the rigorous academic standards and requirements but also demonstrate the resilience necessary to excel as educators. Furthermore, we place significant emphasis on prior successful experience working with young people, considering it a pivotal component of our program's success. The combination of candidates'

passion for the profession and the essential skills imparted through our program positions them to emerge as exemplary teachers.

In addition to the comprehensive university-wide support available to all students, professors within our program offer abundant opportunities for remediation. Given our status as a small university, we have the capacity to personalize student support during any challenges they may encounter. The Dean also actively engages in supporting students by collaborating with the entire School of Education (SOE) team and professors as needed.

Professors employ evidence-based pedagogy to address individual student needs. Clear learning objectives outlined in course syllabi, along with program Program Learning Outcomes (PLOs) reflecting Teaching Performance Expectations (TPEs), provide a clear purpose for learning to our candidates. Our CalTPA coordinator is readily available to provide supplemental support during the CalTPA assessment process.

While simultaneously enrolled in clinical practicum, candidates are required to attend TED classes, which further enriches their classroom methodology toolbox. Additionally, our SOE supervisors maintain ongoing communication through weekly interactions with their candidates. This ensures that supervisors can promptly address any pressing issues or concerns related to clinical practice. It's through this ongoing candidate-centered approach that we are able to provide unwavering support to our candidates throughout all stages of their training.

List of Personnel Positions Assigned to Supporting, Advising, and Placing Candidates
- Dean, School of Education, Dr. Ruth Scherschligt
- Credential Analyst, Becky Shaughnessy
- Chair of Liberal Studies, Dr. Michele Anberg-Espinosa
- Director of Student Teaching, Debbie Stierli
- Director of Intern Pathway, Rebecca Luff
- Director of Library Services, Heather McCulley
- Program Coordinator, Alexis Jones
- Associate Dean of Student Services, Alex Theimann

3.1, 3.6 CANDIDATE OPPORTUNITIES FOR DIVERSITY EXPERIENCES

Through coursework and clinical practice, candidates have opportunities to both encounter issues of diversity that impact school climate and to effectively implement research-based strategies for enhancing teaching and student learning. Program and course learning outcomes are derived from the Teacher Performance Expectations (TPEs), which underscore and prioritize diversity, equity, and inclusion. Professors ensure that instructional strategies in pre-service coursework

integrate best practices, intentionally interwoven with adult learning theory and aligned with principles of diversity, equity, and inclusion.

The incorporation of social learning theory and collaborative group work fosters a conducive environment for the safe and constructive exchange of dialogue and perspectives in both classroom and online settings.

The School of Education (SOE) is dedicated to preparing future educators who are equipped to serve a diverse student population. As such, an essential aspect of the candidate recruitment process involves actively seeking faculty and students who represent diverse perspectives and experiences reflective of California's population. Candidate placement is also influenced by diversity, equity, and inclusion considerations, with the fieldwork experience prioritizing exposure to school settings that mirror the full diversity of California's public school students and teachers.

Activities such as lesson planning, teacher observations, and other coursework prompt students to reflect on and integrate principles of best practice tailored to a linguistically and culturally diverse student population.

As indicated in the documents concerning Curriculum and PLO Alignment MAP and the Classroom Observation Form, the SOE program mandates that candidates augment and broaden their knowledge and experience through site-based work and clinical experiences focusing on issues of diversity impacting school climate. The Curriculum and PLO Alignment MAP delineates a comprehensive array of research-based strategies integrated throughout all coursework.

PLO Map
Classroom Observation Form

3.2-3.4 SITE-BASED SUPERVISOR CERTIFICATION, SELECTION AND TRAINING

Prior to placement, the SOE Credential Analyst is tasked with verifying that each supervisor candidate holds the appropriate credentials. Subsequently, the Dean conducts interviews with every candidate and conducts reference checks. SOE remains highly selective in its efforts to uphold and reflect high standards. Selected supervisor candidates undergo comprehensive in-service training on program materials, standards, and expectations before placement. Additionally, SOE pairs seasoned supervisors with new University Credentialing supervisors through shadowing.

Evaluation of the University Supervisors is overseen by the Director of our Intern Pathway program at the conclusion of each semester, with the Dean actively engaging in addressing any areas of concern as needed.

The Teacher Performance Expectations (TPEs) are seamlessly integrated into the supervising documents. Before supervisors take on a student, the Dean presents information ensuring alignment with state-required TPEs. Alongside the Director of Student Teaching, they review how these TPEs are integrated into every document used during supervision.
[Field Based Supervisor Evaluation Form](#)

3.5 IMPLEMENT AND EVALUATE CLINICAL PRACTICE

The six California Standards are intricately woven into our Program Learning Outcomes (PLOs) and are reflected in the syllabi of every course within our program. This framework serves to strengthen and enhance the development of critical skills. Throughout fieldwork and clinical practice, guidance, support, and evaluation of teacher candidates are provided through the following means:

- To ensure the effective integration of Teacher Performance Expectations (TPEs), courses are designed to practically address and incorporate the successful implementation of best practices for effective classroom management and instructional strategies during clinical practice.
- During the initial SOE orientation, all supervisors, including University Supervisors, Support Providers, and Master Teachers, receive instruction on the most effective methods for guiding and supporting candidates. This orientation session also includes a review of the supervision requirements outlined in our Clinical Practice Handbook.
- All supervisors are required to conduct formal observations during clinical practice.
- All candidates participate in semi-annual and annual evaluations.
- The directors of our SOE programs provide monthly check-ins with supervisors to monitor the progress of teaching candidates.

Corrective Action Plan
A Corrective Action Plan may be initiated by a University Supervisor or the Director of Student Teaching, with potential input from the site supervisor. This process is activated in cases of unsatisfactory progress or when issues of concern arise. In the event of failure in a phase of student teaching, the affected phase will be repeated. The Dean of Education assumes leadership in this corrective process, collaborating with all individuals involved to provide comprehensive support to candidates as needed.

4.1 ASSESSING EFFECTIVENESS

Roles and responsibilities of personnel in the unit and program as it relates to assessing program effectiveness:

Timeline	Personnel Responsible	Activity
12 Months Prior to Report Submission (April/May)	Provost - Dr. John Ayabe	Communicates with dean regarding requirements and timeline of the Program Review
	Dean of Education - Dr. Ruth Scherschligt	Program director establishes a program review committee to guide the review.
10 Months Prior to Report Submission (June/July)	Dean of Education SOE Program Review Committee	Initiates collection and review of data for the internal review process.
	Dean of Education SOE Program Review Committee	Committee works with the Institutional Research Office for access to historic documents and relevant research data.
8 Months Prior to Report Submission (August/September)	Dean of Education SOE Program Review Committee	Initial draft of internal findings and recommendations is developed
6 Months Prior to Report Submission (October/November)	Dean of Education SOE Program Review Committee	Final internal review report is completed.
	Dean of Education Provost	The Dean in collaboration with the Provost determines appropriate external evaluators for the external review and establishes agreements.
4 Months Prior to Report Submission (January)	Dean External Evaluators	External Evaluators receive the report and appropriate data and establish their visit (on site or virtual).
3 Months Prior to Report Submission (February)	Dean External Evaluators SOE Department as needed	External Evaluators review data and complete appropriate interviews. He/she/they begin to write their report including findings and recommendations.
2 months Prior to Report Submission (March)	Provost Dean SOE Program Review Committee	External report is reviewed. Findings and recommendations from the external evaluators are integrated with the internal

		report for the final version of the Program Review documentation.
Report Submission (April)	Provost Dean SOE Program Review Committee	Final report with recommendations is submitted. When submitted, distribution of the report and establishment of an implementation plan including action steps are documented.

4.2 DATA COLLECTION AND EVALUATION ACCOUNTABILITY

In an effort to improve our programs and services offered to candidates and our school communities, a wide range of data, including *completers* data, are regularly and systematically reviewed and analyzed.
Annotated List:

- **Candidate Self-Evaluation Forms** -
- The [PLO Outcome Rubric](#) helps to determine a candidate's proficiency levels of skills. The proficiency levels are listed as *Introduced, Building*, and *Mastery* and are to be completed at the beginning and at the end of every semester.
- **Outside Assessment Data** - On an ongoing basis, SOE program directors analyze candidates' test results pertaining to CalTPA, RICA, and CSETs. This process helps SOE leadership identify areas of strength, as well as areas for growth, within our program [CTC Results](#).
- **Course Evaluation Surveys** – Administered through the Institutional Data Analyst. Course evaluations provide direct feedback from students pertaining to each course within the program. Instructors receive all data and comments after grades have been posted each semester. [Course Evaluation Questions](#)
- **SOE Exit Interviews** – At the completion of the program, candidates participate in an Exit Interview with the director of student-teaching. Suggestions for program improvement are collected during these sessions.
- **Peer Support Provider and Master Teacher Surveys** – A CTC required survey is sent to master teachers who supervised a teacher-candidate during clinical practice. SOE receives the data from the CTC on an annual basis.
- **CTC Exit Survey** – A CTC required survey that graduating students must complete via an online portal when applying for their credential. SOE receives the data from the CTC on an annual basis.
- **CTC 1-Year Out Survey** – A CTC required survey is emailed to students 1-Year after they complete their Simpson University credentialing program. This survey asks recently graduated students to reflect on how the SOE program prepared them for their first year of teaching. A survey is also emailed to the administrator at the school that employs the teacher. SOE receives the data from the CTC on an annual basis.

- **Accreditation Data System** - A CTC required report is submitted annually. This report lists new students and continuing students as well as program *completer* data.

4.3 CONTINUOUS IMPROVEMENT PROCESS

[Simpson Program Review Process](#)

5.2 DEMONSTRATION OF POSITIVE IMPACT ON CANDIDATE LEARNING

The School of Education utilizes a comprehensive approach, leveraging various data points to assess and showcase the positive impact of the SOE program on candidate proficiency and effectiveness in teaching and nurturing the learning of students within California schools.

Through a combination of coursework and hands-on experiences, candidates engage in diverse learning activities and assessments designed to align with the California Teacher Performance Expectations (TPEs), rooted in the California Standards for the Teaching Profession (CSTP). These assessments occur at key junctures—entry, mid-program, and exit points—to gauge candidate progress and competence.

Candidates encountering challenges in meeting the expected standards receive personalized advising and remediation support, ensuring every individual has the opportunity to thrive and excel in their educational journey.

Program Impact - External Evidence

To promote the SOE's positive impact on candidate learning and competence, as well as teaching and learning in California-serving schools, SOE endeavors to foster effective collaboration with several external educational entities.

Evidence	Description of Evidence	Hyperlink
Faculty Handbook	To ensure the ongoing improvement of our educator program, Simpson University instructional faculty members adhere to the Teaching Expectations outlined in the 2023-2024 Simpson University Faculty Handbook.	2.4.5 Teaching Expectations.
Faculty/Staff Development	Faculty and staff have frequent opportunities for professional development including on-campus and off-campus training.	Faculty Training

Opportunities		
Local & Regional Feedback	During the Fall and Spring semesters, the School of Education, along with the University President, hosts an Advisory Board Breakfast with local and regional educational leaders. These meetings offer valuable insights into trends and patterns, which are essential for the ongoing program improvement of our teacher preparation programs.	Advisory Board Agenda
County Induction Program	The SOE has established a bridge with the county induction program to enhance the alignment of learning both during and after the credentialing program. This partnership ensures a robust instructional foundation for our graduates as they transition into new teaching roles and commence the necessary two-year professional induction process to obtain their Clear Credential in Education.	Tehama County Induction Committee Agenda
Shasta County Schools Administrator Association Board	The Dean is a member of the Shasta County Schools Administrator Association Board, convening monthly to address current and upcoming issues pertinent to Shasta County schools. These meetings serve as a valuable source of information regarding the performance of our students and alumni in their respective districts	SCSAA Board Agenda
Reach Higher Shasta	Twice a month, SOE Dean collaborates with Shasta County Superintendents regarding trends and patterns in California schools. Reach Higher Shasta supports initiatives from the first day a child is born to the first day in their career ensuring every student has every option available to them.	https://reachhighershasta.com/ Reach Higher Shasta Agenda
The Community Literacy Sub Committee	The SOE Dean is a member of the Shasta County Community Literacy committee which meets monthly. This committee prioritizes early literacy development and provides valuable insight on trends in Shasta County. The dean is able utilize this insight to enhance our credentialing program.	https://reachhighershasta.com/roadmapcontextual-indicators/
SU Admission Counselors	SU admission counselors play a crucial role in collaborating with the SOE department to ensure that applicants meet program admission standards. Their involvement in recruitment and marketing efforts across California, including participation in recruitment fairs, educational events, and utilizing flyers and social media, showcases a proactive approach to reaching potential students and promoting the university's programs. This comprehensive strategy helps to attract a diverse pool of applicants while ensuring that they are well-informed about the admission requirements and opportunities available at SU.	

Program Impact - Internal Evidence
Within our program, we have established a comprehensive framework of internal activities, structures, and assessments aimed at evaluating and enhancing candidates' knowledge and skills while fostering a positive impact on their learning and competence. By integrating these internal activities, structures, and assessments into our program, we strive to cultivate competent, reflective educators who are equipped to positively impact student learning and contribute to the field of education.

Evidence	Description of Evidence		Link
Completer Survey	Simpson SOE regularly reviews CCTC Dashboard Program Completer Data to aid in our goal of continuous improvement SOE Completer Survey 7-Year Results The data collected from only 10 respondents lacks full representation of our program. Additionally, the disproportionate number of interns compared to student-teachers adversely affects the accuracy of the results.		CCTC Dashboard Data
	TPE 1 22/23	Two of 5 categories improved from pre-COVID levels	TPE 1
	TPE 2 22/23	60% of candidates rated our program "Very Well" on creating a productive learning environment with high expectations for all students (highest level in 7 years)	TPE 2
	TPE 3 22/23	50% of candidates rated our program "Very Well" on organizing curriculum to teach content standards effectively (highest level in 7 years)	TPE 3
	TPE 4 22/23	We're making program adjustments to reverse the declining trend in planning instruction and designing learning experiences	TPE 4
	TPE 5 22/23	40% of candidates rated our program "Very Well" on understanding and using assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction (highest level in 7 years)	TPE 5
	TPE 6 22/23	SOE is addressing TPE 6 issues with stakeholders to boost candidate performance.	TPE 6
Lesson Plans	Lesson plan template is designed to support state standards with researched based best practices instruction to meet the needs of all students in California schools. Plans are reviewed by supervisors. Positive feedback and areas of deficit are addressed by the supervisors.		Lesson Plan Template

Formal Observation	Formal observations made by university supervisor, Master Teachers and Peer Support Providers provide a guide to assess a candidate's competence of all TPEs. Areas of strengths and areas of growth are discussed after each observation.	[Classroom Observation Form](#)
Master Teacher Peer Support Provider Survey	Master Teacher Evaluation and Peer Support Provider surveys Area of Strength Item #6: Intern Teachers openly communicated with Peer Support Provider. (Sought guidance when needed, asked questions, were open to feedback, and discussed challenges.) Areas for Improvement Items #1: Intern Teachers are prepared with knowledge and understanding of child development appropriate for their grade level. Items #2: Teachers have knowledge of effective classroom management strategies. (Restorative justice, trauma-informed practices, relationship building, de-escalation, and consistency.) Average score for each item based on a scale of 1-5: table below	[PSP Feedback Form](#)
Informal Feedback Process	To maintain effective support to candidates, program directors reach out to Master teachers and Peer Support Providers frequently for valuable feedback and insight into program strengths and weaknesses. This feedback is presented by the program directors during the SOE bi-weekly meetings.	[MT/PSP Program Feedback Summary](#)
Signature Assignments	Signature assignments have been identified for each course by faculty to measure student's knowledge and skills related to TPEs.	[Signature Assignments](#)
Course	The TPEs have become the Performance Learning Objectives for	[Course Syllabus](#)

Average score table (within Master Teacher Peer Support Provider Survey):

Item #1 - 3.75	Item #6 - 4.75
Item #2 - 3.75	Item #7 - 4
Item #3 - 4.0	Item #8 - 4
Item #4 - 4.0	Item #9 - 3.87
Item #5 - 4.37	Item #10 - 4 .0

Syllabi	each SOE core course.	
TED Tues	Course supports candidates in a variety of topics and provides ongoing assessment of candidate's competence and skills.	[TED Tuesday Syllabus](#)
Classroom Observation Rubric	This tool guides candidates through discussion prompts pertaining to each PLO/TPE. Levels of learning are referred to as: Initial, Emerging, Developed and Highly Developed.	[Classroom Observation Rubric](#)
Reflection Journal	During clinical practice, candidates use a weekly reflection journal to capture areas of growth and areas of strength. This journal is reviewed by both site/university supervisors and provides insight to candidates' skill and competency.	[Roles & Responsibilities](#)
Mid & Year End Evaluation	Candidate, site supervisor and university supervisor meet to review the development of skills and competence of the candidate.	[Candidate Evaluation Form](#)

Program Impact Comparisons

The following institutions were chosen for a curricular comparison with Simpson's School of Education program due to their shared affiliation with the Council for Christian Colleges and Universities (Vanguard), proximity (Chico State University), and shared membership in the Coalition of Christian Colleges and Universities (Azusa Pacific University). While many of these institutions boast larger student and faculty bodies compared to Simpson, the goals of their School of Education programs align closely with those of Simpson.

Simpson's 32-unit teaching credential requirement positions it comfortably within the average range of peer institutions, which typically range from 27 to 35 units. Similar to Simpson's program, these peer institutions include courses aimed at ensuring pre-service teachers are well-equipped in literacy and other content area instruction, curriculum design, and differentiation strategies to support students with special needs, as well as linguistically and culturally diverse learners. Simpson sets itself apart by offering specialized classes such as Technology for Teaching, Philosophy of Education, and Special Education, ensuring that candidates are prepared with cutting-edge skills for their careers. Thus, while the program is comparable to those of peer institutions, Simpson also offers a unique preparation tailored to the demands of today's classroom context.

Simpson's 54 combined credential and Master's program units fall within the average range of these peer institutions, whose combined credential and M.A. programs typically range from 37 to 62 units. The class offerings are also comparable, encompassing essentials such as Research, Curriculum, Assessment, Foundations, and Leadership, while providing students with the option

to specialize in Leadership or Curriculum concentrations. Consistent with the stand-alone credential program, the combined credential and Master's program preparation is distinct and customized to empower students for success in today's educational landscape.