

# Report of the Revisit to Hope International University June 2023

## Overview

This agenda report includes the findings of the accreditation revisit conducted at Hope International University (HIU) on April 4 – 6, 2023. This item includes the stipulations resulting from the April 24 – 25, 2022 site visit as well as the revisit team findings and recommendation of **Accreditation** for Hope International University.

## Background

HIU hosted an accreditation site visit on April 24 – 25, 2022. The report of that visit was presented to the Committee on Accreditation (COA) at its [June 29, 2022](#) meeting. The COA accepted the team recommendation of **Accreditation with Stipulations**.

The team recommended the following stipulations:

1. That within one year, for the Preliminary Multiple Subject/Single Subject Credential program, the institution provides evidence:
  - a. that site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner.
  - b. that candidates are systematically placed in settings that reflect the diversity of California classrooms.
  - c. that candidates have significant experience in public schools.
  - d. that the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.
  - e. that each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
  - f. that master teachers possess the current knowledge and skills for candidate supervision and program expectations.
  - g. that candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.
  - h. that recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.
  - i. that data collected during clinical supervision can be aggregated and disaggregated.
2. That within one year, for the Preliminary Multiple Subject Credential program, the institution provides evidence:
  - a. that candidates are demonstrating competence in teaching Physical Education and Health.

3. That within one year, for the Preliminary Administrative Services Credential program, the institution provides evidence:
  - a. that site-based supervisors are evaluated in a systematic manner.
4. That within one year, Hope International University host a focused revisit.

### **Quarterly Reports**

As part of the June 2022 accreditation decision, HIU was required to submit quarterly reports documenting the action taken to address each stipulation. The third quarterly report, which includes Quarterly reports 1 and 2 was presented at the [January 2023](#) COA meeting.

### **Accreditation Revisit Team Recommendation**

The 2023 accreditation revisit focused on the stipulations from the April 2022 site visit. Based on the evidence provided through the document review and interviews conducted during the revisit, the team recommends that all stipulations be removed and HIU's accreditation status be changed from **Accreditation with Stipulations** to **Accreditation**.

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

**Institution:** Hope International University

**Dates of Revisit:** 4/4/2023 - 4/6/2023

**Dates of Site Visit:** 4/24/2022 - 4/26/2022

**Accreditation Revisit Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation to remove all stipulations and to change the accreditation status from **Accreditation with Stipulations** to **Accreditation** was based on a thorough review of all programmatic information and materials available prior to and during the accreditation revisit including interviews with program leadership, program staff, advisory board members, faculty and candidates. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall programmatic judgements about the professional education unit's operation.

**Overall Recommendation**

The team recommends removal of all stipulations and to change the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

**Findings of the Revisit Team:**

The revisit team reviewed actions taken by Hope International University to address the stipulations. Below is a summary of the findings of the revisit team.

**Stipulations Related to the Preliminary Multiple and Single Subject Credential Program**

**Stipulation 1a:**

That site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner.

*2022 Rationale*

Documentation and interviews with relevant constituents, did not provide clear evidence of how district-employed supervisors (master teachers) received a minimum of 10 hours of initial orientation to the program curriculum about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. Although administrative interviews indicated the program asks mentor teachers to self-report hours, interviews and documentation did not identify an accountability system in place to ensure completion of the required hours. In interviews, none of the master teachers

indicated they were aware of the 10-hour requirement or had reported any hours to the program.

### *2023 Revisit Team Finding*

Document reviews and interviews with master teachers confirmed that site-based supervisors are trained in a systematic manner at the beginning of each semester. Master teachers are expected to complete the required 10 hours of training. Of those hours, two are provided by a university supervisor during an initial, individual meeting and the additional eight hours are provided either by the district or through the California Council on Teacher Education (CCTE) Professional Development for Mentor Teachers (PD4MT) modules. Interviews with program leadership indicated the 10-hour training requirement is systematically tracked by the credential analyst and documents showed the requirement is identified on both the Student Teacher Placement Agreement and the master teacher MOU. A review of documents and interviews indicated candidates evaluate their master teacher at the end of each semester.

**Revisit Team Recommendation:** Remove stipulation.

### **Stipulation 1b:**

That candidates are systematically placed in settings that reflect the diversity of California classrooms.

### *2022 Rationale*

All courses at HIU have a required classroom observation component where candidates are introduced to different grade levels and types of K-12 students. There was a concern regarding the diversity of the classrooms where candidates observed and how those classrooms are chosen based on interview findings that students were choosing their placements and that those placements were not then vetted by the program.

### *2023 Revisit Team Findings:*

In interviews, staff related that candidates in the Preliminary Single Subject Credential (PSSC) program are required to complete their student teaching in vetted public schools which reflect the diversity of California classrooms. Preliminary Multiple Subject Credential (PMSC) candidates may teach in private schools after they have completed an eight-week placement in a vetted public-school setting. This process was substantiated by interviews and evidence in the *PMSC Student Teaching Handbook*.

**Revisit Team Recommendation:** Remove stipulation.

### **Stipulation 1c:**

That candidates have significant experience in public schools.

### *2022 Rationale*

During interviews with candidates, it was unclear if all candidates receive experience in a public-school setting and have access to a master teacher (district-employed supervisor). A few candidates indicated

that they were teaching in private schools for their student teaching experience and did not have a master teacher.

*2023 Revisit Team Finding:*

Interviews with administrators, faculty, and candidates confirmed candidates in the PSSC and PMSC Program are now placed only in public school settings. Candidates can petition to be placed in a private school but, if approved, they must still serve eight weeks in a public-school setting. Documentation evidence affirming this policy was found in the Student Teaching Handbook, district MOUs, and the Student Teaching Placement Agreement.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1d:**

That the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.

*2022 Rationale:*

After reviewing documents and interviews with candidates, faculty, and administrators the team was unable to find evidence that candidates record or report the number of hours spent in fieldwork/clinical practice. Accordingly, evidence regarding a process for documenting the minimum 600 hours each candidate must spend in their fieldwork/clinical practice was not seen.

*2023 Revisit Team Finding:*

Evidence provided by the unit confirmed the development and implementation of a process to document that each candidate completes a minimum of 600 hours of fieldwork. A review of the Canvas course 5998 and interviews with faculty substantiated each candidate completes an hourly log and submits the log to the Canvas course. Every eight weeks, the course instructor verifies that logs have been submitted and manually calculates the total course hours for each candidate. Candidates who have fallen behind in reporting hours are contacted by the course instructor.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1e:**

That each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

*2022 Rationale*

Documents and interviews did not clearly show how candidates working in a private school have a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

*2023 Revisit Team Finding:*

Interviews confirmed candidates are required to spend a minimum of 150 hours in a diverse school setting. A site selection process was implemented where candidates choose from a list of public-school placements which have been vetted for alignment to the standards. While candidates can still petition for a placement not on the list, that placement must also be vetted. If a private school placement is accepted, the candidate must still serve eight weeks in a public-school setting. Interview statements were supported by the Candidate Handbook which states at least one eight-week teaching cycle is required to be in a diverse public-school setting. Also, according to both documentation and staff, this modification is only available for PMSC. All PSSC are required to teach in public school.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1f:**

That master teachers possess the current knowledge and skills for candidate supervision and program expectations.

*2022 Rationale*

A review of documents and interviews did not provide evidence that the program has a process to ensure district-employed supervisors (master teachers) remain current in the knowledge and skills for candidate supervision and program expectations.

*2023 Revisit Team Finding*

Documentation showed master teachers are now oriented to supervision and program expectations at the commencement of each student teaching assignment. The institution has also begun using the Intersegmental Project to provide current knowledge and skills for candidate supervision. This training requirement was confirmed in interviews with master teachers.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1g:**

That candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.

*2022 Rationale*

Evidence was limited that HIU collaborates with partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites. District partners indicated that once they are contacted about a possible student teaching placement, they find a mentor teacher for each teacher candidate independent of the university.

*2023 Revisit Team Finding*

Interviews with program leadership, school-district placement coordinators, and candidates confirmed a new collaborative process where the university thoughtfully and intentionally partners with school districts to ensure proper placements for all candidates. This process was

established in fall 2022. A review of the process for these placements confirmed it continues to be in place and working well.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1h:**

That recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.

*2022 Rationale*

Faculty and candidate interviews identified that the program collects videos from candidates for the purposes of observation. However, the videos are not shared securely or archived either by annotated video or scripted observations.

*2023 Revisit Team Finding*

The institution established a protocol where candidates securely share videos with their supervisors. Evidence and interviews indicated students upload their video observations to the EDU5999 Canvas course shell and are accessible only by supervisors and the submitting candidate. Videos remain archived in the course for 10 years.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation 1i:**

That data collected during clinical supervision can be aggregated and disaggregated.

*2022 Rationale*

Classroom observations are written in narrative form and cover the entirety of each TPE. This does not produce specific enough for the data to be aggregated or disaggregated. A review of documents indicated only the mid-evaluation contains data that can be aggregated and disaggregated.

*2023 Revisit Team Finding*

In interviews, faculty and supervisors explained how lesson plans, as well as mid-term and end-of-term evaluation forms have data which can be aggregated and disaggregated. This information was substantiated with documented evidence.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulations Related to the Preliminary Multiple Subject Credential Program**

**Stipulation 2a:**

That candidates demonstrate competence in teaching Physical Education and Health.

*2022 Rationale*

A handful of interviewees indicated that they did not have the opportunity to teach Physical Education (PE) and Health in their clinical practice because students were pulled for those subjects, candidates were overall very satisfied with their preparation.

**2023 Revisit Findings:**

Interviews with candidates and master teachers, as well as documents submitted by candidates, all corroborated that candidates demonstrate competence in teaching all subject areas, including Physical Education and Health.

**Revisit Team Recommendation:** Remove stipulation.

**Stipulation Related to the Administrative Services Credential Program**

**Stipulation 3a:**

That site-based supervisors are evaluated in a systematic manner.

*2022 Rationale*

Adjunct faculty interviewees shared they meet both in-person and via technology to discuss CTC and program updates, collaborate with colleagues, and are offered opportunities to participate in meetings and trainings. However, currently, site-based supervisors are not evaluated in a systematic manner nor are placements assessed for providing opportunities to work with the wide range of students identified in the program standards.

*2023 Revisit Team Finding*

Interviews with program leadership, university supervisors, master teachers, and candidates each concurred that site-based supervisors are evaluated by both candidates and university supervisors; that the evaluations are then reviewed by program leadership; and the results are used for continuous improvement.

**Revisit Team Recommendation:** Remove stipulation.