

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Alliant International University

Professional Services Division

June 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Alliant International University**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Major Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met with Concerns
3) Course of Study, Fieldwork and Clinical Practice	Not Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject with Intern	6	4	1	1
Preliminary Education Specialist Mild to Moderated Support Needs with Intern	6	2	3	1
Preliminary Administrative Services	9	8	1	0
Pupil Personnel Services – School Counseling with Intern	5	4	1	0
Pupil Personnel Services – School Psychology with Intern	5	4	1	0
California Teachers of English Learners	10	9	1	0

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

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

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

Institution: Alliant International University

Dates of Visit: April 7-10, 2024

Accreditation Team Recommendation: Accreditation with Major Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 24, 2016	Accreditation with Probationary Stipulations
April 25, 2017	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All program standards for the Preliminary Multiple and Single Subject credential with Intern program are **met** with the exception of Standard 5 which is **met with concerns** and Standard 3 which is **not met**.

Standards 1 and 6 for the Preliminary Education Specialist Mild to Moderate Support Needs with Intern program are **met** with the exception of Standards 2, 4, and 5 are which are **met with concerns**, and Standard 3 which is **not met**.

All program standards for the Preliminary Administrative Services Credential program are **met** with the exception of Standard 8 which is **met with concerns**.

All program standards for the Pupil Personnel Services – School Counseling program with Intern are **met** with the exception of Standard 4 which is **met with concerns**.

All program standards for the Pupil Personnel Services – School Psychology program with Intern are **met** with the exception of Standard 2 which is **met with concerns**.

All program standards for the California Teachers of English Learners program are **met** with the exception of Standard 1 which is **met with concerns**.

Common Standards

All Common Standards were determined to be **met** with the exception of Common Standard 2 which was **met with concerns** and Common Standard 3 which was **not met**.

Overall Recommendation

Based on the fact that the team's findings on Program Standards and Common Standards, the team recommends **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

Within one year of the site visit, the institution must submit a report providing evidence documenting the following:

1. That candidates and constituents are able to articulate the systems of support that are available to candidates addressing:
 - a. the support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)
 - b. the candidates' access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)
 - c. the unit's clearly defined process in place to support candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)
2. That site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS, PASC)
3. That the programs effectively and consistently use assessment measures to evaluate fieldwork and clinical practice to provide candidates formative feedback on competencies. (CS3, MS/SS, PASC)
4. That candidates can articulate the effective support provided for the performance assessments required for their credential (MS/SS, MMSN, PASC)
5. That the candidates in the MMSN program receive content and opportunities to practice competencies related to Individual Education Plan (IEP) development and have fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study.
6. That the candidates in the PPS School Counseling program articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations and that they participate in one and one half (1.5) hours per week of group supervision on a regular schedule throughout the field experience.
7. That the candidates in the PPS School Psychology program receive content and theory prior to conducting practice of competencies in their fieldwork.
8. That the CTCL program collaborates with local school districts and other teacher development programs to reflect the needs of teachers of English Learners.

9. That within six months Alliant International University provide a mid-year report informing the COA of actions taken toward meeting the stipulations to ensure that candidates' needs are addressed in accordance with the stipulations above.
10. That within one year Alliant International University host a revisit so that a team may interview candidates, completers, cooperating teachers (district-employed supervisors), community partners (advisory board members), and faculty to confirm all stipulations have been addressed.

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

Preliminary Multiple and Single Subject with Intern
 Preliminary Education Specialist Mild to Moderate Support Needs with Intern
 Preliminary Administrative Services
 Pupil Personnel Services School Counseling with Intern
 Pupil Personnel Services School Psychology with Intern
 California Teachers of English Learners

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Alliant International University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Alliant International 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

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission

Program Review Submission

Common Standards Addendum

Program Review Addendum

Course Syllabi and Course of Study

Candidate Advisement Materials

Accreditation Website

Faculty Vitae

Candidate Files

Assessment Materials

Candidate Handbooks

Survey Results

Performance Expectation Materials

Precondition Responses

Performance Assessment Results and

Analysis

Examination Results

Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	104
Completers	14
Employers	4
Institutional Administration	67
Program Directors	25
Faculty	30
Adjunct Faculty	61
Candidate Recruitment & Support Staff	10
Cooperating Teachers	25
Credential Analysts and Staff	33
Advisory Board Members	7
Support Specialists	18
TOTAL	398

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Alliant International University (Alliant) is a combination of three legacy institutions: San Francisco Law School founded in 1909, United States International University (USIU) founded in 1927, and the California School of Professional Psychology (CSPP) founded in 1969. In 2001, USIU and CSPP merged, forming Alliant with San Francisco Law School (SFLS) joining in 2010. From 1909 to the present, one constant among these institutions has been a legacy of empowerment and impact. Alliant has kept the tradition of employing noteworthy faculty and graduating students dedicated to making a difference.

Alliant's history began in 1909 when the San Francisco Law School (SFLS) first opened its doors in the Bay Area. SFLS was the first evening law program in the western United States and was among the first law schools to actively recruit women. SFLS continues to serve students who may not have the opportunity to pursue traditional legal education. Former California Governor Edmund Pat Brown, former Lieutenant Governor Leo T. McCarthy, and former Undersecretary of the United States Department of Energy Joseph F. Salgado are graduates of the Law School.

In 1927, Leland Ghent Stanford chartered a private, graduate institution called Balboa Law College, the first law school in San Diego. Balboa Law College expanded undergraduate and graduate studies in new disciplines, beginning with the Department of Accounting in 1945 and changed its name to Balboa University. In 1952, Balboa University was renamed again to California Western University and relocated to Point Loma, west of downtown San Diego.

In 1968, the undergraduate and graduate programs moved to the current Scripps Ranch location in northeast San Diego and became United States International University (USIU). During the 1970s, USIU became a center for humanistic psychology with a faculty that included Carl Rogers, Abraham Maslow, and Victor Frankl. Igor Ansoff, one of the founders of the field of strategic management, was also a long-time faculty member.

The California School of Professional Psychology (CSPP) was founded in 1969 by the California Psychological Association to train doctoral level psychologists who matched the diversity of California residents. CSPP was one of the first free-standing schools of professional psychology in the nation. At the time, most clinical psychologists were trained in research universities. CSPP took an innovative approach integrating classroom learning with application of knowledge in a variety of field placements, a departure from the prevalent focus on theory and research. Founding President, Dr. Nicholas Cummings, was later president of the American Psychological Association.

The first CSPP schools began instruction in September 1970, on the Los Angeles and San Francisco campuses. Later CSPP opened campuses and programs in San Diego, Fresno, Sacramento, Irvine, Tokyo, Hong Kong, and Mexico. At the turn of the millennium, CSPP renamed itself Alliant University when all CSPP campuses merged under one WASC accreditation.

In 2001, USIU and CSPP joined forces to become Alliant International University. In 2010, the San Francisco Law School became part of Alliant. In 2014, SFLS began a law program at Alliant's San Diego campus.

In 2015, Alliant International University transitioned to a public benefit corporation structure that has provided new opportunities for growth while retaining a primary commitment to Alliant’s social benefit mission of education and professional training. That year also saw the creation of the Alliant Educational Foundation, an independent, non-profit organization that supports Alliant students, faculty, and new initiatives. The foundation oversees scholarships, donations, grants, contracts, research, and other areas of philanthropic collaboration with the university.

Today, Alliant is comprised of six schools, California School of Professional Psychology, California School of Education, California School of Management and Leadership, California School of Forensic Studies, San Francisco Law School, and School of Nursing and Health Sciences, and has locations in six California cities San Diego, Los Angeles, San Francisco Bay Area, Fresno, Sacramento, and Irvine along with a new campus in Phoenix, Arizona and a medical school in Mexico City, Mexico. Alliant offers a variety of accredited online programs in education, business, and psychology.

Education Unit

The California School of Education (CSOE) at Alliant International University offers programs for preparing leaders in education to meet the needs within the communities they are currently serving or globally while influencing social change. CSOE is committed to providing and promoting quality, equitable education. CSOE’s holistic vision of excellence values diversity and promotes inclusivity.

CSOE offers credential and certificate programs approved by the California Commission on Teacher Credentialing (CTC). At CSOE, academic programs and experienced faculty demonstrate the qualities necessary for preparing candidates to make a lasting difference through teaching, counseling, leadership, administration, management, and community work. The programs prepare leaders in the field of education.

Alliant has over 22 full-time faculty and 123 adjunct faculty serving over 1,500 candidates each year seeking a California credential. The school’s reciprocal learning model allows for the integration of current trends promoting transformation in service learning, community involvement, and social change. The educator preparation programs are all offered asynchronously.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Multiple Subject – Traditional	54	104
Multiple Subject – Intern	104	194
Single Subject – Traditional	72	126
Single Subject – Intern	114	244

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Mild to Moderate Support Needs – Traditional	23	38
Mild to Moderate Support Needs – Intern	79	163
Preliminary Administrative Services Credential	3	10
Pupil Personnel Services: School Counseling – Traditional	106	166
Pupil Personnel Services: School Counseling – Intern	6	8
Pupil Personnel Services: School Psychology – Traditional	222	331
Pupil Personnel Services: School Psychology – Intern	26	58
California Teachers of English Learners (CTEL)	37	37

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. Despite sending out invitations to all of its constituents, the turnout for Alliant International University was minimal. Very few completers and employers were interviewed. In many instances, no constituents showed up for a scheduled interview time slot.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple and Single Subject with Intern Credential Program

Program Design

Alliant International University's (Alliant) California School of Education (CSOE) General Education credential programs offer both student teaching and intern options. The programs are offered fully online asynchronously. Teacher candidates may apply year-round and can start the program at six entry points during the year (the beginning of each eight-week session). CSOE offers many resources to candidates but offers little support in using the resources effectively. Interviews with Alliant personnel confirmed that when teacher candidates went to internal websites, they did not know how to utilize the resources.

The leadership structure within the credential program includes the dean, assistant dean, and program director. The support staff includes a credential department supervisor and accreditation liaison officer, as well as credential analysts who communicate credentialing requirements directly to teacher candidates via email but offer Zoom meetings when requested. Current teacher candidates described credential analysts as dedicated and providing timely information. Analysts described giving teacher candidates a checklist of everything that needed to be completed to be recommended for a credential. There are also two edTPA coaches, one for 298 multiple subject candidates and one for 370 single subject candidates. Both coaches also support the 201 candidates in the Education Specialist Credential Program. There is an intern support specialist dedicated to support the 601 interns currently enrolled.

Program leadership communicates primarily through email. Meetings are also conducted regularly on Zoom and Microsoft Teams. Once enrolled, teacher candidates are assigned an academic advisor and a credential analyst based on their program pathway and continue program communication through email. In interviews with teacher candidates and Alliant personnel, the majority of information is disseminated via email, however, there are no processes in place to verify the information was received and understood by the recipient.

Evidence gathered from the website and interviews with program staff confirm that academic advisors are the primary contact for teacher candidates seeking educational program information. Advisors work with teacher candidates to follow a specific Master Plan of Study, registering them into the approved courses to support progress through the credential program, following an appropriate scope and sequence. The academic advisors also work with other departments to support teacher candidates, as needed. Candidates reported inconsistent support from their academic advisors. In multiple cases, they are directed to various staff members to get an answer to their questions.

Credential analysts provide guided support regarding teacher candidates' progress in the credentialing programs including reviewing, evaluating, and processing teaching credential applications. Teacher candidates work directly with their designated credential analyst to

monitor progress throughout their program for meeting the necessary benchmarks for successful program completion and recommendation for preliminary credentials. Despite the process that is in place, candidates still reported that they were often surprised to learn they were not meeting all credential requirements when in their final term.

The CSOE Teacher Education Advisory Board brings internal and external partners together for an opportunity to discuss program success and the implementation of new programs. In an interview with a current board member, they felt their contributions were valued. They like the topics of the meetings (big picture idea, recruitment and retention). They said board members discussed programs and data, but they were not provided with the data ahead of time. The board member said they would appreciate having the data before the meeting to better process the data. The board member said they would like to be able to advise on issues around course lineup and cost.

Interviews with faculty and staff indicated that course syllabi are revised regularly (some yearly and some every two years). If an instructor believes that a candidate needs support, they can complete a statement of concern which is submitted to the candidate's advisor so that the candidate will receive support. However, when the advisor emails the teacher candidate with resources and opportunities, it is unclear whether candidates take advantage of the resources and opportunities that were provided in the electronic correspondence. Advisors only contact teacher candidates by phone when they have not submitted an assignment in 10 days.

Course of Study (Curriculum and Field Experience)

Teacher candidates follow an approved sequence of coursework and are instructed over the principles of standards-based curriculum, subject matter competencies, instruction, and assessment design in the Single and Multiple Subject tracks. Interviews with current teacher candidates and completers revealed that single subject teacher candidates were confused as to why they had to take a mathematics methods course when the credential they were seeking was not mathematics. The reason for taking this mathematics class was not clearly articulated and communicated to students, causing mathematics anxiety in some students who were seeking teaching credentials in English and history. The site visit team was unable to determine the rationale for the mathematics methods course for non-math single subject credential holders from interviews conducted with program personnel.

All teacher candidates, no matter the track, demonstrate their knowledge and understanding by meeting the Teaching Performance Assessment (edTPA) criteria for each course and completing all fieldwork components required for the program competencies. Coordination of coursework with fieldwork occurs in foundational level coursework and paired pedagogical and clinical practice coursework.

All teacher candidates complete the Content Knowledge and Instructional Practice III: Teaching English Learners course. In this course, teacher candidates examine all aspects of teaching English Language Learners in K-12 schools. School-based Language Arts programs and all core content areas are reviewed in the context of state and federal legislative mandates on the education and access of English Language Learners (ELL). Teacher candidates study the instructional needs of ELLs and learn effective use of materials, methods, and strategies for

assessing a student's English proficiency level to provide targeted instruction, supporting grade-level English listening, speaking, reading, and writing skills.

Assessment of Candidates

At entry into the program, general education (Single Subject and Multiple Subject) candidates receive a welcome email and credential department packet via email – one specific to interns and another specific to student teachers – from their credential analyst with requirements for program completion and recommendations for preliminary credentials. Teacher candidates are assessed for meeting TPEs at three levels of competency (introduced, practiced, and assessed) throughout the program, as indicated in the course matrix. Teacher candidates are provided with TPA coaches for additional levels of support for meeting assessment benchmarks.

Teacher candidates are assessed using assignment rubrics, signature assignments, discussion boards, and through fieldwork hours for demonstrating meeting of competencies. Candidates receive feedback from faculty within Canvas for all measurable, standards-aligned assignments guided by rubrics. Candidates are most frequently assessed during their clinical practice courses. During clinical practice, teacher candidates complete progress assessments three times during each 8-week clinical practice course. Progress assessments consist of submitting a CSOE Lesson Plan, Remote Site Visit Preparation (RSVP) Worksheet, Annotated Video through Anthology, and Exit Ticket. Teacher candidates also receive feedback from their district-employed supervisor. Interviews with current teacher candidates and completers revealed that their lesson plans could be up to 30 pages in length and candidates questioned the rationale for including that level of detail in a lesson plan.

Teacher candidate progress and demonstration of professional responsibility is monitored via the completion and submission of the Individual Development Plan - Culminating Reflection form, summarizing assessment completion status. The credentialing team monitors and reviews candidate progress for successful program completion and ensures all requirements have been met for a recommendation of a preliminary credential.

Candidates also have access to sources such as Study.com, a resource for providing test preparation for various exams (CSET/CBEST, RICA, etc.). Study.com provides candidates opportunities to take practice tests and receive immediate diagnostic results along with providing guided lessons, text, examples, and practices in a determined area of improvement.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are met for the Preliminary Multiple Subject and Single Subject with Intern credential program except for the following:

Standard 5 Implementation of a Teacher Performance Assessment – Met with Concerns

The team found no evidence of consistent support for candidates to complete the edTPA. Interviews with candidates and completers resulted in a common request for additional support, many asking for an edTPA course. While the program identified that edTPA coaches are available to every candidate, not all candidates were aware of the service. edTPA office hours offered twice a week by the program were inundated with attendance and candidates reported that their questions were not answered. Two edTPA coaches serve around 700 candidates in the preliminary educator preparation programs.

Standard 3 Clinical Practice – Not Met

The team was not able to confirm that the program provides an initial orientation for the preparation of district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The limited evidence that was gathered via interviews contradicted what program leadership reported. Interview data from candidates and the few district-employed supervisors who were present for interviews suggested that emails were not returned and there was limited personal contact. In addition, district-employed supervisors were not able to articulate why they were selected for their role and had no interaction with Alliant about their qualifications to serve in the capacity of district employed supervisor.

Preliminary Education Specialist Mild to Moderate Support Needs with Intern Credential Program

Program Design

Alliant International University (Alliant) offers both traditional and intern programs for candidates earning Preliminary Education Specialist Mild to Moderate Support Needs (MMSN) credentials. The dean of the California School of Education (CSOE) oversees the program. The program serves diverse candidates that come from a variety of school districts, charter schools, and agencies spanning across California. There are over 650 Memorandum of Understandings (MOUs) between the university and Californian entities. When asked why they selected Alliant, candidates and completers complimented the asynchronous online virtual program, noting, “I can do the work at my own pace” and “Working full time with a family, I needed the flexibility of this online environment.” Another shared, “Alliant was the first university to get back to me and the initial advising was amazing.”

Input from various constituency groups is gathered in a variety of ways. An advisory committee includes administrators from various county offices of education, district partners, and Alliant staff and faculty. This could not be confirmed as only one member of the advisory committee was available for interview during the site visit. This person shared that program data was discussed at an advisory meeting; however, most of the yearly meetings were informational only. It was also reported that Alliant faculty were frequently present at community events, including job fairs and professional learning opportunities hosted by San Diego County Office of Education.

As indicated on the website, the MMSN program has program learning outcomes directly linked to California Commission on Teacher Credentialing program standards.

The program offers both a traditional student teaching pathway and an intern pathway. While each of the two pathways is distinct, the structures overlap. Each of the program pathways are virtual and asynchronous.

Alliant values of Inclusion, Mentoring, Passion, Accountability, Communication, Teamwork (IMPACT) were confirmed by faculty. The faculty interviews demonstrated the cohesiveness of the faculty. Across both pathways, regular communication to enhance procedures and program development occurs. The faculty are fully vested in the Education Specialist credential program stating, “this faculty team is my family” and “I love giving back to the profession.” An adjunct summarized, “I feel part of the Alliant community and feel valued.” The faculty interviews confirmed the leadership cultivates a collaborative culture.

Regular collaboration between course instructors and program staff provides time to discuss successes and challenges as well as specific candidate needs and/or progress updates. In the past, meetings were held once per term (terms are every 8 weeks) for faculty (adjunct and full-time) to share ideas and resources, calibrate, and make revisions as needed based on student assessments and course evaluations. Faculty voiced a need to reinstate this practice. Adjuncts did note that “there was not an onboarding process” and they “basically just had to reach out and the answer was there from a colleague.” An adjunct said, “I would like to see more emphasis on professional development and perfecting our craft than informational meetings.”

The credential classes are taught by both full-time and adjunct faculty with extensive experience in education, yet not always credentialed in special education. Candidates noted that many classes had a combination of single subject, multiple subject, and education specialist candidates in the same class. They noted this mix is wonderful for teamwork, general education and special education collaboration, inclusion and curriculum sharing, but added they wish there were more education specialist-specific classes to really explore the depth of knowledge in assessment, Individualized Education Plan (IEP) writing and implementation, data and progress monitoring when serving as the case carrier for students with disabilities.

Course of Study (Curriculum and Field Experience)

The course of study reflects a planned developmental sequence of coursework based on the required standards, beginning with the introduction of content, moving to practice, application, and reflection. The program has a total of 27 credit units. Candidates can take an additional six units to obtain a master’s degree. The courses are available in 8-week sessions year-round. Many of the courses leading to a Preliminary Education Specialist credential in MMSN are shared courses with the Multiple Subject and Single Subject programs. Courses in both the traditional and intern pathways follow an intentional sequence to introduce candidates to foundational knowledge in education and special education policy and practices, focusing on the historical, philosophical, and empirical foundations of special education, legal aspects, bias-free practices, first and second language acquisition and development, behavior, social skills, and characteristics of learners with disabilities in the specific area of the credential. Work with

paraeducators, transition, use of various technologies, and different learning platforms are included. Candidates are provided with opportunities to review the curriculum and further develop pedagogical knowledge of high leverage practices.

A candidate commented, “I appreciated the asynchronous format; however, the asynchronous class design is very poor.” Candidates shared they really appreciated when faculty created Zoom overview videos to help with understanding requirements. All interviewees believed they had strong instruction in how to differentiate curriculum.

An adjunct demonstrated how she takes the syllabus and “makes it her own” by adding technology to model (Pear Deck, Near Pod, etc.). Another shared, “Instead of Flipgrid, I ask students to use a screen capture video” and went on to note that this is what candidates can use in current day classrooms. Another adjunct pointed out that when grades drop or someone does not seem to understand a curriculum assignment, she “reaches out via email directly to the student.” Many candidate interviewees commented on the exceptional nature and hands-on learning they experienced in the Literacy course.

However, many candidates voiced their frustration and felt unsupported. The candidates talked about broken links, grammatical errors, and assignments where they spent “hours” trying to figure out what was expected. Numerous candidates said it was difficult to get a hold of a professor. Candidate interviews stated the following, “I felt like I was taking an independent study teaching program,” “I have received no support and no guidance; I did this credential on my own,” and “I keep asking myself, how will this assignment help me grow as a teacher?”

The TPEs for each credential describe the set of professional knowledge, skills, and abilities expected of a beginning-level practitioner to support the education of all students effectively. From the documents provided and the interviews, the team concluded the scope of the course assignments and fieldwork validates that candidates are guided and coached in the pedagogical knowledge addressed in the universal and education specialist TPEs. Yet there appear to be inconsistencies in the evidence from interviews with faculty, candidates, program completers, and the written reports that there is a consistent level of knowledge, skills, and abilities that candidates acquire upon finishing the program. The candidates and completers felt “I did not have training in IEP assessments – everything was generic” and “I was not prepared to do the teacher piece of the triannual IEP.” Another candidate/completer shared, “I did not learn multiple assessments until I enrolled in induction with my district; that’s when I learned data monitoring – not from Alliant.”

With respect to field experience, the program selects individuals who are credentialed or who have equivalent experience in educator preparation to serve as instructors of the clinical practice and/or district support persons. All candidates document 600 fieldwork hours. Interns are required to complete an additional 189 hours of support and supervision during the paired clinical practice and content knowledge courses.

Candidates and completers indicated a mild connection between field experience and their coursework. According to faculty, the programs are designed to reflect the full range of service delivery options and the knowledge and skills necessary to meet student needs in the specific

areas authorized by the credential. Yet candidate and program completers reported, except for a few teaching channel videos, they were not exposed to K-12 special education environments. One candidate said, “the only classrooms I have seen in person are at my own high school.”

Student Teaching Pathway

Candidates in the student teaching track spend the first two Clinical Practice courses observing various classrooms in a guided format. During this time, candidates spend 200 observation hours in TK-12 classrooms, described as Clinical Practice I and II in the program handbook. Then during Clinical Practice III and IV, the candidates complete student teaching and slowly take on the roles and responsibilities of a special education teacher. The candidates work closely with one or two cooperating teacher(s) to plan and/or co-plan lessons. A candidate may have two placements during this time or remain at one school with various added observations of different Least Restrictive Environment (LRE) locations. This experience is 400 hours and aligns with the employed teachers’ contracted hours. During the interviews, candidates stated this was a positive design and gave them experiences with lesson planning and evidence based instructional strategies they now use in their own teaching.

Intern Pathway

The Intern program begins with a preservice component designed to prepare students for their own classroom. Completers told the team, “Preservice gave me some good crash course behavior and instruction strategies.” Once preservice is completed, candidates are intern-ready and seek employment in local districts where the university has an MOU. These include public school districts, public charter school organizations, or certified non-public schools through the California Department of Education (CDE). The intern program includes a two-year scope and sequence of all the Education Specialist standards and TPEs related to candidate certification. Candidates shared frustrations with the lesson plan format; “I am counting my remaining time with Alliant as how many 4000+ word lesson plans I have left to do” and “The emotional burden of balancing our fake kids with our Alliant classes against our real kids in our classrooms is the thing I was most unprepared for.”

Assessment of Candidates

Candidates are assessed continuously throughout the program, but most frequently during their clinical practice courses. Through progress and performance assessments the candidates demonstrate their proficiency in creating safe, inclusive, culturally responsive learning environments using multiple methods of assessment and data sources to make educational decisions. Candidates are assessed using critical monitoring points strategically located throughout the program, including course grades, progress monitoring of candidate dispositions, progress on TPEs in clinical practice classes, feedback on their edTPA submission, and year-end reflections.

All six formal clinical observations by the university supervisor are video captured, meaning students record three ten-minute videos each term and an instructor provides feedback on lesson planning and the actual lesson implementation. Candidates complained about spending a good deal of time developing and annotating the videos and “not really learning to teach students with special needs from the experience.” Others noted they did not feel prepared to

scope and sequence or provide brief lesson plans for their principals. Candidates receive additional feedback on their instruction from their district employed supervisors and on an informal basis with their university supervisors that occurs outside of the required observation hours.

Faculty shared that when students struggled or had issues, faculty reached out to them and helped them come up with an alternative plan to align with their situation. However, the candidates interviewed reported “it was a lonely road” and they felt like they “were expected to read and view videos and magically learn without any connection to the faculty.”

edTPA Assessment

Two edTPA coaches coordinate TPA support and track candidate completion and success rates. They also support all Education Specialist program instructors. If candidates do not pass the edTPA, the coach works with them on a remediation plan. Interviews with the teacher education director confirmed the many TPA resources on the Alliant website. The time with a coach as well as the use of the online resources are available to every candidate, yet they are optional and not all candidates and/or completers in the interviews knew about their services. Candidates shared, “We were just told to watch the TPA videos with no instruction, directions, or rationale about why we had to do this.”

Program Assessment

Candidates fill out a course survey and rate their instructor’s effectiveness for each course. As candidates near the end of their program they also complete a series of questions during the individual development plan stage that are designated as program review. This information is compiled at the unit level.

The concern heard most often during interviews was “we need more support.” The candidates discussed the feeling of being on their own. Yet, they gave significant praise to their program advisors and said they could “ask an advisor anything.”

Candidates receive weekly emails with updates. The university has several staff providing support: record assessors, credential analyst, intern support director, program coordinator, accountability compliance officer, edTPA coach, program director, program advisor, and CERT chairs, in addition to faculty. There is a resource webpage that is consistently updated. All of the supports were confirmed via the website, yet, in interviews candidates and completers consistently reported not being aware of and not using the supports.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, and supervising practitioners, the team determined that Program Standards 1 and 6 are met for the Preliminary Education Specialist Mild to Moderate Support Needs with Intern credential program. The findings for Standards 2, 3, 4, and 5 are as follows:

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations – Met with Concerns

Candidates and completers reported that they are not prepared for course-related and other assessments of their competence in the area of student assessment for Individual Educational Plans (IEPs). While documentation shows that the content is present in coursework, candidates reported that they did not receive training in IEP assessments and were not prepared to conduct triennial IEPs.

Standard 3: Clinical Practice – Not Met

The team was not able to confirm that the program provides an initial orientation for the preparation of district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The limited evidence that was gathered via interviews contradicted what program leadership reported. Interview data from candidates and the few district-employed supervisors who were present for interviews suggested that emails were not returned and there was limited personal contact.

Candidates reported that the fieldwork does not provide opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) atypical behavior; and (c) have other types of special learning needs.

The team found no evidence to confirm that the program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches, such as cognitive coaching.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements – Met with Concerns

Candidates reported needing support and assistance. There is appropriate information online; however, candidates did not feel it is accessible to guide them in meeting all program requirements. Interviews with candidates and completers shared a consistent message of their preparation program being similar to “independent study.”

Standard 5: Implementation of a Teacher Performance Assessment – Met with Concerns

The team found evidence that candidates received information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program. However, candidates consistently reported that they were confused and did not understand the edTPA process. While the program identified that edTPA coaches are available to candidates, not all candidates were aware of the service. edTPA office hours offered twice a week by the program were inundated with attendance and candidates reported that their questions were not answered.

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services Credential (PASC) program offered through the California School of Education (CSOE) at Alliant International University (Alliant) is led with the mission of “preparing conscientious educational leaders who empower personal growth,

academic success, and professional achievement in a global society.” The program delivery model is virtual/online only and uses a traditional pathway. An intern pathway is not offered. The traditional pathway has a master’s degree option in which the candidate takes additional research courses and completes a capstone project. California Administrator Performance Assessment (CalAPA) and fieldwork experiences are integrated into the program.

Housed under the leadership of the CSOE Dean and an Administrative Services Credential (ASC) coordinator who also serves as the CalAPA Coordinator; full-time and adjunct faculty serve under the coordinator. CSOE also houses a credential department which includes a supervisor, analyst, and a compliance officer. From program documents and interviews, informal communication occurs within the PASC unit and outward to the larger CSOE.

Documents, including notes and agendas, verify that state the advisory board meets bi-annually to share data and feedback related to the program and to have collaborative conversations and purposeful talk; however, this could not be confirmed due to the lack of PASC advisory board interviews. Documents show that the advisory board members include educational partners from neighboring county offices of education and school districts. Invitations to attend the accreditation site visit interview sessions went out to each member by email and included the link to join the meeting with different meeting time options, but no members responded to the invitation for the interview.

The CSOE PASC program has grown in numbers since it was reinstated in 2020. Modifications to the program include integrating research and measurable artifacts regarding Implicit and Unconscious Biases (e.g., LGBTQ+ related bias) within the ELM88320 Law, Ethics and Equity course. According to the program coordinator, the PASC program is currently working on a redesign and update for all courses and plans to integrate CalAPA expectations within the courses of study, including the clinical practice courses to prepare all candidates for successful passing of tasks.

Course of Study (Curriculum and Field Experience)

According to documents and interviews with current candidates and completers, Alliant provides a comprehensive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program. The courses and field experiences are designed to align with California Administrator Performance Expectations (CAPEs), and California Administrator Performance Assessment (CalAPA). Upon completion of the program, candidates state that they are prepared to meet the requirements for the Preliminary Administrative Services credential.

Documents show that there are seven content-centered courses aligned to the CAPE standards (three units each), and three research and field experience courses (three units each) for a total of 30 units. Each course is delivered over an eight-week term. By enrolling in two courses each term, candidates can complete the program in one year. Candidates also have a master’s degree option with additional coursework and a capstone project. From interviews, candidates

feel that these courses and materials are both rigorous and relevant. Course syllabi demonstrate program standards alignment, as well as alignment with the CAPE.

From program documents and interviews with candidates, the field experiences are an integrated part of the research seminar courses, with the purpose of engaging candidates in relevant field experiences at their own school site. District-employed supervisors, referred to as “coaches” in the documentation, are expected to facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates are to collect and analyze data on student performance, school culture, and demographics guided by the CalAPA assessment and complete their own action research projects. The candidates complete and submit fieldwork logs, totaling 75 hours of fieldwork. Coaches evaluate and sign off on the fieldwork logs.

Interview evidence was not available for how district coaches are trained or monitored by program staff, or how the program and district coaches collaborate; however, the program coordinator states that coaches are provided with a comprehensive coach handbook, and that she makes herself available to them through email and personal appointment link. At least one candidate stated that she had received no feedback on her fieldwork from the university.

The expectations for coaches are listed in the Alliant International University (Alliant) Coach Handbook, which includes conducting observations and measuring the candidate’s performance, notifying the Alliant program director if questions or concerns arise, ensuring that the candidate meets required competencies for the California Commission on Teacher Credentialing, and maintaining a log of contacts with the candidates, which includes documenting the candidate’s areas of strength and growth. Tools for supervising and evaluating the candidates are included as attachments in the coach handbook. Fieldwork supervisors reported that they received most of their information about the program through their candidates.

From documents and interviews, the program utilizes the university’s Student Evaluations and Review Committee (SERC) process and refers students to this process when they appear to be struggling or need additional assistance. The program coordinator monitors the SERC list each term for students who have dropped below the 3.0 threshold. They then reach out to students to invite them to a SERC meeting. The committee guides students toward successful completion of their program and assists with remediation of difficulties brought to the attention of the committee. After meeting with a student and considering all information deemed relevant, the SERC’s recommendations about appropriate action can include: No Action Required, Remediation Plan, Academic Warning, Academic Probation, Approved Academic Absence, Suspension, or Dismissal. The program director, or equivalent, makes the final decision of the student's status. From interviews, candidates also have options to seek assistance from their course instructor and/or academic advisor. In interviews, current candidates state that their course instructors are very helpful and responsive to their needs.

Interviews and documents confirm that program data is collected on an ongoing basis including candidate grade data, CAPE standard competency via signature assignment evaluation, CalAPA data, and student perception data. Candidate interviews confirmed providing feedback at the

end of each course and at the end of the program. It is unclear how data is systematically used and analyzed for continuous improvement.

Assessment of Candidates

Documents and interviews confirm that candidates in the PASC program are assessed each week and at the end of each course on assignments focused on the program competencies and California Administrator Performance Expectations (CAPE). As part of the assessment process, each candidate creates a portfolio of work over the entirety of the program. The candidate's program portfolio will be assessed by two members of the faculty of the PASC program, using the rubric(s) for evaluation. Fieldwork tasks are assessed by the site coach/supervisor. Interviews with candidates confirm that they receive instructor feedback within Canvas for all measurable, standards-aligned assignments.

CalAPA

Interviews and documents confirm that the CalAPA cycles are covered in each of three research seminar courses. Each eight-week course covers one of the cycles in its entirety and provides support for submission. The course instructors are responsible for this overview. The program provides the candidates opportunities to prepare for the performance assessment tasks/activities in the weekly discussion questions, the weekly written assignments, and in the signature assignments for each course. Course syllabi show that the signature assignments are aligned to the performance expectations and are benchmarks for course completion.

Documents confirm that the candidate handbook contains a thorough CalAPA policy review, informing candidates on all CalAPA requirements, appropriate use of materials, appeal policy, and remediation policy. However, in interviews, candidates and completers stated that they often felt "lost" about the CalAPA and suggested that an overview workshop or seminar would be very beneficial. One student suggested that peer assistance would also be beneficial.

Candidates who fail to successfully complete the task/course requirements, enroll into an advanced mentoring course (zero unit) and resources will be accessible to facilitate the completion of the requirements. The program director is responsible for monitoring the candidates in this course.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential program except for the following:

Standard 8: Guidance, Assistance and Feedback – Met with Concerns

The team found no evidence to demonstrate regular two-way communication between the university program staff and the field supervisors. Candidates and completers reported that feedback to candidates about fieldwork was inconsistent and sometimes non-existent. No evidence was found that fieldwork supervisors receive training and communication beyond receiving a coach handbook. Although candidates were provided handbooks regarding the

CalAPA requirements, appropriate use of materials, appeal policy, and remediation policy, candidates reported feeling “lost” and left to “figure things out on their own” when completing the Cal APA.

Pupil Personnel Services: School Counseling with Intern Credential Program

Program Design

The Alliant International University (Alliant) Pupil Personnel Services (PPS) School Counseling credential program is part of the university’s California School of Education (CSOE). The Dean of CSOE oversees all the California credential programs, including the PPS programs. The PPS School Counseling program has a program director and support from a program coordinator, clinical practice coordinator, academic advisor, and credential analyst. The program offers candidates three pathways towards the credential: an education specialist degree with PPS credential, a master’s degree with PPS credential, and a PPS credential only option. Additionally, the program offers an intern pathway for candidates seeking employment while acquiring their fieldwork hours.

The program has bimonthly meetings with CSOE full-time faculty and administration, where one full-time faculty indicated in interviews that the program was able to coordinate with other programs around common issues, including credentialing and assessments.

The program is also part of a larger advisory group at Alliant that reportedly plans to meet quarterly according to a new advisory board member which is confirmed in program documents. Additionally, the program created a course shell in their learning management system as a communication mechanism where all faculty can share information with each other and program leadership.

The program has and is currently going through significant changes. Some of the changes that have occurred over the past two years include adopting the new Commission on Teacher Credentialing PPS program standards and performance expectations. This required every course to be updated to meet the new criteria, and every program document to be updated to reflect those changes. Additionally, the program has a new program director. The program director is available to the candidates and the faculty as reported by both groups in interviews, with one completer stating that she felt “very supported because of the program director, and the changes she has made.” The program also added another pathway for the PPS credential through their Educational Specialist Degree with PPS Credential.

Course of Study (Curriculum and Field Experience)

The PPS School Counseling credential program follows a theory to practice design. Candidates follow a set plan for courses so that content is built from term to term and scaffolded on previous knowledge gained. The foundational courses include Foundations of School Counseling, Social Emotional Development, and Student Academic Development. The design of the program has candidates beginning their practicum courses in the second term, thus utilizing the content learned in the first term. This continues with two practicum courses, followed by four fieldwork courses, allowing for six courses where candidates can benefit from university oversight. Faculty and candidates reported in interviews that this sequence was helpful because

it allows candidates to spend more time in the schools practicing the content that they learned in the courses. One candidate indicated that the process was very helpful for an interview they had with a district because their course discussion board topic came up in the interview. This candidate also stated that “everything has been really applicable.” Another candidate added, “I think the coursework is spot on,” in relation to the integration of course-work into field experience.

Candidates are required to have field placements at a minimum of two levels. With the use of their electronic data management system, Assessment Management Software (AMS), they are constantly accruing hours towards all the required fields stated in the standards. This same system is used by site supervisors for signatures and evaluation processes, with site supervisors indicating in interviews the ease of use. In reviewing some of the output from the program data system, the reviewers noted the plethora of data available, including information on self-evaluations and site supervisor evaluations, which showed site supervisors consistently rating candidates higher on counseling skills than candidates rated themselves.

Candidates are also supported by an academic advisor and a field placement coordinator. Candidates responded to being supported in the entire process with special emphasis on their university faculty and site supervisors. When a candidate is having difficulties, candidates reported feeling confident that there was someone to contact to receive support. Also, the faculty indicated that the Student Evaluation and Review Committee (SERC) was a tool they could use to help candidates who were falling behind.

Recent changes to the program include changes in personnel and the adapting of every course to meet the new California Standards and Performance Expectations; however, there were two added changes to the standards that the program still needs to implement. One involves the requirement that all candidates “articulate and provide an example of an individualized self-care plan.” Although candidates reported having discussions about self-care plans, and some had extensive support to develop self-care plans from their site supervisors, there is no current evidence that this part of the standard is being addressed to the extent the standard requires. Program leadership and faculty are working on a means to implement this part of the standard.

The second change involves a component added to supervision. Although the program provides six terms of courses related to practicum and fieldwork, the candidates and faculty reported that there was not a mechanism in place to require candidates to participate in the one-and-a-half hours of weekly university group supervision, which is stated in the standard for all candidates accruing fieldwork hours. Although several faculty offered synchronous supervision sessions for their candidates, faculty reported not having the means to require any synchronous sessions for all their candidates.

Assessment of Candidates

Candidates are assessed throughout their program. Within every course, candidates are assessed on their acquisition of course content knowledge, and also evaluated on the practice of that knowledge throughout their fieldwork experiences. Site fieldwork supervisors complete both a formative and summative evaluation of the candidates. Candidates also complete a self-evaluation during their practicum and fieldwork experiences and complete several self-

reflections throughout their coursework. These evaluations and self-reflections ensure that all the performance expectations in the standards are being assessed at multiple levels. Additionally, the program uses a comprehensive method to assess professional dispositions.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are **met** for the **Pupil Personnel Services: School Counseling** credential program except for the following:

Standard 4: Clinical Practice – Met with Concerns

The team found no evidence that all candidates received “one and one half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member,” as indicated in the standard. There was no evidence presented that ensured all candidates receive the required supervision as stated in the standard. In addition, reviewers did not find evidence that all candidates showed that they “articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling,” as stated in the standard.

Pupil Personnel Services: School Psychology with Intern Credential Program

Program Design

The Alliant International University (Alliant) Pupil Personnel Services (PPS) School Psychology credential program is part of the university’s California School of Education (CSOE). The Dean of CSOE oversees all the California credential programs, including the PPS programs. The PPS School Psychology program has a program director and support from a program coordinator, clinical practice coordinator, academic advisor, and credential analyst. The program offers candidates three pathways towards the credential: an education specialist degree with PPS credential, a master’s degree with PPS credential, and a PPS credential only option. Additionally, the program offers an intern pathway for candidates seeking employment while acquiring their fieldwork hours.

The program has bimonthly meetings with CSOE full time faculty and administration, where one full-time faculty indicated in interviews that the program was able to coordinate with other programs around common issues including credentialing and assessments.

The program is also part of a larger advisory group for the CSOE that reportedly plans to meet quarterly according to a new advisory board member and according to program documents. Additionally, the program created a course shell in their classroom management system, as a communication mechanism where all faculty can share information with each other and program leadership. Interviews with adjunct faculty confirmed this and appreciation was expressed for this design.

The program has undergone significant changes over the past two years, including adopting the new Commission on Teacher Credentialing PPS standards and performance expectations. This required every course to be updated to meet the new criteria, and every program document to be updated to reflect those changes. Additionally, in the past two years, the program has had a new program director. The program director is very passionate and makes herself available to the candidates and the faculty as reported by both faculty and candidates in interviews, with one faculty noting that the program has “much more cohesion” based on changes made by the new program director. Some of these changes include increasing the number of assessment courses from four to six and changing the sequence of the assessment courses. The assessment courses also started to implement the use of virtual assessment tools, thus making it easier for candidates to access and utilize assessments for courses and field placements. Another change was an increase in the number of practicum courses from four to six, thus providing more guided practice for candidates' field experiences. Site supervisors and candidates reported in interviews that they appreciated the accelerated program components, with one site supervisor exclaiming that “I really feel like I’m able to mold the candidate into a professional school psychologist.”

Course of Study (Curriculum and Field Experience)

The PPS School Psychology credential program follows a theory to practice design. Candidates follow a set plan for courses so that content is built from term to term and scaffolded on previous knowledge gained. The foundational courses include courses on development, history, methodology, and behavior management. The design of the program has candidates beginning their clinical practice experiences during their second term of enrollment, thus utilizing the content learned in the first term. This continues with four practicum courses, followed by six fieldwork courses, thus allowing for 10 out of 13 terms where candidates can benefit from university oversight in their field placements. Faculty, candidates, and site supervisors reported in interviews that this sequence was helpful, with one site supervisor stating that “motivated students really benefit from the accelerated pace, because they are getting so much information from real experiences.” The changes to the program sequence are not necessarily reflected positively by everyone, as some candidates and site supervisors reported having candidates working with assessments prior to having taken their assessment courses. The interviews with the different groups did not differentiate between candidates taking the new sequence and those under the older sequence, with one candidate suggesting that “the order of the classes was off, because I started in the January cohort.” Additionally, the program leadership is continuing to add components and information to the program documents and communications to better delineate site supervisor responsibilities so that this discrepancy between course scaffolding and pedagogy will be lessened in the near future.

Candidates are required to have field placements at a minimum of two levels, and with the use of their electronic data management system, Assessment Management Software (AMS), candidates are constantly accruing hours towards all the requirements noted in the standards. This same system is used by site supervisors for signatures and evaluation processes, with site supervisors indicating in interviews the ease of use. Faculty are also able to easily view the hours and monitor candidate progress in the field, with faculty reporting that the ease of the

new system will also provide them with “useful data that is easily exported.” The data collected is then used to verify that candidates are meeting the requirements of the program.

Candidates are also supported by an academic advisor and a field placement coordinator. Several candidates expressed a real appreciation for the field placement coordinator stating, “he actually helps us with almost everything.” Candidates responded to being supported in the entire process with special emphasis on their university faculty and site supervisors. If a candidate is having difficulties, they report feeling confident that there was someone to contact to receive support. Also, the faculty indicated that the Student Evaluation and Review Committee (SERC) was a tool they could use to help candidates who were falling behind.

Assessment of Candidates

Candidates are assessed throughout their program. Within every course, candidates are assessed on their acquisition of course content knowledge and also evaluated on the practice of that knowledge throughout their fieldwork experiences. Also, throughout every course, candidates are expected to engage in reflective practices to utilize personal knowledge to create meaning when integrating knowledge bases and theory to practice. Candidates also have a practice portfolio that ensures acquisition of all the performance expectations included as part of the standards. Professional site practicum and fieldwork supervisors complete both a formative and summative evaluation of the candidates throughout the candidate’s field experiences. Candidates also complete a self-evaluation during their practicum and fieldwork experiences. These evaluations ensure that all the performance expectations in the standards are being assessed at multiple levels. Additionally, the program uses a comprehensive method to assess professional dispositions.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the **Pupil Personnel Services: School Psychology** credential program except for the following:

Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations – Met with Concerns

The reviewers found that some candidates were practicing the use of assessments prior to taking courses on the assessments, which is contrary to the standard language which states “The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and reflect on each School Psychology Performance Expectation (SPPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.” Although the reviewers did find written material, in interviews with program leadership, information supporting the intent of the program to not allow practice prior to theory, there was nothing in the planning documents nor site supervisor material that clearly stipulated the need for psychoeducational assessment theory to be introduced and taught prior to practice.

California Teachers of English Learners Certificate Program

Program Design

The California Teacher of English Learners (CTEL) program is an online program comprised of four 8-week asynchronous courses that lead to a Crosscultural, Language and Academic Development (CLAD) certificate. This program prepares candidates with the knowledge, skills, and abilities to deliver effective instruction to culturally and linguistically diverse learners to promote their English language development and mastery of grade-level subject content. The program offers a curriculum that combines research-grounded theories with hands-on classroom applications that focus on language structure and language development; standards-based assessment; instruction for literacy and English language development (ELD); specially designed academic instruction delivered in English (SDAIE); and culture, inclusion, and language learning.

The program is overseen by a program director, with adjunct faculty teaching courses and support from a credential analyst and accreditation supervisor. Communication between the program director and adjunct faculty occurs via emails at each term's start and end dates. If needed, adjunct faculty can contact the program director with concerns throughout the term.

Curricular decisions rest with the program director, who considers adjunct faculty feedback and reviews program data annually to make any programmatic changes. Student feedback gathered through end-of-course surveys and performance on key assignments are also considered in programmatic changes.

Previously, a specific advisory board for the CTEL program existed, but since the pandemic, the school of education has sought input from one advisory board that oversees the teacher preparation, educational leadership, and CTEL programs. Very limited advisory board input was available at the site visit and evidence was not provided that shows how program leadership uses the information from advisory board meetings to guide program and curriculum improvement. Invitations went out to each member by email and the link to join the meeting was included, however no members responded to the invitation for the interview for the accreditation site visit.

According to the program director and adjunct faculty, revisions have been made to CTEL program courses in the past two years. These revisions include updates to syllabi, materials (e.g., updated readings, model teaching videos, other videos of speakers), and assignments. Specifically, changes were made to the linguistic course, revising the theory-heavy design and making it more applicable to classroom instruction to candidates' implementation of this practice in their classroom to support English Language Learners. An interview with the adjunct faculty for the linguistic course was not conducted at the site visit due to a lack of response to the electronic invitations. Therefore, evidence for the impact of the current program changes is not available.

Course of Study (Curriculum and Field Experience)

Documents and interviews corroborate that the CTEL program is offered online using an asynchronous model. There are four courses, each is three units and spans eight weeks. Courses are conducted in weekly modules, with candidates participating as a cohort. Candidates are enrolled in two courses per term, completing the program in 16 weeks; however, candidates have the option to request to take one course at a time.

At the beginning of the program, candidates receive a master plan of study (MPS) that outlines the structure of the coursework, which consists of 1) exploring the influence of culture and society on educational systems and communities; 2) examining theories of first and second language acquisition; 3) analyzing the purposes of language and content-area assessment, and principles of standards-based assessment and instruction (candidates create and teach a lesson and are observed implementing their lesson in this course); and 4) investigating the nature, organization, and function of human language. The design of each course in the program aligns with the Commission-adopted CTEL Exam; therefore, candidates who have taken and passed one or more of the CTEL subtests are offered course waivers. According to program documents and interviews with the program director, upon completing their CTEL coursework, candidates write a final reflection paper for the program. This paper serves as an opportunity for candidates to reflect on their CTEL coursework, connect it with their professional experiences, and explore personal life experiences in relation to teaching English Language Learner students.

According to interviews, some candidates and completers describe their learning experiences as meaningful and challenging, giving them a better understanding of English language learners which they attribute to the weekly assignments that prompt them to create lesson plans, presentations, or other artifacts that helped them support English language learners. All candidates (five interviewed) and completers (two interviewed) described the weekly discussion posts as a program asset that contributed to acquiring new knowledge and skills about instruction to support English Language Learners. They appreciate the cohort model for fostering a sense of community and support, allowing them to learn from each other's classroom and personal experiences.

Candidates also emphasized the flexibility to contact their professors via email, enabling them to seek clarification about course materials, lectures, or assignment requirements. However, some candidates expressed having to research information on their own due to dead links and unavailable videos in their course portal. Candidates also described receiving feedback on assignments via email or written responses posted on Canvas. The feedback varied from thorough guidance and mentorship to brief, single-sentence responses. All candidates expressed a desire to meet synchronously with their professors to further develop their understanding of the concepts covered in each module/course to effectively implement in their classroom settings. All candidates also expressed a desire to receive more explicit feedback on how they were implementing theories and concepts covered in the courses in their assignments.

Interviews with candidates currently enrolled in the first two courses of the program describe applying the knowledge gained to create artifacts, such as presentations that include visuals to support English Language Learners (ELLs). They also describe creating lesson plans with English

Language Development (ELD) accommodations. Three out of the five candidates interviewed, whose current job placements do not include English Language Learners (ELLs), describe making modifications to their assignments by using hypothetical scenarios that involve ELLs or by translating the theories covered in a course to their own settings, such as working with infants, parents, and families. These three candidates expressed a desire for additional feedback on their assignments.

According to interviews with the program director and adjunct faculty, the classroom application of theories and principles of instruction for ELLs in the program is offered in one course taken in the second term and is described as follows: Candidates create a template for a one-hour lesson plan and receive feedback from their professor in week four. In week six, they add an assessment component to their lesson plan and receive feedback from their professor. In week seven, they implement/teach the lesson and collaborate with either a colleague at their school site who is CLAD certified and has at least three years of teaching experience or their school administrator. The colleague/administrator observes the candidate teaching the lesson and provides feedback using the lesson observation rubric. The candidate uploads the completed/signed rubric to the course learning management system (LMS).

The lesson observation rubric is the same rubric used to assess the completion of the lesson plan and the observation/demonstration of the lesson. This rubric assesses the candidates' description of the students and instructional context, inclusion of common core standards, employment of formative and summative assessment methods, and incorporation of ELD and SDAIE teaching activities. The rubric does not measure nor assess candidates' application of language objectives, cultural relevance, collaborative engagement, differentiation, and literacy development strategies for ELLs in their instruction, it only identifies the use of English Language Development (ELD) strategies.

Regarding data collection on the program's coursework, at the end of each term, candidates upload their key assignments to the university's system (Anthology), and the course instructor grades their submissions. The school's data analyst generates a quantitative data report with trends across the program's key assignments at the end of each year, highlighting candidates' areas of strength and areas for improvement. Feedback from candidates gathered through end-of-term evaluation surveys and the final reflection paper, is used as qualitative data to complement the quantitative data. These two sets of data are used by the program director to make program enhancements and curriculum adjustments.

Assessment of Candidates

Candidates are informed about the program and required assessments through a comprehensive welcome packet sent by the program director at the beginning of the term. This packet includes detailed information about each course, key assignments, and available resources for assistance. Additionally, candidates receive information about course requirements through syllabi and weekly postings explaining module requirements. If candidates have any questions about assignment requirements, they can seek assistance from their professors via email and typically receive a response within 24-48 hours.

Based on program documents and interviews with adjunct faculty, candidates are assessed in each course through various means, including weekly discussion posts, creation of artifacts, and completion of key assignments. Over the course of the program, candidates engage in the creation of diverse artifacts such as lesson plans, assessments, and reflections. These activities serve as benchmarks to gauge candidates' proficiency in effectively teaching English learners and fostering collaboration with colleagues and families.

Based on program documents and interviews with the program director, adjunct faculty, and student adviser, several supports and systems are in place to assist candidates who may be struggling to meet program requirements. Initially, if a candidate is not completing work or if an assignment does not meet course requirements, the course instructor requests a meeting with the candidate to review the assignment and allows for resubmission. If a candidate fails to meet the requirement of a B- or above for a course and needs additional support, they can meet with the course instructor to discuss their challenges. Candidates can also meet with the program adviser to learn about any other resources the university offers. If additional support is necessary, the program director will convene with the candidate to determine the best course of action. For more intensive support, the program has established a Student Evaluation and Review Committee (SERC) comprised of three faculty members. This team meets with the candidate to discuss their current standing, address challenges, and collaboratively develop a tailored plan of action or support to effectively address their needs.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are **met** for the **California Teachers of English Learners** program except for the following:

Standard 1: Program Philosophy, Design, and Coordination – Met with Concerns

The team found no evidence of ongoing collaboration with local school districts nor was there evidence of ongoing coordination between the CTEL program and other teacher development programs designed to reflect the needs of teachers of English Learners.

INSTITUTION SUMMARY

The educator preparation programs at Alliant International University are offered in the California School of Education (CSOE). The unit head is the Dean of the CSOE who has the authority and support of the university Provost, who together, strongly communicated a vision and commitment to develop and promote transformative educational experiences that optimize human potential grounded by Boyer’s Applied Scholarship of Learning and Constructivist Theory. CSOE’s guiding principles are anchored in the belief that their mission is realized when their candidates are equipped with the skills to operationalize LEAD (Leadership, Engagement, Application, Dedication). All credentials are processed through highly trained and skilled analysts in the credentials department, which is a best practice of the unit.

All CSOE programs are offered fully asynchronous online. Administration, faculty, and staff are well qualified and are committed to following articulated processes to ensure that student outcomes are achieved and evaluated appropriately. The unit is well-resourced and the university's support and commitment to the unit is impressive. Faculty are highly qualified and are provided with extensive professional development resources. There is a need to strengthen and systematize resources and training across the unit so that candidates are knowledgeable of advice and support resources at their disposal, especially with performance assessments. There is a need to strengthen fieldwork training and feedback systems. Finally, there is an opportunity to formalize community relationships and activities unit-wide, ensuring that they are regular and systematic for unit and program improvement as well.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Inconsistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Inconsistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Inconsistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The programs in Alliant International University’s California School of Education (CSOE) are grounded by a mission and vision that are well aligned with California’s adopted standards and curricular frameworks. Alliant’s vision is to develop and promote transformative educational experiences that optimize human potential, grounded by Boyer’s Applied Scholarship of Learning and Constructivist Theory. Constituents who were interviewed (employers, administration, faculty, candidates, and completers) were able to articulate the importance of the mission and the vision in guiding their work.

Document review and interviews with the administration, employers, and faculty confirmed the unit involves faculty and relevant constituents in coordination and decision-making for most educator preparation programs. Document review also confirmed that the unit’s faculty and instructional personnel have formal partnerships with colleagues in P-12 settings, college and university units, and the members of the broader educational community to improve educator preparation and has over 650 signed memorandums of understanding (MOUs) with educational partners. However, there were very limited interview opportunities to hear from these partners

during the site visit. In addition, the collaboration was found to be sporadic and informal rather than systematic and formal to improve educator preparation.

The unit is led by the CSOE dean who has the authority and resources to oversee the educator preparation programs coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision, and clinical experiences. Document review and interviews with university leadership and program constituents confirmed there are sufficient resources to administer the programs in the unit. In fact, the unit is provided additional staffing related to growth regularly and for candidate support; however, on occasion, filling the positions was noted as a slow process.

The recruitment of diverse faculty, and the faculty development support of them, are present at Alliant International University; however, the systematic planning and intentional hiring efforts to diversify the faculty are informal. Document review, and interviews with university and program leadership and faculty confirmed a commitment to professional development support and an evaluation system that ensures only qualified personnel are retained.

Document review and interviews with unit and faculty leadership confirmed the credential office leadership and staff have the responsibility for maintaining credentials records for all programs in the unit. Interviews with university leadership, unit leadership, faculty, staff, candidates, and completers all complimented the high level of professionalism and skills of these staff, and it was noted throughout the visit as a “best practice” department. The credential analysts are the authorized representatives to recommend candidates for the credential by following a clear process (admission through recommendation) to ensure candidates have met all the requirements for the credential. Document review and interviews with credentials office leadership and the credentials analysts themselves, confirmed that only qualified candidates are recommended for the credential by the credential analyst. Credential analysts confirmed they attend appropriate state conferences and meetings to ensure they are up to date with credential requirements.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Inconsistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Inconsistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Inconsistently

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

Candidates for all programs are admitted based on criteria described in the Alliant International University (Alliant) catalog. Candidates must submit documentation that shows satisfactory completion of the Basic Skills Requirement and official transcripts verifying a bachelor’s degree from an accredited university (minimum GPA of 2.5 for all programs except School Psychology, which requires a GPA of 3.0). Intern teaching credential candidates must also submit a verification of employment from a district with a memorandum of understanding (MOU) with Alliant. Staff mentioned that candidates are asked to complete a readiness survey so that they can self-reflect on whether an online program meets their own learning styles. Candidates who were interviewed reported the ease of applying. Furthermore, they reported that admission decisions were made quickly. Staff confirmed that candidates must meet the Basic Skills Requirement prior to admission and records assessors are assigned to evaluate transcripts for the Basic Skills Requirement.

Alliant has a dedicated team within the Marketing and Partnership Development Departments who attend recruitment events to ensure that candidates reflect the diversity of California. Staff who were interviewed partner with school districts and county offices of education to recruit diverse candidates all over the state. Information provided by Alliant shows that in the 2022-2023 academic year, the California School of Education enrolled 2,347 candidates in all programs. 45.1% of the candidates identified as a candidate of color. Only 39% of the candidates identified as White, while 5.8% of the candidates did not specify their ethnicity.

Candidates receive regular communications from a dedicated team of academic advisors, credential analysts, and records assessors. Staff members who were interviewed send emails and newsletters to candidates at benchmarks to ensure they are meeting credential requirements. Candidates confirmed they receive these written communications but reported that they often do not get responses when they have questions. Numerous candidates mentioned that they had little meaningful interaction with their faculty and staff, and they have had to navigate program requirements on their own. Candidates often rely on other candidates at their school sites to understand their credential requirements. One candidate mentioned that they had to do their own research on credential requirements on the Commission web site.

Candidates are assigned an advisor to support them during their program. Academic advisors who were interviewed stated that they communicate with candidates regularly to ensure

candidates stay on track in their program. Forms of communication include emails, newsletters, and phone calls. Academic advisors lead an online orientation to ensure candidates know what to expect as they begin their program. Candidates confirmed that these communication activities take place but do not find them effective. Candidates and completers reported they were often referred to multiple staff members to get an answer to their question.

During their field experience, candidates stated that they receive support from their district employed supervisors. Candidates in the teacher education programs said that their clinical practice faculty (who also serve as university supervisors) provide feedback on the multiple 10-minute videos that they submit as part of their clinical practice class. Teaching credential candidates reported receiving feedback that was not meaningful. Candidates stated they could not showcase a full lesson given they were limited to a 10-minute video. Preliminary Administrative Services Credential (PASC) candidates reported that their site coach provides feedback to them at the time of signing off on the fieldwork log. The instructor for the research seminar course may also offer feedback on the log, but the amount and consistency of this feedback varies by instructor. At least one candidate reported receiving no fieldwork feedback from the program.

Candidates receive support as they complete the performance assessment from edTPA and CalAPA coaches. Teacher candidates stated they do not get timely information on the edTPA. Many candidates reported receiving information on the edTPA only during their final clinical practice. Given that they did not have enough time to complete the edTPA before the end of their program, they had to enroll in additional extension courses while completing requirements like the edTPA or RICA. Candidates in the PASC program receive information on the CalAPA in their coursework for the three research seminar courses, which has one assessment cycle per course. Candidates stated a desire for an assessment orientation and more support with the CalAPA assessments. Support for candidates who do not pass CalAPA is not clearly defined.

When a candidate is not meeting expectations in the program, they are referred to the Student Evaluation Review Committee (SERC). This Committee is made up of faculty and staff and strategies are discussed to support a student who is not making adequate progress.

Rationale for the Finding

The university provides personnel and resources for advice and support, as confirmed by documentation. However, candidates reported communication to be ineffective and some have had to rely on non-university personnel for assistance. Thus, the assistance that is provided does not promote their successful entry and retention in the profession. Furthermore, while there is a clearly defined process to identify and support candidates who need additional assistance to meet competencies, candidates reported they do not find the strategies to be helpful.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Inconsistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Inconsistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Inconsistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Inconsistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Inconsistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Not Evidenced
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Not Met

Summary of information applicable to the standard

The syllabi examined show that candidates in all programs participate in courses and clinical field experiences that allows them to learn and ensure that P-12 students are meeting the state-adopted content standards. Faculty stated that candidates often take “paired courses” during a term. This allows candidates to take a content class paired with a clinical practice class. Candidates reported that these paired courses allowed them to integrate fieldwork with their content classes. Faculty and staff stated that teacher education candidates complete 600 hours

of fieldwork during their program. PPS: School Psychology candidates complete 1200 hours of fieldwork while PPS: School Counseling complete 800 hours. Candidates confirmed they submit logs demonstrating the completion of these hours. Credential analysts ensure that these logs are submitted with the appropriate number of hours prior to recommending a candidate for their credential. Candidates confirmed they receive information on the requirements for their clinical practice. A video was provided for the fieldwork orientation of all PPS candidates.

Data from the accreditation data dashboard show that most candidates either agreed or strongly agreed when asked to evaluate the statement “My field experience helped me integrate and apply the major ideas developed through program coursework” (Question number 30).

Partners for both PPS programs stated that Alliant faculty and staff work with district partners to select fieldwork sites. Supervisors are selected by district partners. A PPS partner stated that site supervisors are expected to be mentors who are willing to commit to teaching their candidates instead of accepting a candidate who will just lessen their workload.

All district-employed supervisors submit documentation to Alliant ensuring they meet specific criteria (i.e. three years on a clear credential) to become a district employed-supervisor. Candidates in the teacher education programs reported that they receive effective and knowledgeable support from their district-employed supervisors. Supervisors and interns meet multiple times during the semester.

Candidates in the PASC program are guided by a coach in their schools. The coach receives a handbook for guidance on their role and is directed to provide feedback and evaluation for the candidate at their site. Candidates stated that their coaches do provide feedback; however, feedback from the university on fieldwork tasks is inconsistent. Additionally, there is no evidence that demonstrates collaboration between the program and the site coaches.

PPS candidates are supported by a site supervisor. They also have a university supervisor who connects with candidates weekly. The communication between the university and the site supervisor is typically done through the candidates, as reported in interviews with site supervisors and candidates. Site supervisors are also provided material from the candidates on program requirements and processes for signing off on log hours. Reviewers did not find evidence that the university supervisors for the PPS: School Counseling program were meeting for the required amount of weekly time as stated in the language of the standards.

According to documents from Alliant, all district-employed supervisors complete the mentor training modules administered by the California Council of Teacher Education. Program handbooks provide information on the role of district-employed supervisors. Candidates and completers who were interviewed stated that they do not have the opportunity to provide feedback to Alliant on their district-employed supervisors. During the visit, meetings with district-employed supervisors were scheduled, but very few showed up for the interviews. The district-employed supervisors who were interviewed and acknowledged they received program information. However, they stated they do not receive training in their roles, and they have little opportunity to interact with university faculty and staff. District-employed supervisors

stated that they often received information on program requirements from their candidates. District-employed supervisors evaluate candidates and these evaluations are uploaded on a university portal. However, district-employed supervisors reported that they did not have a formal meeting with university personnel on the progress of the candidates. District-employed supervisors stated that they were experienced supervisors and often relied on their experience with other universities to guide what they did with Alliant candidates.

Staff ensure that field placement sites allow candidates to have an experience with diverse populations in California. Each partnering district enters a Memorandum of Understanding (MOU) with Alliant. The MOU stipulates specific criteria to be an approved placement site. The school must have at least 10% each of English Language Learners, students with disabilities, and students from lower socio-economic backgrounds. Candidates confirmed they have an opportunity to work with a diverse population in their field experiences.

Rationale for the Finding

Alliant expects district-employed supervisors to complete training modules, but there is little evidence that they are trained in supervision, oriented to the supervisory role, evaluated and recognized systematically. District-employed supervisors in all programs report having little to no communication with Alliant program staff and rely on their candidates for information about the program. Candidates in all programs receive inconsistent information from university program staff. Candidates reported that the brief nature of the video clips did not allow them to demonstrate the full range of their competencies. There is limited evidence that a systematic process is used to select and evaluate site-based supervisors.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Inconsistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Inconsistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Based on a thorough document review and verified by interviews with campus leadership, unit and program directors, faculty, compliance staff, and assessment and accreditation staff, it was evident programs use multiple forms of assessment in a continuous improvement cycle. Evidence was found for the collection, analysis, and data used by the dean and program directors. Inconsistent evidence was found for systematic data use by all faculty, supervisors, and key constituents (community partners), including advisory boards.

Approximately two years ago, the CSOE adopted an Assessment Management System (AMS) that aligns signature assignments, and evaluations with Commission standards and competencies, and learning outcomes. CSOE used a phased rollout of the AMS starting with initial teacher education and PPS programs. All programs use AMS although to varying degrees. Programs pilot an initiative (e.g., placement contact) and then implement prior to adding additional initiatives (e.g., lesson plan, fieldwork/clinical evaluations, edTPA, etc.). The AMS is managed by the campus under the Office of Institutional Research. Training and support materials are provided for faculty and candidates. A small number of faculty and candidates expressed that the AMS is not user-friendly, and the campus assessment office quickly resolved issues. The unit and program directors review AMS data at unit and program meetings for continuous program improvement. Each program completes an annual self-study report and the CSOE dean completes an annual assessment report, with these reports being reviewed by the unit and the institution. Inconsistent evidence was found involving all faculty and key constituents (community partners) in data reviews and continuous improvement decision-making.

The campus provides candidate course evaluations for all programs and results from the National Performance Survey (NPS). All programs collect signature assignments in the AMS. Initial teacher education and PPS programs also collect test data (e.g., edTPA, EdSpTPA), fieldwork evaluations, midterm statements of concern, IDP exit survey data, etc., in the AMS. Current AMS pilots include the CalAPA for the PASC program and portfolios for the PPS: School Counseling and PPS: School Psychology programs.

Examples of program and support services responses to data include: creation of new courses, and course sequence and curriculum revisions as a result of candidate and faculty feedback and candidate performance measures; candidate feedback and edTPA scores led to creating two edTPA support coach positions and the current search for an EdSpTPA coach; creation of a midterm statement of concern in week four of each term to identify candidates needing additional support; revision to the initial teacher education placement discussion questions for candidates to complete based on fieldwork evaluation results; and, for instructors to create 'welcome' videos each term, weekly videos for course assignments, and holding weekly virtual office hours in response to candidate feedback for faculty to be more visible and connected.

The collection of program completer feedback was inconsistent and not systematic. For example, programs would learn about impact from completers at conferences when they ran into each other. Recently, the campus created a social media and alumni position for intentional outreach. The initial teacher education programs are developing an exit survey for

program completers and the campus assessment office plans to implement a one-, three-, and five-year follow-up alumni survey.

Interviews with key constituents (community partners) were few (one district employer, and one certificated pathway program). They described informal communication (e.g., making a phone call) and that the unit was always responsive to their needs. There were no systematic systems to collect input from or share data with key constituents in a coordinated manner. (e.g., community partners, advisory board members). With further implementation of the AMS, a systems approach to data collection and data results will resolve the inconsistencies identified during the time of the site visit.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Inconsistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

All programs encourage candidates to engage in their school community during fieldwork/clinical placement. Candidates present at parent nights, facilitate parent workshops, implement student low attendance interventions, created an after school “Kindness Club” which started with one grade and then expanded to all grades in the school, and assist district-employed supervisors with learning and adopting technology. Candidates and completers also present at local conferences.

Data reviewed indicated recent program completer in all programs continue employment in their credentialed area, and in some cases, have gone on to roles in administration, both at the school and school district levels. Completers also reported a job promotion, award, or other professional accomplishment since program completion.

At this time, data collection and evaluation on program impact is informal and not systematic. Data is gathered by ‘word-of-mouth,’ when faculty run into completers at professional conferences, or when a call has been put out soliciting updates for a monthly newsletter. The campus assessment office has a plan to implement a one-, three-, and five-year alumni survey.