

## Report on Actions Taken by Mount Saint Mary's University to Address Stipulations April 2016

### Overview of this Report

On April 30, 2015, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to Mount Saint Mary's University and all its credential programs and assigned five stipulations. This item presents the institution's progress in addressing those five stipulations listed below.

1. The institution is to submit evidence documenting intern support and supervision hours in the basic teaching credential programs, including support for instructing English learners when necessary and evidence that the support and supervision align with required timelines.
2. The institution is to submit evidence that MOUs negotiated with districts employing interns explicitly identify which party is responsible for the provision of the required intern support and supervision hours.
3. The institution is to develop and consistently implement a training process of district-employed supervisors using well-defined criteria based upon their assigned responsibilities and supervisory role in each program.
4. The Course of Study for the Deaf and Hard of Hearing program is to include coursework and fieldwork that reflects the full range of service delivery options, including general education and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential, and provides opportunities for candidates to demonstrate a repertoire of communication strategies.
5. The Course of Study for the Deaf and Hard of Hearing (DHH) program is to include coursework and field experiences in Transition and Transitional Planning to adulthood

### Recommendations

Based on the evidence provided, staff recommends:

1. That the stipulations from the 2015 accreditation visit be removed
2. That the accreditation decision be changed from **Accreditation with Stipulations** to **Accreditation**.

### Background

A site visit was held at Mount Saint Mary's University February 22-25, 2015. The report of that visit was presented to the Committee on Accreditation at its April 2015 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-04/2015-04-item-13.pdf>). After discussion and deliberation, the COA determined that the institution be granted **Accreditation with Stipulations** and assigned five stipulations. In addition, in April 2015, the institution's response to the preconditions was accepted with the exception of the intern preconditions related to support and supervision (corresponding to Stipulations 1 and 2). Due to the fact that these were found by the accreditation site visit team to be less than fully met, the institution was required to respond in writing within 30 days.

In June 2015, MSMU’s response regarding implementation of the Intern delivery model Preconditions was reviewed by the COA (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-34.pdf>) and the following timeline was accepted for the submission of evidence relative to the Preconditions).

**2015-16 Evidence of Intern Support and Supervision to be provided**

<b>Intern Program Requirements for Interns</b>	<b>Evidence to be provided for 2015-16 implementation</b>	<b>Date to CTC</b>
MOUs negotiated with districts employing interns explicitly identifying which party is responsible for the provision of the required intern support and supervision hours	MOU is either signed or placed on LAUSD Board meeting agenda as necessary (Signed MOU must be in place before interns are approved for LAUSD placement)	July 2015  Signed MOUs submitted to CTC
Intern support and supervision hours (144 hours) in the basic teaching credential programs, <i>aligned with required timelines.</i>  Additional Support for instructing EL students when necessary - (45 hours)	Program Director/Advisor communicates with Interns, University Support Provider, MSMU Support Providers, and District Support Providers for orientation to revised documentation and monitoring process.	August 2015  Submitted to CTC
	MSMU submits to CCTC logs/evidence of intern support and supervision	November 2015 Complete
	MSMU submits to CCTC logs/evidence of intern support and supervision	February 2016 Complete
	MSMU submits to CCTC logs/evidence of intern support and supervision	April 2016

The institution provided evidence of Intern Support and Supervision based on the timeline above.

The required report outlining actions taken by Mount St. Mary’s to address the stipulations is included as Appendix A. The initial team lead, the DHH program reviewer and Commission staff have reviewed this report and the extensive documentation provided to substantiate the report. The evidence is not included in Appendix A. The reviewers’ recommendation based on the Mount Saint Mary’s University response to each stipulation is provided below.

<b><u>2015 Stipulation</u></b>	<b>2016 Reviewer Recommendation</b>
<p><b><u>Stipulation 1</u></b>  Evidence submitted to document intern support and supervision hours in the basic teaching credential programs, including support for instructing EL students when necessary and evidence that the support and supervision align with required timelines.</p>	<p><b>Removal of Stipulations</b>  MSMU has implemented significant changes in its intern programs to ensure that all interns receive the appropriate level of support throughout their internship. In particular, the individual logs of support hours verify that support is consistently provided. MSMU has also provided evidence that the initial changes made in response to the stipulations are monitored by the programs and modified as circumstances warrant.</p>
<p><b><u>Stipulation 2</u></b>  Evidence provided that MOUs negotiated with districts employing interns explicitly identify which party is responsible for the provision of the required intern support and supervision hours.</p>	<p><b>Removal of Stipulations</b>  The revised MOU documents clearly specify the program sponsor’s and the employing district’s responsibilities for providing support hours for interns. Combined with the intern logs of support hours, MSMU has an interactive system to ensure the MOU’s are fully implemented.</p>
<p><b><u>Stipulation 3</u></b>  The institution is to develop and consistently implement a training process of district-employed supervisors using well-defined criteria based upon their assigned responsibilities and supervisory role in each program.</p>	<p><b>Removal of Stipulations</b>  MSMU has addressed this stipulation by developing program-specific training processes for district employed supervisors for each of its programs. The new program specific timelines for the training of district personnel are explicit and the MSMU personnel who provide the training are clearly identified. The training begins once the district-employed supervisor has been identified and continues throughout the placement. Again, evidence was provided that MSMU is actively monitoring the process and making timely improvements as the initial implementation progresses.</p>
<p><b><u>Stipulation 4</u></b>  The Course of Study for the Deaf and Hard of Hearing program is to include coursework and fieldwork that reflects the full range of service</p>	<p><b>Removal of Stipulations</b>  MSMU/JTC credential program has undergone major revisions of coursework and field experiences that now include content</p>

<p>delivery options, including general education and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential, and provides opportunities for candidates to demonstrate a repertoire of communication strategies.</p>	<p>that reflects the full range of service delivery options. The program includes field experiences/ observations and site visits to a variety of school settings that include Sign Language, inclusive settings and Auditory/Oral settings. Course content includes gaining multiple-perspectives from deaf adults, families and experts in the field.</p>
<p><b><u>Stipulation 5</u></b> The Course of Study for the Deaf and Hard of Hearing program is to include coursework and field experiences in Transition and Transitional Planning to adulthood</p>	<p><b>Removal of Stipulations</b> MSMU/JTC has addressed Stipulation 5 by increasing opportunities for candidates to understand the complexities of the multiple transition points. In addition, the program has added/strengthened field experiences that allow for candidates to demonstrate transition planning, including transition to adulthood.</p>

**Next Steps**

Based on the documentation provided, reviewers recommend that the Committee on Accreditation remove all stipulations, and change the accreditation status of Mount Saint Mary’s University from Accreditation with Stipulations to **Accreditation**.

## Appendix A

### Mount Saint Mary's University's Report of Actions Taken to Address Stipulations April 2016

#### **Stipulation 1**

Evidence submitted to document intern support and supervision hours in the basic teaching credential programs, including support for instructing EL students when necessary and evidence that the support and supervision align with required timelines.

#### **Institution Response:**

In order to receive support, all Interns must register for the appropriate supervision hours each academic session. If the candidate is not authorized, the candidate also registers for EL support.

- Course rosters demonstrating candidate enrollment (See Appendix 1.1.1 for Course Rosters for Intern Enrollment F2015 and Appendix 1.1.2 for Intern Enrollment Sp2016)

After supervision sessions occur, each person documents the event and notes the content shared. The monitoring and logging of intern support includes the weeks of employment, which are pre and post the actual dates of the academic semester. Logs incorporate the specific requirements for EL authorization. The attached reports were submitted to CTC from August 2015 to date at three different points in time, each demonstrating the legal fulfillment for this stipulation. Included in the file is the confirmation notice from Paula Jacobs that this material appears to “demonstrate a complete system set up...”

- Communications with CTC during this past year (See Appendix 1.2.1 and 1.2.2 for Communications with CTC for reports and See Appendix 1.2.3 for email from P. Jacobs)
- Log sheet format: tracking intern hours and duties by all parties (See Appendix 1.3.1 for Log Sheet Format, Blank Log Sheet)

Both District and University Mentors are instructed as to their responsibilities and methods of reporting and documenting their services. Trainings are held on campus or via a virtual means. Communications are consistent and address all duties and responsibilities for each participant.

- Guidelines for Mentors (See Appendix 1.4.1 for MSMU Mentor Guidelines, Appendix 1.4.2 for MSMU Intern Mentor Agreement, and Appendix 1.4.3 for CTC Letter Employer-responsibilities 2016)
- Intern & Mentor Training Documentation (See Appendix 1.5.1 for Training Agenda for Apr2015, Appendix 1.5.2 for Aug2015 Agenda, Appendix 1.5.3 for Sept2015 Agenda, Appendix 1.5.4 for Mentor Training Verification, and Appendix 1.5.5 for Jan2016 Agenda)

All supervision personnel who support the intern have access to the Intern Log which is posted on Office 365. Each party is required to address the Intern Log sheet to document and confirm all events associated to their supervision roles and instructional topics.

All hours and requirements are included in the introduction. Contact information for each participant is included. The status of EL authorization is addressed for the Intern. Weekly hours are monitored on the log sheet with a current summation of the total, at the bottom of the form. This allows for the mentors and interns to monitor the hourly progress each week. The program director monitors regularly as well.

- Guidelines – for Log Sheets (See Appendix 1.6.1 for Log Guidelines)

There were 5 Interns enrolled for the Fall 2015, three of which completed their credential coursework during the Fall semester. Two candidates continued into the Spring 2016 semester. An additional Intern will soon be added to the program.

- Evidence for the F15 Intern Logs (See Appendices 1.7.1 through 1.7.5 for Logs by Intern Names)
- Evidence for the Sp16 Intern Logs (See Appendices 1.8.1 and 1.8.2 for Logs by Intern Names)
  - Please note these logs are partial samples of what was collected. Complete logs were submitted in the September, November, and February submissions.

### **Stipulation 2**

Evidence provided that MOUs negotiated with districts employing interns explicitly identify which party is responsible for the provision of the required intern support and supervision hours.

#### **Institution Response:**

MOU's explicitly identify the legal requirements and responsibilities of the district and IHE, addressing systems of support and supervision hours. Candidates who are not yet authorized for EL services have additional hours and requirements.

- MOU Documentation by District (See Appendix 2.1.1 for LAUSD, Appendix 2.1.2 for Endeavor College Prep Charter, and Appendix 2.1.3 for Alliance College Ready Public Schools)

### **Stipulation 3**

The institution is to develop and consistently implement a training process of district-employed supervisors using well-defined criteria based upon their assigned responsibilities and supervisory role in each program.

#### **Institution Response:**

In the summer of 2015, we began our investigations into the training of Cooperating Teachers by a review of the literature on novice/new teacher mentoring. In August, we entered into collaborative discussions with a recently retired principal from LAUSD (our largest local district) about the criteria and delivery of support for district personnel that mentor student teachers.

Based on the roles and responsibilities of a Cooperating Teacher supervising student teachers from our preliminary credential programs the following criteria were identified: Cooperating Teachers need opportunity to reflect on their beliefs about mentorship, they need clear information about the program curriculum, and they need support in aspects of adult learning and feedback that informs novice teachers.

In the fall semester of 2015, we only had two student teachers. We will likely see low enrollment in supervised teaching each fall as the four programs that involve student teachers all schedule most candidates into these courses in the spring semesters. We used the fall 2015 semester as an opportunity to pilot communication and support resources with the few Cooperating Teachers that worked with our two candidates. Two of the Cooperating Teachers had worked with us in previous semesters, and one was a current adjunct faculty member. One of the Cooperating Teachers was very familiar with our programs but had not served as a Cooperating Teacher. Each of these individuals informed our work to identify needed resources to improve our communication and support for future Cooperating Teachers.

The Elementary Program Director was the University Supervisor for the candidate placed with the new Cooperating Teacher. By design, this provided weekly opportunities for communication and support of the new Cooperating Teacher while she supervised a student teacher for the first time. The University Supervisor visited the classroom for observations each week. The Cooperating Teacher was also in e-mail communication with the Fieldwork Coordinator throughout the placement and came to campus at the end of the semester to debrief about the experience, support, and resources for Cooperating Teachers. (See Appendix 3.1.01 - Pilot Use of Supervisory Beliefs Inventory Email and Appendix 3.1.02 for the Response to Inventory.)

We have identified the needs and timing for support and resources and developed a plan for consistent, systematic support of Cooperating Teachers. In spring 2016 this plan was implemented. All Cooperating Teachers (even those who have worked with us for years) were part of the new initial orientation, communication, and support for Cooperating Teachers.

#### Orientation, Communication, and Support of Cooperating Teachers

At least three weeks before the start of Supervised Teaching and once placements for the first rotation of supervised teaching were confirmed with the school site principals, the Fieldwork Coordinator began direct communication with the Cooperating Teachers. On December 11, 2015, an initial email from the Fieldwork Coordinator to the Cooperating Teachers provided documents to be completed by the Cooperating Teachers which included the Cooperating Teacher Application and The Mentor Beliefs Inventory. (See Appendix 3.1.03 - Communication and Support Email.)

The Cooperating Teacher Application was revised to request additional information about previous experience serving as a supervisor of student teachers. This information will be used in the future to determine the level of training and support needed by each Cooperating Teacher. (See Appendix 3.1.04 - Cooperating Teacher Application.) The Mentor Beliefs Inventory was sent with two response prompts. (See Appendix 3.1.05 - The Mentor Teacher Beliefs Inventory.) Cooperating Teachers were asked to complete the self-scored inventory and reflect on the results. The reflection prompts guided them to think about their style of mentorship and how it might influence their work with a student teacher. Cooperating Teachers' responses demonstrated their understanding that student teachers might need specific instructions from them as mentors. (See Appendix 3.1.06 - Cooperating Teacher Response Sample 1.)

Two weeks before the start of supervised teaching the Fieldwork Coordinator sent the Cooperating Teachers the next communication and support email. Cooperating Teachers received contact information for their student teachers, a reading selected to guide Cooperating Teachers' communication with student teachers, and a prompt asking what was most useful about this resource. (See Appendix 3.1.07 – Communication and Support Email 2.) The reading offered examples of directions or instructions that are specific and useable feedback for student teachers. (See Appendix 3.1.08 - Coaching Throughout the Student Teaching Experience.) Cooperating Teachers' replies indicated that they found these examples beneficial. (See Appendix 3.1.09 – Cooperating Teacher Response Sample 2.)

In response to our summer discussion with a recently retired principal, the program directors for our preliminary credential programs revised the Cooperating Teacher handbook. We now have program-specific Cooperating Teacher handbooks. These have been revised to provide clear program curriculum information that is specific to the program and Cooperating Teacher expectations as supervisors of

candidates in that program. (See Appendix 3.1.10 - Elementary Cooperating Teachers Handbook and Appendix 3.1.11 - Single-Subject Cooperating Teachers Handbook.)

One week before the student teachers joined their Cooperating Teachers in the school placement sites; the Fieldwork Coordinator sent the program-specific Cooperating Teacher handbooks to the Cooperating Teachers with a prompt asking them to comment on the suggested timeline for the seven-week student teaching rotation that was about to begin. (See Appendix 3.1.12 - Communication and Support Email 3 and Appendix 3.1.13 – Cooperating Teacher Response Sample 3.) Later, student teachers reported to the Fieldwork Coordinator that the Cooperating Teachers had used the suggested timeline to map out the student teachers’ gradual increase of responsibility for planning and instruction as well as other aspects of classroom activity.

The first week of supervised teaching in the Cooperating Teachers’ classrooms was time for the Cooperating Teachers and the student teachers to form their communication and work patterns. The Fieldwork Coordinator sent an e-mail with support for dialogue about the Teaching Performance Assessment, CalTPA. (See Appendix 3.1.14 - Communication and Support Email 4.) This resource reinforced the appropriate Cooperating Teacher support for a student teacher as he/she completed the Assessing Learning task which would be submitted by the candidate during this rotation. (See Appendix 3.1.15 – CalTPA Overview for Administrators and Cooperating Teachers.)

The Fieldwork Coordinator also sent digital copies of the preliminary feedback form for supervised teaching. (See Appendix 3.1.16 – Multiple-Subject Supervised Teaching Feedback Form, Appendix 3.1.17 – Single-Subject Supervised Teaching Feedback Form, and Appendix 3.1.18 - Content Area Attachment Music.) This feedback form was to be completed by the Cooperating Teacher during the third week of the rotation. It was introduced in the Cooperating Teacher handbook and was sent to Cooperating Teachers in this first week to help them focus observations and feedback to the student teacher in relation to the Teaching Performance Expectations (TPEs). The email reminded Cooperating Teachers that all elements of the TPEs on this form might not have been demonstrated by the third week when Cooperating Teachers completed the feedback form. Cooperating Teachers were reminded that this feedback was critical to the on-going efforts of the student teacher during the remaining weeks of the placement.

In the second week of supervised teaching, University Supervisors made their first visits to the classrooms. After this first observation, the University Supervisor, Cooperating Teacher, and student teacher met to discuss plans for the supervised teaching experience and clarify any questions. The remaining weekly visits were tentatively scheduled. University Supervisors contacted the Fieldwork Coordinator to report that the Cooperating Teacher supervision of candidates was going well and that candidates were appropriately engaged in the teaching and learning in these classrooms.

In the third week of supervised teaching, Cooperating Teachers completed the preliminary feedback form and discussed their observations with the student teachers. These documents were given to the University Supervisors to be included in the candidates’ supervised teaching file. (See Appendix 3.1.19 – Cooperating Teacher Preliminary Feedback Sample 4.)

In the fourth week of supervised teaching, the fieldwork coordinator sent resources about cognitive coaching and adult learning theory. (See Appendix 3.1.20 - Communication and Support Email 5.) These resources were selected for the practical format that provided examples and conversation starters that the Cooperating Teachers could apply immediately to their supervision of the student teachers. Along



with the cognitive coaching reading, a video link was provided which demonstrated a coaching dialogue between a Cooperating Teacher and a student teacher. (See Appendix 3.1.21 - Cognitive Coaching and Appendix 3.1.22 - Adult Learning Theories.) Cooperating Teachers were asked to reply to a prompt about how the information on cognitive coaching and adult learning might impact their supervision and support of the student teacher assigned to them. (See Appendix 3.1.23 Cooperating Teacher Response Sample 5.)

In the sixth week of supervised teaching, the fieldwork coordinator sent the final feedback and evaluation forms to the Cooperating Teachers. (See Appendix 3.1.24 - Communication and Support Email 6.) These forms were for use in the following week. (See Appendix 3.1.16 – Multiple-Subject Supervised Teaching Feedback Form, Appendix 3.1.17 – Single-Subject Supervised Teaching Feedback Form, and Appendix 3.1.18 – Content Area Attachment Music.) Cooperating Teachers were aware that the final reports would mirror the format of the preliminary forms they had previously used to provide formal feedback to the student teacher and the program.

In the seventh and final week of the first supervised teaching rotation, the fieldwork coordinator reminded Cooperating Teachers again to complete the final evaluation of supervised teaching, discuss it with her student teacher, sign it, and give the document to the University Supervisor for inclusion in the candidate's supervised teaching file. (See Appendix 3.1.25 - Communication and Support Email 7.) The fieldwork coordinator attached a program evaluation form and requested that the Cooperating Teachers complete the form and return it directly to the fieldwork coordinator. (See Appendix 3.1.26 – Cooperating Teacher Program Evaluation.) This document invited the Cooperating Teacher to provide feedback about the support she received from the program related to her role as a Cooperating Teacher and about the preparation of the candidate for this rotation of supervised teaching. This feedback will be used by the program to evaluate and improve support of district personnel supervising candidates from our program. As this document is being submitted before the end on the final week of supervised teaching, no Cooperating Teacher samples of the final feedback or program evaluation are available.

One week after supervised teaching is completed, the fieldwork coordinator will send each Cooperating Teacher a self-reflection prompt. (See Appendix 3.1.27 – Draft Communication and Support Email 8.) This resource invites the Cooperating Teacher to reflect on his/her supervision and support of a student teacher as well as how the experience may change his/her ongoing work as a professional educator. (See Appendix 3.1.28 – Cooperating Teacher Self-Reflection.)

As the Cooperating Teachers supervising candidates in the first rotation were receiving the sixth communication and support resources from the fieldwork coordinator, the Cooperating Teachers supervising candidates in the second seven-week rotation began receiving communication and support resources. The support for second rotation Cooperating Teachers will follow the developed plan for consistent, systematic support of Cooperating Teachers. (See Appendix 3.1.29 - Cooperating Teacher Communication and Support Schedule.)

In the future, returning Cooperating Teachers will be part of the systematic, ongoing communication and support for Cooperating Teachers. This will include updates on program curriculum changes in response to revised program standards, revised teaching performance expectations, revised state-adopted content standards for Tk-12 students, and current content-specific pedagogy and instructional practices. The initial orientation components will be reserved for use with any new Cooperating Teachers. These will include reflection on mentorship, coaching student teachers, and adult learning theory.

### Clear Program - Program Standard #3: Support Provided to Participating Teacher

The Clear Credential Program has reviewed the stipulation regarding Program Standard #3:

“The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles.”

The program made revisions with regard to Mentor Buddies, employees of the schools where our candidates work, who assist and advise our candidates in improving instruction, meeting individual growth goals, and conducting inquiry studies of their educational practices. We have developed a plan that streamlines and systematizes our communication with Mentor Buddies and that provides information necessary for them to effectively mentor our candidates. We have also outlined a plan to provide structured and intensive mentor modules provided in an online format.

Prior Documents/Communications: As in past years, each Mentor Buddy in the first year of the Traditional Clear Credential Program (EDU 225A) and the Accelerated Clear Credential Program (EDU 225 A/B) submitted a Mentor Buddy Background Information sheet and a Mentor Buddy Needs Assessment. This information allowed us to gauge the qualifications of the Mentor Buddies and their perceived needs. At the end of the program, candidates assess their Mentor Buddies in terms of their effectiveness as mentors

Pilot program involving additional communication and training materials Fall 2015: As an immediate response to the stipulations, we developed a pilot plan to determine how we can ensure systematic communication and training. Beginning last fall, each Mentor Buddy in the above mentioned stages of the program received informational emails as an introduction to the program and after each class session. The first email included an introduction to the program along with the *Mentor Buddy Handbook* and the *Continuum of Teacher Practice*. The subsequent emails included instructions about expected candidate needs during the weeks between classes and guidance on how to mentor them. The specific guidance included updates on activities done during the face-to-face meetings with mentees and information on which tasks and related documents were due at the next session. Finally, Mentor Buddies were sent articles and handouts related to the themes and tasks to be completed and were requested to give us feedback on the pilot via a Mid-Year Survey. The emails were sent as follows with the related tasks and materials:

- Email #1 Fall 2015 September 30<sup>th</sup> (See Appendix 3.2.1 for the email and 3.2.1a for the “Mentor Buddy Guidebook including COTP”)
- Email #2 Fall 2015 October 2<sup>nd</sup> (See Appendix 3.2.2 for the email and Appendix 3.2.2a for the article “Keys to Successful Mentoring Relationships”)
- Email #3 Fall 2015 October 14<sup>th</sup> (See Appendix 3.2.3 for the email and Appendix 3.2.3a for the “Observation Tips”)
- Email #4 Fall 2015 October 21<sup>st</sup> (See Appendix 3.2.4 for the email and Appendix 3.2.4a for the “Mentor Buddy Survey”)
- Email #5 Fall 2015 October 27<sup>th</sup> (See Appendix 3.2.5)
- Email #6 Fall 2015 November 5<sup>th</sup> (See Appendix 3.2.6 for the email and Appendix 3.2.6a for the “CSTP Ongoing Evidence Checklist,” Appendix 3.2.6b for the “EL Needs Chart,” and Appendix 3.2.6c for the “Observation Tools for ELLs”)

- Email #7 Fall 2015 November 18<sup>th</sup> (See Appendix 3.2.7 and Appendix 3.2.7a for the article “Effective Coaching by Design” and 3.2.7b for the “Individual Professional Development Plan” IPDP)

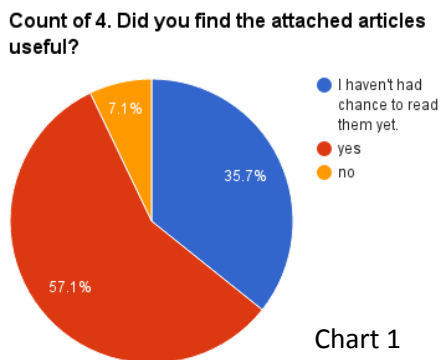
Responses to pilot program emails: In order to evaluate this pilot program and understand the impact of these emails and whether or not Mentor Buddies were truly engaging with the material, as stated above, a mid-semester survey was sent to first year Mentor Buddies (Fall semester EDU 225 A traditional and A/B accelerated courses) via Google forms to ensure that Mentor Buddies were receiving the emails and to track their engagement with the literature and with their mentees (See Appendix 3.2.4). Second year Mentor Buddies (Fall semester EDU 225 C) were also sent the survey to understand their experiences with the program thus far.

The responses from the Mentor Buddies were largely positive with regard to their working relationship with their mentees and the mutually beneficial aspects of the mentor/mentee relationship. One mentor states:

“Our collaboration is working well. I have enjoyed observing her teaching and it has led to some great conversations about strategies that we are both using! The particular day I observed, I had just done a Venn diagram with support with my Kindergarten class, and she was doing one with her Second Graders. It was great to see this continuum of learning in our school.”

Another states: “It has been a useful exercise for me to be a mentor. It has made me more aware of teaching strategies to look for, and thus, use them in my own teaching.”

Others commented on the materials provided. For example one Mentor Buddy states: “My mentee and I have an outstanding working relationship, as well as being friends. We have collaborated numerous times throughout our time working together so this is just another opportunity. We are consistently discussing what is working in our classrooms and what isn't and how best to improve. My only challenge is making sure I'm offering the kind of feedback that would really guide her. The attachment regarding constructive feedback after observations was quite helpful. Thank you.”



“My mentee and I have an outstanding working relationship, as well as being friends. We have collaborated numerous times throughout our time working together so this is just another opportunity. We are consistently discussing what is working in our classrooms and what isn't and how best to improve. My only challenge is making sure I'm offering the kind of feedback that would really guide her. The attachment regarding constructive feedback after observations was quite helpful. Thank you.”

Another states: “The information provided by MSMU has been very helpful. The only challenge my mentee and I have encountered is scheduling observations because of our teaching schedules.”

The issue of limited time was a recurring theme in the data. Despite the positive mentor/mentee relationships, we learned that although most of the Mentor Buddies had received the emails and articles, a significant portion stated that they had not had time to read the materials (See Chart 1). We decided to proceed in a manner that would make efficient use of time for mentor/mentee meetings.

We were also cognizant of the need to build in meaningful mentor tasks that were squarely aligned with mentee tasks and requirements in order to increase the knowledge level and understanding on the part

of the mentor. We, therefore, decided to adjust the required tasks for future semesters to ensure more engagement with the literature, maintain and ensure relevance to program tasks, and change our methods of both delivering information and receiving feedback. We are pleased that this first fall attempt yielded important information that has allowed us to create what is now a stronger, efficient, and more robust engagement with Mentor Buddies.

Adjustments for Mentor Support Spring 2016 and Onward: The Clear Credential Program designed a professional development model of an articulated series of four Mentor Modules per semester that go beyond the informational emails that were sent during the fall semester pilot. The content of the curriculum for the Mentor Modules contains specific criteria to be addressed in mentor/mentee meetings. Each Module is task-based, aligned with course content and requires Mentor Buddy feedback about candidate progress. Mentor Buddies have defined tasks to complete with their mentees and are required to respond to activities via Google Forms submissions. We created 8 Modules to be completed over 2 semesters for the candidates in the one-year accelerated program and 14 Modules to be completed by the traditional two-year candidates. The Module topics are listed as follows (see Appendix 3.2.8):

One Year Accelerated Modules:

Module #1 Orientation to Mentoring

Module #2 Foundations

Module #3 Observing (informal), Conferencing, Planning

Module #4 Mentoring for English Language Learners

Module #5 Observing (Inquiry), Conferencing

Module #6 Reflective Conversations, Planning Inquiry

Module #7 Mentoring for Students with Special Learning Needs, Equity

Module #8 Reflective Conversations, Self-Evaluation

Two-Year traditional is the same as above for year one and then traditional year two includes the following additional modules

Module #9 Foundations Part 2

Module #10 Observing (Inquiry), Conferencing, Planning Part 2

Module #11 Reflective Conversations, Inquiry Part 2

Module #12 Reflecting into Practice

Module #13 Data Driven Practice

Module #14 Reflection on Practice

Mentor Buddy responses are required in order for the mentee to receive full credit for acceptable completion of the program seminars. This is clearly stated to the Mentor Buddies via email and to the mentees both verbally in seminar and in the course syllabi. Mentor Buddies gain access to materials contained in the four Mentor Modules per semester via DropBox, the same online platform used by mentees to store and update their electronic portfolios (See DropBox link for Module #1: [www.dropbox.com/sh/hf7d6ocri4fic0d/AABWZAxQqFRjvFZgX7JSutyBa?dl=0](http://www.dropbox.com/sh/hf7d6ocri4fic0d/AABWZAxQqFRjvFZgX7JSutyBa?dl=0)).

Because we implemented the pilot program in the Fall 2015, this Spring 2016, we began the Mentor Module rollout starting with the content as indicated in Module #5 on the chart and will move through #8 on the chart (but since this was this group's first Module you will see it named as #1 in the DropBox instructions and we will complete four Modules). Mentor Buddies received an introductory welcome email that included the DropBox link to Mentor Module #1 (See Appendix 3.2.9 for spring welcome email and introduction to Module #1). Included in the Module #1 DropBox folder were an instruction

sheet with specific tasks, suggested guiding questions for the first Mentor Buddy Session and a link to a Google Form Feedback sheet (see Appendix 3.2.10 for the Mentor Module #1 Feedback Form). The feedback form was designed to help us understand what took place in the session, to gauge progress on the Inquiry process, and to understand where mentor/mentees need more support. Mentor Buddies were asked to give feedback after the first session with mentees. Again, these responses are tied to the mentees' successful completion of the seminar with full credit.

Responses to Mentor Module #1: When we reviewed responses, we found that mentors had a clear idea of how their mentees were progressing, and that they were finding the Module materials helpful (see Chart 2). They were able to give clear and specific feedback about where their mentees were in the Inquiry Process at this initial phase. For example, one mentor states: "Using rubrics for Language Conventions are new to my mentee, therefore, this will be a bit of a trial and error process in order to find the most effective rubric." Another stated, "We discussed developing a comprehensive diagnostic tool for measuring first grade students' prior knowledge about animals and how they meet their needs to compare to the summative unit assessment." Still another was equally specific, "[Candidate] has laid out specific goals and identified a clear pre and post test [sic] to ensure that she can identify student progress throughout the writing process." Even when a mentee was behind in the work, it was useful to know that, first, the mentee was behind, and second, that the mentor was clear about this fact and why. One stated, "[Candidate] stated that work on lesson planning steps had not yet begun." This not only tells us that the mentor has been able to question, and hopefully nudge the mentee along, due to our request for feedback, but also allows us to follow up with the mentee to insure adequate progress. Given that we had only received mid-year feedback with our previous pilot program, we are pleased that this more frequent request for feedback is already demonstrating significant gains in our ability to communicate effectively with Mentor Buddies, to chart student progress, and to support mentors/mentees along the way. Indeed, in our open-ended question provided for Mentor Buddies to explain their responses or address any concerns, one mentor wrote: "It appears that improvements to the program have been very helpful."

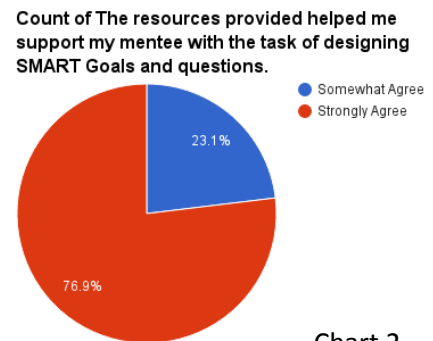


Chart 2

In Fall 2016, we will begin with Module #1 (Orientation to Mentoring) for the new cohort and Module #9 for the Traditional Year Two Candidates (See Appendix 3.2.8). Future modules will have a structure similar to this Spring 2016 semester. Each will have an instruction sheet with information on what candidates experienced in seminar, what they can expect to address in the next mentor/mentee session, helpful content and materials to support the mentor in addressing the issues as outlined in the Mentor Module Schedule, and a request for feedback. Each Module will be preceded by a reminder email providing the appropriate DropBox link with required due date for feedback. In addition, the link is provided to mentees via our course resource website, Angel, so that mentees also have access to the Modules. With the inclusion of the feedback as criteria for the mentees' seminar grade, there is an accountability loop with mentees holding their mentors responsible for the feedback and mentors holding their mentees accountable for progressing through program tasks and activities.

**Stipulation 4**

The Course of Study for the Deaf and Hard of Hearing program is to include coursework and fieldwork that reflects the full range of service delivery options, including general education and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential, and provides opportunities for candidates to demonstrate a repertoire of communication strategies.

## **Institution Response**

The MSMU/JTC DHH Credential Program underwent major revisions to address Stipulation 4 by changing the focus of the Program to be more broad-based in educators' knowledge, skills, and dispositions in linguistic diversity as it relates to parent choice in communication, particularly as it relates to signed and other visual language systems, such as Cued Speech.

Changes were made to the Program over the summer of 2015, and continue to be added as courses roll out for this year's cohort of 9 students. Changes to the DHH Program are continuing to be implemented as the academic year progresses. The following areas have been addressed to meet the standard in the full range of service delivery options:

### **1. Orientation**

The presentation of all courses, fieldwork, and practica now will take into account the full range of service delivery options available to children who are deaf or hard of hearing in all courses, fieldwork, and practicum experiences. This change is one of perspective and approach, so that students are constantly mindful of the Deaf population in all its diversity, including those who sign, Cue, listen, speak, come from diverse ethnic backgrounds, and have additional challenges (autism spectrum disorders, etc.).

All faculty who teach in the DHH Program are hired by the Director of the DHH Program, and compensated by John Tracy Clinic, but must be vetted by MSMU, following their hiring procedures. The faculty contract outlines the responsibilities of both parties—JTC and the adjunct faculty. The contract has been substantially changed to reflect the broader perspective of the Program. (See Appendix 4.1 Faculty Contract Revised 2016.) The DHH Program Director and Assistant Director provide the adjunct faculty with the syllabus template which includes the CTC standards that must be met, and then discuss the Program orientation, philosophy, standards, course objectives, and procedures that must be followed to align with the Program goals. Just as with any changes to the DHH Program, this process is a one-to-one mentoring relationship between the DHH Program Director, Assistant Director, and all DHH Program adjunct faculty.

Since summer 2015, faculty who teach the four language courses (Dr. Jane Freutel, Dr. Richard Kretschmer, and Dr. Laura Kretschmer) have been working with the DHH Program Director to ensure a broader base in communication methodologies. We have shared research articles, discussed learning activities that focus students' knowledge, skills, and dispositions on the range of service delivery options in the credential. The revised syllabi are the result of our collaborations.

### **2. Prerequisite**

Coursework in sign language is a prerequisite to the Program, with proof of a college transcript, and grades of B or better. Interviews with prospective applicants for the 2016-2017 cohort have changed to address their background and facility in sign language.

### **3. Coursework**

Syllabi were also reworked to encompass the skills, knowledge, and dispositions for a teacher of the deaf who has a broad base in methods to assist parents in their chosen communication approach, whatever that may be. Each course underwent revision as each course was rolled out over this past year. Changes will continue to be introduced in next year's courses. A summary of content (readings, assignments, etc.) in each course that covers the full range of service delivery options and

communication options provides an overview of the way in which the standard has been woven into the fabric of most of the courses in the Program. (See Appendix 4.2 Range of Delivery Options Matrix.)

The changes in courses that represent the broader perspective are illustrated by the sample syllabi included in this document. Specific content that refers to the full range of communication and placement options has been highlighted in yellow throughout each syllabus.

The syllabi of the two language courses, for example, now reflect a broad base in linguistic and cultural diversity, including signed/Cued and spoken languages. (See Appendix 4.3 EDU 237A DHH Language in Early Childhood Syllabus with highlights; and 4.4 EDU 237B DHH Language in Learners 5-22 Syllabus with highlights.). As the two language syllabi do, all syllabi now also refer to the full range of communication options for d/Deaf students in their descriptions. (See Appendix 4.5 EDU 233 DHH Multiple Perspectives Syllabus with highlights.)

### EDU 233 DHH: Multiple Perspectives on Deafness (3)

(See Appendix 4.5 EDU 233 DHH Multiple Perspectives Syllabus with highlights.)

This course provides an introduction to the education for children and youth with a hearing loss, ages birth to twenty-two. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include the history of deaf education, current research and trends, issues in deaf education, professional resources and their application to the changing demographics of today's students who are deaf or hard of hearing from diverse backgrounds, using signed/Cued or spoken languages, and/or having additional special needs.

Each lesson in the course constitutes a separate, discrete topic of importance in our field. Yet there is a definite overlap of influence and a historical thread which connects them all. The readings, websites, and videos provide students with an opportunity to learn from primary sources. Sources are research based and the student candidates will analyze and synthesize the information presented. Students will then use these source materials to complete their assignments, which are related to developing skills in helping children and youth who are deaf or hard of hearing in a broad spectrum of educational settings, with a range of etiologies, multiple disabilities, diverse cultures, and languages other than English. The course is also designed to meet standards for English Language Learners and children with autism spectrum disorders. This course provides an introduction to important topics in the field. Course materials are intended as resources for future professional growth.

A 12-hour fieldwork commitment, including interviews with parents from diverse cultures who have children with hearing losses using various methods of communication (sign language, Cued Speech, spoken languages) in order to complete the assignments and meet the performance-based competencies for this course is required.

Examples of learning activities that address the range of communication options include the following (assignment descriptions and rubrics are found in (See Appendix 4.5 EDU 233 DHH Multiple Perspectives Syllabus with highlights.)

- Videos, guest speakers, and research articles introduce common communication methods used with d/Deaf students—ASL (American Sign Language), Bilingual/Bicultural (ASL and English print), TC (Total Communication), MCE (Manually Coded English), Pidgin (ASL Pidgin), Cued Speech, LSL (Listening and Spoken Language). Methods are described, demonstrated, and observed. Students make a comparison chart of the features of each system. Guest speakers and videos provide the students with an introduction to real-world use of each system.

- Demographics of the Deaf population are discussed, based on Gallaudet’s Office of Demographics research. The variety of communication methods and parental status are discussed, among other observations from the data.
- The history of deaf education is discussed, beginning in 1519 with de Leon’s introduction of manual communication in Spain. The students discuss the shifts in communication systems based on historical events, historical personalities, and changes in the legal system. Students view and discuss “Through Deaf Eyes,” “Sound and Fury,” and other videos that deal with various communication methods.
- Students research a Deaf person who is famous in their field, and present their findings to focus on the contributions of the Deaf community and Deaf culture.

### EDU 237A DHH: Language in Early Childhood (3)

(See Appendix 4.3 EDU 237A DHH Language in Early Childhood Syllabus with highlights.)

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years, including children from culturally diverse backgrounds. The more Education Specialist professionals understand about how language develops in children with and without challenges, the more informed their judgments about language programming for children with hearing loss will be. The course begins with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are d/Deaf or hard of hearing. With this foundation, the course explores: a) theories that address the development of language in typically hearing children, b) the descriptive data that outlines language processes and growth in very young children, c) how young children who are deaf or hard of hearing, including children from culturally diverse backgrounds and children with multiple challenges, can acquire language in a developmental manner, and the differences and similarities between the development of ASL (and other visual language systems) and spoken language. Using sources that are research based, the student candidates analyze and synthesize the information presented. Lessons in this course develop knowledge of conflicting perspectives, critical thinking skills, and an interdisciplinary understanding of the issues in the field of education of children with hearing loss. Within an interdisciplinary professional development school model, candidates learn specific information to build knowledge and demonstrate skill at integrating evidence-based practices, adult learning principles, and a comprehensive understanding of course topics. The course is also designed to meet standards for English Language Learners and children with Autism Spectrum Disorders.

Examples of learning activities that address the range of communication options include the following (assignment descriptions and rubrics are found in (See Appendix 4.3 EDU 237A DHH Language in Early Childhood Syllabus with highlights.)

- The structure of language(s) is discussed, including spoken languages and signed languages.
- Research on children’s acquisition of ASL and other signed languages, as well as Cued Speech, is analyzed.
- The process of language acquisition is identified as it relates to hearing children, deaf children who are learning spoken language(s), and d/Deaf children who are learning to sign or Cue. *The Standardized Visual Communication and Sign Language Checklist for Signing Children* (Simms, Baker, & Clark) is used to ascertain a child’s language level in sign language, using transcripts from interactions between a Deaf mother and her Deaf child.

### EDU 237B DHH: Language for Learners 5-22 (3)



(See Appendix 4.4 EDU 237B DHH Language in Learners 5-22 Syllabus with highlights.)

This course is an extension of EDU 237A, DHH: Language for Learners 5-22. Students examine and apply language development principles to school-age students with an emphasis on students whose hearing loss is late identified, or who are delayed in the development of a language system, whether sign/Cued or spoken languages. Issues related to cultural differences and English language learners, assessment and planning as part of the IEP process, transition, language acquisition in both classroom and individual therapy settings, transition into the mainstream and general education, sequence of development of language, including sign/Cued or spoken languages, and the role of families are addressed. The course is also designed to meet standards for children with autism spectrum disorders. Students explore how all this information can be applied in settings where a variety of communication modes are employed, including sign/Cued or spoken languages. In exploring the options available, students develop general principles that can guide professionals when working with a school-age student (K-12) with a hearing loss who may be late identified or have multiple challenges.

Examples of learning activities that address the range of communication options include the following (assignment descriptions and rubrics are found in (See Appendix 4.4 EDU 237B DHH Language in Learners 5-22 Syllabus with highlights.)

- A report on a presentation by Dr. Richard Kretschmer, who is a CODA (Child of Deaf Adults), and whose first language is ASL. He is also a renowned researcher in the developmental linguistics of d/Deaf children. In March, he will discuss the research on signing and spoken language acquisition in d/Deaf children. (See Appendix 4.6 Richard Kretschmer PPT on CODAs & ASL/Spoken Language Research.)
- Creation of a chart of the sequence of development for ASL
- Analysis of various research articles on language acquisition in various communication options.
- Assessment of the language of a middle school/high school student who has other challenges

### EDU 235C DHH: Supporting Families (3)

(See Appendix 4.7 EDU 235 DHH Supporting Families Syllabus with highlights.)

This course is designed to increase students' knowledge, skills, and dispositions in working with families who have a child with special needs, with emphasis on families who have a child with a hearing loss, as well as other challenges, such as autism spectrum disorder (ASD) and sensory processing disorder (SPD). This course includes readings, class discussions, lectures, demonstrations, role plays, videos; a case study of a selected family, observations in parent support groups, parent guest speakers, and students' written reflections about families' experiences in their journey to decide their child's communication and placement options. Students demonstrate their role as the support provider in perceiving, understanding, and respecting families' choices in these issues, in working collaboratively with families, and in dealing sensitively and respectfully with issues relating to diversity in all areas (cultural, linguistic, worldview, etc.).

Examples of learning activities that address the range of communication options include the following (assignment descriptions and rubrics are found in Appendix 4.7 EDU 235 DHH Supporting Families Syllabus with highlights.)

- Parent support groups, where families share their feelings about their decisions on communication and placement options, and students observe and write reflections demonstrating their respect for family choice.

- Family Project, where students spend an entire day with a family, and the student interviews the family about their journey, their struggles, their choices, including communication and placement options.

#### **4. Fieldwork and Practicum:**

We revised the schedule of the Program to allow for 38 hours of practicum in a sign language special day class, while maintaining the 38 hours of practicum in a general education class with a DHH student who is mainstreamed in the class. (See Appendix 4.8 Gen Ed, Sign Language, Transition Fieldwork Schedule.). Our long-time partners at the Los Angeles Unified School District (LAUSD) have been most welcoming in collaborating in this effort. They have identified schools and teachers who will be our partners in creating these experiences in Spring 2016.

Learning experiences that continue in the DHH Program are fieldwork/observations at various programs that represent the full range of service delivery options. Each year, we contact our partners to schedule fieldwork/observations from a list of programs that have welcomed us previously. (See Appendix 4.9 Program Visitation Sites for Delivery Service Options.) The schedule for this year's cohort is almost fully scheduled, comprising a subset of the possible sites. (See Appendix 4.10 Scheduled Spring 2016 Visitations.)

A table summarizes the types and hours that students spend in various practicum and fieldwork experiences, representing the full range of service delivery options and communication options in the credential standard. (See Appendix 4.11 Types & Hours of Practicum & Fieldwork Experiences.)

#### **Stipulation 5**

The Course of Study for the Deaf and Hard of Hearing program is to include coursework and field experiences in Transition and Transitional Planning to adulthood

#### **Institution Response**

Upon the CTC's review and stipulation regarding transition, the DHH Course of Study has undergone changes to reflect more emphasis in transition and transitional planning to adulthood. We have changed the coursework content and the fieldwork schedule of the Program to allow more in-depth coverage and additional fieldwork experiences in transition and transition planning from preschool to adulthood. The Program Matrix gives an overview of how the standard on transition and transition planning is covered in most courses. (See Appendix 5.1 Transition and Transition Planning Matrix.)

Note that the Evidence Files are highlighted to focus on the content for transition for easy reading. Since communication and placement options are decisions that are part and parcel of transition/transition planning, the highlighted content for communication and placement options remain, but the transition/transition planning content is underlined within that content.

#### **1. Coursework**

Syllabi reflect the enhanced assignments in transition, beginning with the first course in the Program. EDU 233 DHH: Multiple Perspectives introduces the students to transition at all ages through readings, research, and group learning activities. The highlighted sections in the syllabus indicate the transition content. (See Appendix 5.2 EDU 233 DHH Multiple Perspectives Syllabus with highlights.)

#### **EDU 233 DHH Multiple Perspectives (3)**

(See Appendix 5.2 EDU 233 DHH Multiple Perspectives Syllabus with highlights.)

This course, described under Stipulation 4 above, introduces students to transition and transition planning through all the transition points in a d/Deaf student's educational life from birth to adulthood.

Examples of learning activities that address transition and transition planning include the following (assignment descriptions and rubrics are found in Appendix 5.2 EDU 233 DHH Multiple Perspectives Syllabus with highlights.):

- Transition Powerpoint/Discussion: Characteristics of learners, educational risks, communication options and how these affect transition decisions
- IEP Role Play, where students take on roles in a preschooler's transition from an IFSP to an IEP. Research prepares the students with a list of designated services that will help the child transition to preschool.
- Research on federal laws, California resources and programs addressing transition, leading to the creation of a poster on transition elements (See Appendix 5.3 Transition Poster Class Assignment.), a poster on the barriers to various jobs and how transition planning can assist (See Appendix 5.4 Transition Poster Assignment.), and the creation of a puzzle of transition elements (See Appendix 5.5 Transition Puzzle Group Assignment.).
- The final project for the course is an electronic portfolio of resources, research, protocols, assessments, models, organizations, etc., including those that address transition and transition planning.

#### EDU 239A DHH Curricula for Learners 5-22 (3)

(See Appendix 5.6 EDU 239A DHH Curricula for Learners 5-22 Syllabus with highlights.)

This course is designed to build on students' knowledge of curriculum theories and strategies in the general education setting and apply them to children and youth, from diverse cultural and linguistic backgrounds, who have hearing losses. Whether children are included in a general education setting for all of their academic instruction or in more restrictive educational environments, teachers of the deaf and hard of hearing need to be well versed in the challenges associated with all areas related to the K-12 curriculum and classroom instruction for this population. EDU 239A addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing losses, including English Language Learners, achieve content knowledge in all areas of the curriculum, including language arts, mathematics, social studies, science, and technology. The course focuses on supporting parents, general education teachers, paraprofessionals, and other team members on how to use community resources and technology to promote the development of d/Deaf students' learning and thinking. EDU 239A is also designed to meet standards for English Language Learners and children with Autism Spectrum Disorders. A 40-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

Transition and transition planning principles and practices are covered in an online module and a case study of a high school student transitioning out of high school.

## **2. Fieldwork**

Last year, we reached out to our colleague, Jon Levy, Principal at University High School in Irvine with a request for an observation. He most generously suggested an inservice by his staff in the Transition Department, with observations done at their Adult Transition Program at Orange Coast College. Jon Levy retired over the summer of 2015, and the new principal, David Longo, informed us that the four staff members in the Transition Department would be able to provide us with an all-morning inservice, and an afternoon observing at the Adult Transition Program at Orange Coast College. Though David Longo's

plans are still being finalized, he assured us we could plan for the all-day inservice and fieldwork on a date to be specified in the spring 2016 term. (See Appendix 5.7 Gen Ed, Sign Language, Transition Fieldwork Schedule.)

The Adult Transition Program inservice and fieldwork strengthen the other readings, modules, experiences, and assignments that comprise the assignments to meet the CTC standards in transition. (See Appendix 5.8 Types & Hours of Practicum & Fieldwork Experiences.)