

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

## Concordia University Irvine Professional Services Division March 2021

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Concordia University Irvine**. 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** 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	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	6	0	0
Preliminary Education Specialist: Mild/Moderate	22	22	0	0
Teacher Induction	6	6	0	0
Preliminary Administrative Services	9	9	0	0
Pupil Personnel Services: School Counseling, with Intern	32	32	0	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:** Concordia University Irvine

**Dates of Visit:** February 8-11, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2012</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** 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, graduates, 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

After review of all relevant preconditions for Concordia University Irvine (CUI), all preconditions have been found to be aligned.

Program Standards

All program standards for all programs offered by CUI were **met**.

Common Standards

After a review of the institutional report, supporting documentation, completion of interviews with candidates, completers, faculty, institutional administration, employers, and supervising practitioners, the team determined that all Common Standards are **met** for CUI.

Overall Recommendation

Based on the fact that the team found that all Common Standards and program standards were **met**, the team recommends **Accreditation**.

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 Subject  
Preliminary Single Subject  
Preliminary Education Specialist: Mild/Moderate  
Teacher Induction  
Preliminary Administrative Services  
Pupil Personnel Services: School Counseling, with Intern

In addition, staff recommends that:

- CUI's responses to the preconditions be accepted.
- CUI be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- CUI continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

#### **Accreditation Team**

**Team Lead:**

Caryl Hodges  
Notre Dame de Namur University

**Common Standards:**

Virginia Kennedy  
California State University, Northridge

**Programs Reviewers:**

Lorri Ague  
San Diego Christian College (retired)

**Programs Reviewers:**

Craig Bartholio  
Azusa Pacific University

Dena Fiori  
Fresno Pacific University

Jennifer Moradian Watson  
California State University, Fresno

**Staff to the Visit:**

Hart Boyd  
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

Candidate Evaluations

Faculty Evaluations

Site-Based Supervisor Evaluations

Assessment Materials

Candidate Handbooks

Survey Results

Performance Expectation Materials

Precondition Responses

APA Results and Analysis

TPA Results and Analysis

Examination Results

Accreditation Data Dashboard

Institutional Website

Institutional Database

Course Catalogue

### Interviews Conducted

Stakeholders	TOTAL
Candidates	168
Completers	46
Institutional Administration	7
Program Directors	5
Faculty	8
Adjunct Faculty	27
Credential Analysts and Staff	3
Admissions, Advisory, and Recruitment Personnel	7
Assessment Directors	2
CalTPA Coordinator	1
CalAPA Coordinator	1
Fieldwork Coordinators	5
University Supervisors	9
Site Administration	36
Field Supervisors	10
Cooperating Teachers	8
Mentors	24
Advisory Board Members	13
<b>TOTAL</b>	<b>380</b>

*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

Located in Southern California, Concordia University Irvine (CUI) is one of eight colleges and universities in the Concordia University System. CUI was established in 1972 as Christ College Irvine and earned full academic accreditation from the Western Association of Schools and Colleges (WASC) in 1981. CUI has 90 full-time faculty members, and its total university enrollment is 4,123 students with 1,334 of those being undergraduates. The diversity of CUI's current undergraduate population is comprised of students that are 47.1% White/Caucasian, 23.4% Hispanic, 7.3% Race/Ethnicity Unknown, 5.8% Asian, 5.8% Two or More Races/Ethnicities, 5.2% International, 4.5% Black/African American, 0.4% American Indian/Alaska Native, and 0.3% Native Hawaiian/Pacific Islander. In 2019, CUI received a Hispanic-Serving Institution (HSI) designation with more than 25% of its undergraduate student body identifying as Hispanic or Latinx.

## Education Unit

The CUI School of Education's vision is "To be a distinguished School of Education that attracts, equips, and supports servant leaders for today's public and private schools." This vision is embedded in the School of Education's Leadership Plan to foster a culture committed to the concept of Kaizen - or "the relentless pursuit of improvement" for the sake of the students who enroll. The School of Education is dedicated to helping reduce the shortage of talented servant leaders that exist within many of today's schools by attracting more candidates to CUI's educator preparation programs. The School of Education strives to provide candidates with Christ-like service throughout their educational experience as they learn innovative and relevant curriculum from professors committed to perfecting the practice of teaching through scholarship and research. All credential programs are based on current theoretical and timely research-based strategies in the field of education. Candidates are nurtured in theory, along with appropriate pedagogical and leadership practices that enable them to develop and demonstrate effective instruction and leadership within today's schools. The School of Education at CUI houses six Commission-approved credential programs, and there are 680 candidates enrolled across all programs.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Preliminary Multiple Subject	35	90
Preliminary Single Subject	28	47
Preliminary Education Specialist: Mild/Moderate	7	15
Teacher Induction	36	38
Preliminary Administrative Services	185	162

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Pupil Personnel Services: School Counseling, with Intern	93	328

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.



## PRECONDITION FINDINGS

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

## PROGRAM REPORTS

### Preliminary Multiple Subject and Preliminary Single Subject

#### Program Design

The Preliminary Multiple Subject and Preliminary Single Subject credential programs at Concordia University Irvine (CUI) are offered through the School of Education, which seeks “to be a distinguished School of Education that attracts, equips, and supports servant leaders for today's public and private schools.” In keeping with the School of Education’s vision, the program values have a distinct emphasis guiding the overarching philosophical rationale that candidates should study the art and science of teaching through theory and practice. Documentation and interviews with administration, faculty, completers, candidates, and cooperating teachers indicate that the curriculum for each program builds learning experiences that develop the knowledge, skills, and dispositions that prepare candidates to “plan, teach, and assess” learning for all students.

As demonstrated by organizational charts, the School of Education’s Dean oversees the program through administration, faculty, and staff who are responsible for the day-to-day activities and program requirements. Interviews with program leadership indicated that there are clear and direct lines of communication between the university’s administration and programs operated through the School of Education. There are regular faculty and staff meetings and assessment structures that gather program input, relevant research, and information regarding current practices and trends from both internal and external program stakeholders for improvement and celebration.

Changes and improvements to the program design are based on data, sound research, and current educational trends. Interviews with faculty, cooperating teachers, and candidates demonstrated these practices. Faculty shared opportunities to update course learning outcomes, anchor assignments, and required activities to meet the needs of candidates; cooperating teachers indicated that candidates are well-prepared to engage and lead the demands of the classroom; and candidates feel they are well-prepared to understand the state-adopted standards and California Teacher Performance Expectations (TPEs) required for a preliminary teaching credential.

Documentation and interviews with faculty, candidates, and completers confirm that the program design consists of coursework divided into three “Blocks”:

- Block I is a series of foundational learning experiences that focus on the TPEs, history of education, English language learners, lesson planning, assessment of learning,

differentiating instruction, technology, human development, and the diverse needs of learners.

- Block II focuses on methods, literacy instruction, and the California Teaching Performance Assessment (CalTPA) process.
- Block III is a full-time, 16 (multiple subject) or 18 (single subject) week student teaching experience.

Multiple and single subject candidates may either complete this coursework through a combined undergraduate or post-baccalaureate experience. These intentional learning experiences provided through coursework and fieldwork are designed to strengthen the candidate's knowledge, skills, and dispositions with educational research and pedagogy. Interviews with program directors, faculty, and cooperating teachers verified that multiple and single subject candidates are well-prepared to "plan, teach, and assess" using the California state-adopted standards to meet the needs of all students.

Multiple and single subject candidates and completers lauded the program's faculty and staff for being readily available and for their expertise. Candidates and completers also verified that the mission is interwoven and identifiable in all curricula and performance expectations; this was evidenced in interviews through multiple narratives regarding how the faculty model the program values, and how they provide academic, social, and emotional support for candidates throughout the program. It was common for candidates and completers to share experiences of how faculty communicate regularly with advice, counsel, and encouragement. Candidates and completers expressed that their needs are met through the design of the program.

#### Course of Study (Curriculum and Field Experience)

Both the multiple and single subject program's course of study is designed to provide essential components that link well-informed theory and research-based practices. The course of study is delivered through a sequence of courses, required fieldwork, and culminating clinical practice that is delivered in three blocks. Block I is a blended format with courses alternating online and face/face sessions each week. Block II is a set of courses that focus on methods, literacy, and the CalTPA process, while Block III is the culminating, full-time student teaching experience. There is a minimum 700-hours (780 for single subject) of fieldwork/clinical experience required. These experiences relate to coursework and have required elements accompanied by formative and summative evaluations from instructors, cooperating teachers, and university supervisors, and by reflective responses from candidates.

Candidates begin their preliminary credential journey with foundational classes. As described by faculty and documentation, such as the course matrix, all candidates take courses to grasp and comprehend the required TPEs. Candidates practice and assess their learning through required elements that focus on planning and differentiating instructions to meet the diverse needs of all students. As candidates progress through the program, courses and fieldwork are added to further prepare them to meet the demands and expectations of the full-time student teaching experience. Courses, seminars, and faculty support are provided for candidates to

understand the CalTPA process and to have clarity for the expectations. Interviews with candidates and completers corroborated the coursework expectations and fieldwork requirements. Candidates expressed they felt prepared and supported through their learning experiences.

The fieldwork and clinical practices were described in interviews by the Fieldwork Coordinator and Director of Student Teaching and verified through documentation and interviews with candidates and completers. In Block I, a 20-hour observation placement is secured in local school districts. Candidates are asked to reflect on their observation of the TPEs while using appropriate sections of the CalTPA rubrics. In Block II, a 40-hour fieldwork placement is scheduled for candidates. During this experience candidates practice delivering instruction using the “Plan, Teach, Reflect” cycles that support the future learning required through completion of the CalTPAs. In Block III, candidates are placed in either a 16-week (multiple subject) or 18-week (single subject) full-time student teaching experience. Utilizing an extensive network of educational leaders and teachers in the local area, memorandums of understanding (MOUs) are obtained with local school districts to ensure these vital placements can meet the required standards of the program. University supervisors and cooperating teachers confirmed that orientations and training are provided that meet Commission on Teacher Credentialing (CTC) requirements and emphasize coaching and mentoring.

For Block I and Block II fieldwork, candidates are placed at different schools and in different grade levels to provide diverse experiences for the candidate. The Fieldwork Coordinator is responsible to verify completed timesheets and placement contracts. Candidates indicated that these assignments are an important part of their program, giving them the opportunity to observe and interact with diverse populations of students in various K-12 settings as they prepare for student teaching in Block III. Student teacher placements are secured and verified by the Director of Student Teaching. There is an effort by the director to facilitate the candidate’s requests for clinical placement assignments. Once placed, candidates are informed of the placement and are assigned a university supervisor, who along with the K-12 cooperating teachers, will provide both summative and formative evaluations. The student teaching assessment cycle includes 12 lesson evaluations, a mid-term evaluation, and a final evaluation. The candidates echoed the opinions expressed by the completer-data collected through CTC surveys and recorded on the Accreditation Data Dashboard (ADD) for CUI. Overall, candidates stated that they felt prepared and supported for their student teaching experience.

Partnerships with local school districts provide culturally and linguistically rich learning opportunities for candidates to “plan, teach, and assess” instructional strategies and teaching techniques as they interact with diverse student populations during field and clinical practices. Candidates are informed of these fieldwork/clinical systems through courses, interaction with advisors, and informational and orientation meetings. Interviews with site administrators, recent program completers, cooperating teachers, and university supervisors confirmed that the multiple and single subject programs are implemented as described on the CUI website,

informational sessions, and in program handbooks. Candidates described their field and clinical practices as opportunities to grow in the profession, to foster relationships with peers and future colleagues, and to create positive learning environments to support all students in their classrooms.

Candidates indicated that faculty utilize technology in their instructional practice, and they model best practices for exploring pedagogies surrounding the use of technology. Interviews with faculty revealed that they make specific efforts to incorporate technology into practice; additionally, faculty are interested in exploring how they might transition elements of the face-face instruction toward an online environment. Candidates indicated that these practices supported them in preparation for the technology focus required for instructional planning and teaching as well as successful completion of the CalTPA.

A strength of the program, as noted by cooperating teachers, site administrators, and employers, is the culturally-responsive, servant-leadership spirit that resonates with university employees and multiple and single subject candidates. Cooperating teachers, site administrators, and employers remarked that the candidates from CUI are passionate about engaging with the school environment and are well-prepared to meet the demands of a classroom teacher, demonstrate the dispositions of dedicated professionals, and distinguish themselves among their peers.

#### Assessment of Candidates

During the program, candidates perform multiple assessments that allow faculty to verify that each candidate has demonstrated and practiced the skills required by the TPEs. The program assessments include embedded anchor assignments linked to course requirements, observations, student teaching supervisor evaluations, master teacher evaluations, standardized testing (e.g., RICA, CSET), professional development checklist, CalTPA results, and other survey data. The various assessments are described through course syllabi or handbooks, and the results are tracked using database management resources. FileMaker Pro and Blackboard are the two major repositories to collect data. The assessment data is used by program leaders and faculty to verify candidates are demonstrating the TPEs and program learning outcomes as well as to guide program improvement conversations. The assistant dean and faculty provided examples of recent program improvements that have been implemented – updates to course requirements and expectations, supplementing the CalTPA preparation by having candidates practice with rubric sections in foundational coursework, and strengthening the focus on recognizing underserved students and funds of knowledge.

Communication to candidates about program progress is continuous and ongoing. The faculty, advisors, and credential analysts are invested in each candidate and closely monitor program completion progress. The program handbooks and course syllabi provide the candidates access to all the assessment policies, required benchmarks, and course completion requirements. Each course has a clearly articulated assessment system. Each syllabus delineates assignments and methods of evaluation. The syllabi clearly state the standard of assessment. It is the policy

of the program for all candidates to earn a B- or better in each course of the program. Failure to earn a B- or better requires remediation and may require the course to be repeated. Evidence presented through program review documentation and interviews with the candidates, credential analyst, and advisors confirmed these practices.

Interviews and documentation confirm that there is support for the CalTPA process. Candidates are introduced to the CalTPA process during information and orientation sessions. During Block I coursework, parts of the CalTPA rubrics have been added to various assignments to introduce the CalTPA scoring rubrics and expectations. Candidates take a course during Block II to support CalTPA preparation, and during student teaching in Block III, seminars are developed and offered to support candidates on the submission process. During the CalTPA Coordinator interview, it was stated that multiple and single subject candidates, who do not perform successfully on the CalTPA tasks, are provided with additional support/remediation prior to re-submission. Currently, with pandemic interruptions and state executive orders, candidates who have completed coursework and student teaching but who have yet to submit the CalTPA may register for a course designed to support the CalTPA completion process free of charge. Other protocols have been implemented by the program to provide support for candidates who have delayed CalTPA submission due to the extenuating circumstances as a result of the pandemic. These practices were confirmed by multiple and single subject completers interviews.

Both formative and summative assessments of candidates' learning are described through coursework syllabi and fieldwork/clinical practice handbooks. The anchor assignments, the fieldwork/clinical practice evaluations, and other assessments are collected and stored in a candidate's record. These records and other required portfolio components are stored in a database management system and are used by the credential analyst, faculty, and program administrators to demonstrate achievement and to verify that candidates have met the requirements to be recommended for a preliminary teaching credential.

The culminating assessment of the program is an Individual Development Plan (IDP) that is completed by the candidate. This reflective assessment is a bridge to teacher induction. Candidates are introduced to this process through professional development seminars that take place during student teaching in Block III and develop a plan informed by the California Standards for the Teaching Profession (CSTPs). Candidates in student teaching, cooperating teachers, and university supervisors indicated that conversations take place to develop this self-directed assessment.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, program director, institutional administration, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject and Preliminary Single Subject programs.

## **Preliminary Education Specialist: Mild/Moderate**

### Program Design

The Preliminary Education Specialist: Mild/Moderate (M/M) program coursework and inter-related field experiences effectively prepare candidates for M/M settings that represent the inclusion and diversity of today's schools. The post-baccalaureate credential program is divided into three semester blocks of combined coursework and field experience. Additionally, undergraduate students who major in Liberal Studies may integrate credential coursework into their undergraduate program. Often undergraduate students complete Blocks I and II prior to completing their undergraduate degree. These students will transition into post-baccalaureate candidates to complete Block III (Clinical Practice) and finalize their credential requirements.

There are four different entry points into the M/M credential program. The traditional entry through a post-baccalaureate program is designed for those candidates without teaching experience. These candidates enter the program at the beginning with a course focused on an Introduction to Teaching Special Populations and then proceed through the program sequence. Qualified undergraduates at the university may gain acceptance into the M/M program if they meet admission criteria; if admitted, these candidates may begin coursework and field experiences as undergraduates. For candidates who enter the program with experience as a teacher of record in a special education setting, the program evaluates whether some program requirements should be waived based on that experience. Candidates with a 2042 teaching credential have foundational coursework in teaching English learners, special populations, and systematic reading in general education classrooms, and in consultation with the program director, the program may articulate some of the 2042 coursework into the M/M program and deem some program requirements met. In addition, the general education field experiences required in the M/M program will be deemed complete.

### Course of Study (Curriculum and Field Experience)

The Assistant Dean of the School of Education, the Education Specialist Program Director, and the Director of Preliminary Teacher Credential Programs work together to support the M/M program with specific responsibilities divided between the three. The Director of Student Teaching is a full-time faculty member who receives units to coordinate the student teaching program. The credential analyst also serves as an advisor to post-baccalaureate candidates and Teacher Induction candidates. To support the credential analyst with the vast array of credentialing responsibilities, there is a full-time departmental assistant/assistant credential analyst who works to collect and coordinate credential documentation and to support in the credential filing process. There are two full-time faculty members receiving weight load units to serve as co-directors of the undergraduate Liberal Studies major. These two oversee the Liberal Studies major, Elementary Subject Matter program, and advise all undergraduate students interested in completing a teacher credential program. There is a full-time Field Experience Coordinator/CalTPA Coordinator who secures and verifies all 20-hour and 40-hour

field experience assignments and coordinates all CalTPA processes and trainings. The Dean and the Assistant Dean, within the School of Education, oversee all of these positions.

The program chair, credential programs director, and assistant dean support all program operations and are in regular communication with faculty and staff. There are bi-monthly teacher credential program meetings in which the entire team (faculty, advisors, admissions, credential analysts, directors, etc.) gather to discuss program improvement and goal setting. The Assistant Dean meets weekly with the Dean of the School of Education and can communicate essential program updates. The dean participates in regular executive council, academic council, dean and provost meetings to share program updates with the larger university audience. The layered levels of communication through the program leadership, faculty, staff, candidates, mentors, and cooperating teachers were well-supported through the interview process. The overall perception of all stakeholders provided contextual examples of multiple stages of communication and individual communication that emphasizes one of the core values the program promotes, personalized attention.

Within that last couple of years, several changes have occurred in the School of Education at CUI. Based on the opening remarks from the dean and reaffirmed through interviews with all stakeholders, the changes have been instrumental to the continued growth and development of the M/M program. These changes include:

- The retirement of the Dean of the School of Education in Spring 2019 and the selection of the Assistant Dean to serve as the new Dean.
- The former Director of Teacher Credential Programs became the Assistant Dean of the School of Education.
- A full-time faculty member was appointed to the role of Director of Teacher Credential Programs.
- A new credential analyst was hired, and the School of Education department assistant began serving a split role as the assistant credential analyst to serve as support to the credential analyst.

The impact of these changes was clearly exemplified during the interview process as each group of stakeholders clearly articulated the vision, mission, and core values promoted by the new dean and the focus on Kaizen (the relentless pursuit of improvement) which is embodied by all staff and faculty and felt by all candidates throughout their program.

Due to the increased need for special education teachers, the M/M program has recently developed a course sequence so that candidates can seamlessly complete the requirements for two credentials. There is currently a multiple subject and M/M course sequence and a single subject and M/M course sequence. The dual credential path is completed in three semesters of coursework and one full semester of student teaching – half in a general education setting and half in a M/M setting.

The School of Education traditionally hosted three separate advisory meetings: Dean's Advisory Board, Teacher Credential Advisory Board, and Induction Advisory Board. This academic year, the School of Education consolidated the Dean's Advisory Board and Teacher Credential Advisory Board into one meeting since there is overlap between these meetings in stakeholder attendance, agenda items, and discussion. It allows a wide range of stakeholders to attend one meeting, rather than dividing attendance between two separate advisory meetings. The School of Education will continue to host a separate Induction Advisory Board meeting.

The School of Education has implemented the CalTPA process into the M/M program. Candidates complete the multiple subject CalTPA while in student teaching. Faculty unofficially score the submissions under the guidance of the CalTPA Coordinator. This has provided an opportunity for the faculty and candidates to use the CalTPA process to assess good teaching practice for the M/M candidates. As evidenced through interviews with candidates, program faculty rubrics utilized in the CalTPA were strategically placed into the appropriate Block I and Block II courses as an instructional process. As part of this process the CalTPA Lead Assessor conducted on-site introductory CalTPA orientation/training for all faculty, offered student teacher seminars on the CalTPA, and integrated CalTPA rubrics and content into coursework. Candidates must pass an internal assessment of their CalTPA submission as a program requirement. Remediation is provided to support any students toward this goal.

In order to facilitate mentor training hours for cooperating teachers, the School of Education implemented the Intersegmental Project: professional development for district-employed supervisors provided by the CTC and Collaboration for Educator Development, Accountability and Reform (CEEDAR). Interviews with current university supervisors indicated that they all had completed this eight-hour training session and the additional two-hour requirement to meet the ten-hour requirement for a cooperating teacher to be assigned a student teacher.

Evidenced by interviews with candidates, program faculty, the director of clinical practice, and the M/M program director, there are multiple methods for stakeholder input regarding the different components of the program. Each candidate completes an admission survey, exit survey, field experience surveys, student teaching surveys, and course evaluations, all of which are reviewed throughout the year by program directors and coordinators and shared with faculty. The cooperating teachers also complete evaluations that are returned to the Director of Student Teaching for review. The program also has biannual advisory meetings in which principals, superintendents, faculty, and community business partners provide feedback to the program directors and dean. It was noticed during several interviews that the cycle of program improvement is initiated during a summer meeting when data from multiple sources is reviewed and analyzed. The assistant dean leads this process and charges several School of Education leaders, including the Director of Student Teaching, the M/M program director, and other relevant leaders in the credential program to bring data collected during the academic year for review. The recommendations made as a result of their data analysis are shared forward with the faculty, leadership, and relevant stakeholders.



As evidenced by the course matrix, program handbooks, admissions materials, and confirmed through interviews with faculty, candidates, and completers, the program design consists of coursework divided into three “Blocks.” Block I is a blended format with courses alternating online and face/face sessions. Block II is all face-to-face. Block III is a full-time semester of student teaching.

Block I consists of 15 units of foundational coursework covering topics such as history of education, TPEs, English language learners, lesson planning, assessment, differentiating instruction, technology, human development, and diverse needs of learners. In Block I, candidates complete 20 hours of observational field work, typically in a K-6 setting, connected with the Introduction to Teaching Diverse Populations course.

Block II includes 11 units of coursework covering curriculum methods, assessment, case management, and literacy instruction. Candidates complete 40 hours of participatory fieldwork connected with the CalTPA Practicum course. The field experience coordinator places all candidates in a partner K-12 public school district to complete their 40 hours. Candidates may complete all 40 hours in a high school setting or can complete 35 hours in K-6 and 5 hours in a high school setting. The variety of placements allow candidates to observe a range of diverse settings. The field experience coordinator verifies that the cooperating teacher and school setting will meet all fieldwork requirements.

Block III consists solely of 12 units of full-time student teaching. Student teachers are assigned a placement by the Director of Student Teaching. Candidates enroll in and complete 16 weeks of full-time student teaching. The program director also meets with candidates throughout the program to review the development of their program portfolio assessment and service delivery documentation.

As evidenced through interviews with candidates, program completers, the assistant credential analyst, and field experience coordinator, candidates are interviewed and placed for Block I and Block II at different schools and in different grade levels or settings to provide a diverse range of experiences. Student teaching may be at a different school or will be a continuation of the 40-hour placement if requested by the candidate and deemed appropriate by the Director of Clinical Practice.

The field experience coordinator secures the placement for 20-hour and 40-hour fieldwork assignments. Candidates submit their completed timesheet and placement contract to the field experience coordinator for verification. The cooperating teacher completes and reviews an evaluation of the candidate during the different field experience placements. If a candidate scores a 1 or 2, this data is discussed with the program director to address any concerns.

Student teacher placements are secured and verified by the Director of Student Teaching. As evidenced by interviews with university supervisors, candidates, cooperating teachers, and

program completers, candidates are evaluated in their development and implementation of 12 lesson evaluations. Six evaluations are completed by the university supervisor and six are completed by the cooperating teacher. The student teaching candidate, university supervisor, and cooperating teacher complete both a mid-term and final evaluation that indicates candidate growth during the student teaching experience. Data from these evaluations are used to determine if a candidate will achieve a passing mark for clinical practice. Throughout the program, candidates meet with the program director to discuss and develop their program portfolio. The program director, at the end of the program, scores the portfolio.

### Assessment of Candidates

Throughout the M/M program, there are regular checkpoints to verify credential documentation is being completed and submitted by candidates. When accepted to the program, candidates meet with their advisor and receive a program handbook that outlines all the requirements needed to be eligible for a credential. Candidates also review their credential file to determine what documentation needs to be submitted throughout the program. Candidates receive an updated student teaching clearance checklist when they apply for student teaching and an updated application checklist while in student teaching so they may review the status of their credential documentation submissions. All student documentation, including admissions documents, exams, and grades are uploaded into FileMaker and are utilized for program review purposes and credential recommendations.

As supported through interviews with candidates, the credential analyst, and the assistant credential analyst, prior to recommending a candidate for a credential, CUI determines that the candidate meets all CTC requirements for the credential. The candidate submits a preliminary credential application to the credential analyst, who then reviews the candidate's file and completes an application checklist and verifies all credential requirements are complete. Once verified by the credential analyst, the application checklist and supporting documents are provided to the assistant dean for review and signature. The credential analyst then submits a credential recommendation to the CTC for the candidate's preliminary credential.

Candidates have multiple opportunities at different stages in the program to receive information on how they will be assessed in the program and informed of the results. As evidenced in interviews with candidates and program faculty, these assessments include the following: candidates enrolled in the Introduction to Teaching Diverse Populations course are required to participate in a program orientation that outlines the program coursework, sequence, professional expectations and benchmark expectations, including CalTPA process. Additionally, candidates have a face-to-face advising appointment when accepted into the program, and they review all program requirements listed in the program handbook with their academic advisor. Prior to each semester, each candidate receives a credential advising sheet that updates them on grades and credential application requirements that have been met. As part of their clinical practice clearance process, candidates receive a student teaching clearance checklist that communicates which student teaching requirements each candidate

has met. In Block II, candidates participate in the Teacher Performance Assessment Practicum Seminar and CalTPA Student Teaching Seminar, which advises them of the CalTPA process and policies prior to Block III (clinical practice). Near or after the completion of their clinical practice experience, candidates receive a credential application checklist which notifies the candidates of credential application requirements which have been met.

As evidenced through the candidate handbook and interviews with program faculty, M/M candidates are assessed continuously throughout the program and provided formative feedback so that as they progress through the curriculum and fieldwork, their understanding of program content continuously develops. The School of Education uses Blackboard as their learning management system to capture student work, including anchor assignments, while FileMaker is the repository for all exams and student data needed to make a determination on whether a candidate will move forward in the program. Each candidate needs to meet specific program requirements at different stages in order to progress into the following stage of their program.

As evidenced by interviews with the Director of Clinical Practice, candidates, program completers, and the credential analyst, it is noted that candidates need to achieve specific requirements in order to progress through Blocks I-III. In order to move on to Block II, candidates must pass all coursework in Block I with a grade of B- or higher, achieve a positive cooperating teacher evaluation score for their 20 hours of fieldwork, and complete the course, Introduction to Teaching Diverse Populations. In order for candidates to transition to Block III, they must complete all Block II coursework with a grade of B- or higher, receive a positive cooperating teacher evaluation score from their 40 hours of fieldwork, pass the CSET exams, pass the faculty clearance process, participate in a one-on-one conference with the CalTPA senior instructor to review the professional skills self-evaluation, and complete a successful interview with the Director of Student Teaching. Acquiring a passing mark for the student teaching experience is achieved through receiving twelve positive evaluations for their lesson plans (split between a candidate's university supervisor and cooperating teacher), a positive evaluation on the mid-term and final evaluation, and the completion of the student teaching logbook.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, program director, institutional administration, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate program.

### **Teacher Induction**

#### Program Design

CUI's Teacher Induction program is led by the program director, who works with the administrative staff and faculty and is responsible for reporting program activities to the Dean

and Assistant Dean of the School of Education. This group oversees the coursework, program activities, and the recruitment of mentors that is necessary to meet the required standards for Teacher Induction. Interviews with program leadership, candidates, and mentors verified that the goal of the program is to provide the support and guidance for candidates to become competent, thriving teachers as they work toward clearing their preliminary credential.

The program requirements are framed in the “Plan, Teach, Reflect” cycle that seeks to develop and mature the dispositions, knowledge, and skills required of teaching professionals. Organizational charts and interviews with program leadership confirmed that there are decision-making systems in place to support and provide the necessary resources to operate the program.

The coursework of the program requires candidates to complete four semesters of intentional, synchronous class sessions which provide instruction on teaching practices, professional development, and regular discussion on the progress of mentor meetings and support provided. Those candidates that meet specific qualifications may join the Early Completion Option (ECO), which takes place in the same manner; however, the ECO is only two semesters in length. The overall objective of these sessions is to further develop the candidates’ Individual Learning Plan (ILP) that requires candidates to observe, reflect, and analyze their professional growth using the California Standards for the Teaching Profession (CSTPs) that will ultimately inform their annual inquiry project. Interviews with candidates, mentors, and program leaders confirm that these activities are guided with the support of a mentor, site administrator, and instructional faculty.

The program is candidate-driven with mentors providing coaching throughout the program. The cognitive coaching model, with training and seminars being offered through this model, is recommended by the program leadership. During weekly meetings with mentors, candidates discuss the progress being made in relation to goals and objectives of the ILP; additionally, these discussions provide an opportunity for mentors to address any immediate needs that candidates may have. Candidates, mentors, and program leaders all verified this approach and these practices through interviews.

There are two options for obtaining a mentor. With the first option, candidates may seek their own mentor at their instructional site, but the mentor must meet the program’s criteria and agree to the responsibilities. The second option is for the program to recruit a mentor for the candidate; again, the mentor must meet the set criteria and have site administration approval. Both options require there to be an alignment between a candidate’s preliminary credential area and the credential area of the mentor. The mentor assignment form is obtained and facilitated by the candidate. Once completed, the form is submitted to the program director who verifies that the mentor agrees to meet the required coaching meetings and to develop and discuss the candidate’s ongoing professional development plan. This system was validated when interviewing candidates, mentors, and the program director.

Through monthly meetings, the program director arranges professional development and training for mentors to support them in their role as a coach for the candidate. Multiple training sessions are available through on-campus and virtual training sessions, and mentors are invited to attend CUI's Master of Arts in Education (MAED) symposiums and other conference events held on campus free of charge.

Mentors, faculty, candidates, and other stakeholders are surveyed throughout the program for information and insights into the effectiveness of the program in relation to their experience, and the data gathered from these responses are used for program improvement. The program director holds advisory board meetings once per semester and participates in local school district Induction Advisory Board meetings. These meetings utilize input from outside stakeholders to support and improve the Teacher Induction program.

Interviews with various stakeholder groups confirmed their participation in this process. The key ingredient to all change in the program is derived from current candidates and program completers. The use of surveys provides immediate feedback for program improvement. Through interviews with the faculty and mentors, the following program improvements were communicated. The e-Portfolio system has been improved to better document and collect candidate artifacts and professional development activities. Survey results from current candidates, completers, and mentors changed the program's focus on how to support induction candidates. According to one of the Induction Advisory Board members, the Teacher Induction program transitioned from a literature and project-based program to one that utilizes mentorship support to guide candidates in their focused professional development through the program. A common theme in the change process is the influence of the dean's focus on the core values of Christ-Like service; personal attention; effective communication; and creating community. This focus, in conjunction with a focus on "Kaizen," took shape during the Induction Advisory Board meetings which were instrumental in the restructuring of the Teacher Induction program. During the fall 2019 advisory board meeting, the group re-visioned the Teacher Induction program eliminating irrelevant assignments, creating a seminal inquiry assignment, instituting a mentor support process, and assuring that changes supported a program standard.

#### Course of Study (Curriculum and Field Experience)

During the Teacher Induction program's course of study, candidates participate in development activities and receive individualized support to make judgements and reflections regarding their teaching practice that will enhance their professional development. Candidates are involved in coursework that supports reflective practice with the CSTPs alongside regular weekly meetings with their mentor. These two intentional activities are at the heart of the program's course of study. Candidates and faculty confirmed that discussion topics and semester learning activities are organic and support the candidate's "real-time" situations in the classroom. Candidates are encouraged and supported to select CSTPs that will become the focus for each candidate's semester coursework. Candidates demonstrate and provide evidence of growth and development through selected standards using the ILP, reflective

practice with submitted mentor logs, and then culminates with an inquiry project that is presented to their fellow induction candidates at the end of each year of the program.

Candidates confirmed through interviews that they must provide verification of employment in a classroom setting at the time of acceptance to the induction program. Additionally, candidates must also show that they have received approval from site administrators to participate in the induction process. This learning environment is used for candidates to facilitate the Individual Learning Plan (ILP) and to participate in collaboration, problem solving, goal setting, mentoring, and other professional development activities that will support development and maturation with the CSTPs. The mentors also receive training and collaborate through CUI professional development activities and communications to understand the mentor expectations while supporting candidates during the induction program. Mentors, candidates, and program personnel confirmed through interviews that these induction program activities are the practices of the program.

Candidates shared during interviews that there are multiple opportunities for reflection and inquiry during each required semester; candidates continually revisit and revise the ILP based on their selected CSTP focus. Through semester coursework, candidates participate in discussion and reflection by processing information from Vanderbilt's IRIS modules and textbook resources, participating in the online learning community, developing the ILP, meeting with their mentor, and completing a self-directed inquiry project.

During interviews, candidates and mentors identified a variety of professional development activities that are used to support the candidate's ILP. These include conversation guides that encourage candidates to have professional conversations with varied educational resources, reading peer-reviewed research in a specific area, self-assessment and reflection with the selected CSTPs, and recording development actions through the mentor logs. Program leaders, faculty, mentors, and candidates confirmed through interviews that candidates and mentors meet weekly to observe, collaborate, discuss best practices, and analyze evidence related to the candidate's competence. Mentors and candidates use the ILP to guide and construct these activities and ask what is next. Mentors schedule regular opportunities to evaluate the candidate in the classroom. Candidates submit the required program-monitoring documentation (ILP and program completion checklist) through the candidate's e-Portfolio.

#### Assessment of Candidates

Assessment of candidates is grounded in reflection and the ability of candidates to demonstrate maturity in the practice and understanding of the selected CSTPs. These activities are outlined by each candidate's ILP and are continually assessed through reflection and mentor support. To assess and celebrate a candidate's professional growth, they must submit completed IDPs, ILPs, triad form (documentation for candidate-led meeting with mentor and site administration), mentor meeting logs (reflective journals describing weekly meetings of at least one hour), and a professional development log. These items are uploaded and tracked

into an e-Portfolio throughout the program. Additionally, coursework must be completed, and the candidates must receive a grade of B- or better in each course.

Overall, the assessment practices of the candidates can be qualified as both formative and summative. They are formative through weekly conversation with the mentors and the other reflective practices that take place on a regular basis through coursework, discussion, professional development activities, and assignments. The assessment practices of candidates are also summative. Candidates finish each year of the program with successful completion of an inquiry project. This presentation must include evidence of professional growth with the required CSTPs. The presentation is judged by program leadership, including members of the induction advisory board, and evaluates the candidates' competencies, abilities, and dispositions as a teaching professional; this ultimately provides the necessary evidence to recommend the candidate for a clear credential.

Candidates' e-Portfolios are reviewed by the program director and are presented for approval during the advisory board meeting. Once the advisory board moves to approve a candidate for a clear credential, the credential analyst reviews the candidate's e-Portfolio, forwards the file for final review and approval to the assistant dean, and then recommends the candidate for a clear credential with the CTC.

#### 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, faculty, employers, and supervising practitioners, and the induction advisory board, the team determined that all program standards are fully **met** for the Teacher Induction Program.

### **Preliminary Administrative Services**

#### Program Design

The Master of Arts in Educational Administration at CUI falls under the jurisdiction of the School of Education. The Dean of the School of Education oversees the work of the unit in support of student growth through the lens of the School of Education's mission, vision, and core values. The Preliminary Administrative Services credential and master's program consist of three key leadership drivers: executive director, program director, and the California Administrator Performance Assessment (CalAPA) Coordinator. Through a continuous improvement cycle, the leadership team works with staff, candidates, and faculty to provide an aligned and articulated system for candidates to complete coursework in preparation for the CalAPA and meeting the requirements for the administrative services credential.

This cohort-based program is designed to accommodate candidates that work in schools as they complete a graduate degree and credential program. The Master of Arts in Educational Administration degree is standards-based and allows candidates to earn an administrative

services credential while earning a master's degree with candidate learning outcomes aligned to the CTC's program standards and the CalAPA.

Program specifics, expectations, and requirements are found in the practicum handbook and advising materials and outline program completion. The program is offered online or in a blended format on CUI's campus and allows content courses to be taken in any order as the program has rolling starts offered each term. However, the three CalAPA focused courses must be taken in the fall, spring, and summer terms. A curriculum matrix provides a roadmap for how each course is aligned to the California Administrator Performance Expectations (CAPEs) and details when candidates are assessed on each standard. Currently, there are 12 active cohorts based on the new system that CUI implemented in summer 2020, with rolling monthly starts for each new cohort. An academic advisor, credential analyst, practicum supervisors, faculty, and site and district mentors all provide instruction and support for candidates and annually give input to the leadership team in a systematic manner.

Leadership within the credential program includes a dean, assistant dean, executive director, program director that serves as the practicum coordinator, as well as the CalAPA Coordinator. Additional individuals support candidates such as subject-matter experts, a credential analyst, academic advisor, and adjunct faculty. The School of Education's organizational structure provides a visual representation of each leadership position in the School of Education that includes staff, such as the credential analyst. The annotated faculty list includes instructors that teach in the program and includes their vitae and sample syllabus. According to interviews, the leadership team supervises many of the design and curriculum initiatives with input being provided from faculty and students. As per written and interview evidence, content experts develop curriculum for each course and provide learning tools such as syllabi, reading resources, electronic teaching materials, assessments, and other online learning resources to provide a systematic approach to the learning of the CAPEs.

Communication within the credential program and institution occurs on a monthly or biweekly basis and includes the Educational Effectiveness Committee, Executive Policy Committee, Academic Council, and the Executive Board. Program meetings provide an opportunity for communication and continuous program improvement efforts. Prior to the beginning of each term, program directors work with subject-matter experts to assure course readiness who then work with adjunct instructors to assure that successful teaching and learning transpires. Adjunct instructors are evaluated biannually by program directors who work together to improve the practice. Interview data outlined frequent connections between practicum supervisors, site supervisors, and candidates. Candidates described through interviews frequent and open dialogue with faculty regarding academic needs.

The Master of Arts in Educational Administration program can be completed in 18 months and requires a minimum of 30 units. The credential-only program requires 24 units and can be completed in 16 months. Fieldwork spans six terms and totals six units. Coursework happens in conjunction with the fieldwork in six out of seven terms. Students self-select their fieldwork



placement and site-based supervisor to be approved by their university supervisor. University supervisors work in tandem with site veteran practitioners to support candidates during their two-course practicum. Candidate interviews supported the structure of fieldwork self-selection, fieldwork hours, requirements, and the inclusion of the e-Portfolio. Candidates concluded that the structure of fieldwork hour requirements in relationship to the CAPEs brought clarity and connection to the process.

Program modifications over the recent two years have included three new courses related to the CalAPA cycles. The capstone was redesigned and embedded in the two practicum courses to be an online e-portfolio. The online program has been modified to be mostly asynchronous with some synchronous offerings. Students are taught five content courses asynchronously in the online program. The three new courses are taught synchronously. The blended program remains face-to-face and asynchronous for the three new courses only. The remaining five content courses are delivered online, asynchronously. Interviews with candidates and practicum supervisors noted positive experiences with recent changes in the practicum experiences and CalAPA focused courses.

The Dean's Advisory Council meets twice a year with 20-25 representatives that include community and educational leaders that provide input from stakeholders. Information is collected to use for program improvement. Partnerships with the Orange County Department of Education, the Association of California School Administrators (ACSA), and school site administrators are noted. As per the Director of Partnerships, current school district partners exist in Irvine, Santa Ana, San Francisco, and La Habra. Continuous improvement based on stakeholder input has been described as collecting information from candidates after each course as well as focused discussions with adjuncts and partners on program needs. Based on interviews with candidates, adjunct faculty, and practicum supervisors, input is collected and acted on.

#### Course of Study (Curriculum and Field Experience)

Candidates enrolled in the seven-term traditional Master of Arts in Educational Administration and administrative services credential program will typically take one three-unit content course along with a one-unit practicum section simultaneously for six of the seven terms. During the remaining term, students are enrolled in two content courses but no practicum sections.

The course sequence outlines program courses for candidates although the specific order of courses depends on when candidates start the program. Each course contains a signature assignment that intentionally assesses specific CAPEs most relevant to the course content. Rubrics are used for each assignment to provide clarity and consistency among faculty and cohorts.

Current candidate interviews revealed that each candidate is provided with support from teaching faculty, an academic advisor, practicum supervisor, and fieldwork mentor. Interviews

confirmed that when questions arise, candidates know where to go to find answers and assistance. A CAPEs matrix outlines when each performance expectation is taught and assessed within the program. Candidates confirmed the use of assignments and rubrics to measure their progress and faculty provide instruction on how to use the rubrics. One candidate stated that “rubrics are our friends” and provided clarification. Lastly, per candidate interviews, the recent addition of CalAPA focused courses provide opportunities for peer and faculty guidance and feedback. Furthermore, candidates offered that they enjoy interacting with different groups of students from different educational experiences which provide different perspectives and makes the CalAPA submissions, assignments, and program experience full.

Course content has been designed around critical areas. The adopted course learning outcomes mirror the state-adopted CAPEs. Critical content is studied in each course and candidates are immersed in standards determined to be the expectation of effective administrative practice. Course assignments, group projects, collaborative practices, and feedback were highlighted as experiences that helped to shape leadership perspectives and the opportunity to critically examine educational principles for a democratic education. Adjunct faculty discussed the evolution of the courses over the last 5-10 years and how the CAPEs have been woven throughout the syllabi, signature assignments, and learning activities. Lastly, faculty described the layering of state, university, and program expectations into student assignments throughout the program.

Documentation of the advanced practicum course demonstrates that assignments exist to provide evidence of the connection and coordination of course topics and fieldwork. Student interviews revealed that the structure of the fieldwork experience allows for student selection, focused supervision by the practicum supervisor, and collaboration with the site supervisor. Candidates provided several examples of coursework connections to fieldwork and how those experiences facilitated hands-on learning during field experiences. The fieldwork and clinical practice syllabi further highlight how candidates demonstrate the connection between their field experience and course content. The e-Portfolio allows candidates to provide completion of specific CAPEs as evidence in their signature assignments. Through interviews with site supervisors or mentors, it was shared that the relationship between the university and mentors allows for a two-way conversation on current practices, student needs, and state-level expectations.

Preliminary Administrative Services credential candidates self-select their fieldwork placement and site-based supervisor. A detailed log of hours, locations, and activities track progress within the practicum. Candidates identify hours spent working with diverse populations, as well as at district offices and school sites. As per the fieldwork and clinical practice syllabi, field placement site supervisors evaluate candidates on their ability to demonstrate proficiency of the CAPEs twice during the practicum experiences. Discussions with candidates, practicum supervisors, and the mentor clinical supervisors illuminated the relationship that has been developed between program faculty and partner schools. All parties expressed satisfaction

with the collaborative relationships being built and the support received from the university to the school/district in order to support candidate progress. Candidates and completers described connections between coursework and fieldwork providing first-hand learning experiences in human resources and budget content courses.

Candidate interviews highlighted different types of fieldwork experiences that encompass underrepresented populations of students. Completers of the program outlined various assignments and experiences that provided highlights of first-hand experiences with underrepresented populations. Although current candidates candidly discussed challenges to complete fieldwork during the pandemic, both completers and current students appreciated the flexibility and gentle nudging of the faculty to continue their progression through the program.

In relationship to fieldwork collaborations, veteran supervisors are selected by the candidates for the entirety of the program. The veteran practitioner training materials provided documentation of the system that has been developed to supervise candidates. Field supervisors are provided with a video and letter to document program specifics and the CUI Student Handbook that contains information on site supervisor responsibilities. A formal MOU is also used to outline expectations. Formative and summative assessments are given to candidates by fieldwork supervisors to provide ongoing feedback for improvement as well as a product to demonstrate their achievement of the CAPEs. At the end of the program, the site supervisor completes a survey that documents information provided by the university and candidate. The survey asks for input on the training materials and the manner the candidates are instructed and supported in the program.

#### Assessment of Candidates

Candidates are assessed throughout the program, in each course, and receive feedback regarding their progress toward CAPEs proficiency. The program summary outlines the policies and practices in relationship to candidate competence. Candidates are assessed in each content and practicum course. In each course, students are required to complete four-six assignments focused on the CAPEs. Prior to assessment, competencies are introduced, and skills are practiced. Competencies are assessed multiple times throughout the program. Signature assignments are used for cohort consistency and are aligned to the CAPEs and embedded in the most relevant course content. Practicum assessments include candidate logs and surveys completed by fieldwork supervisors.

Beginning in fall 2019, candidates who do not pass one or more leadership cycle(s) will be required to enroll in and attend a remediation class, retake and pass the leadership cycle assessment(s) in order to obtain their Preliminary Administrative Services credential. Remediation opportunities are offered for those who do not successfully complete one or more of the CalAPA cycles.

Information is shared in the Master of Arts in Educational Administration Handbook regarding assessment and expectation: “The grade point average (GPA) at Concordia University is computed on a 4.0-point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. Only grades of C or better may be applied for fulfillment of Master of Arts in Educational Leadership degree requirement or Credential requirements.” Individual syllabi also contain information specific to grading requirements.

Candidate interviews provided evidence that course sequencing information is provided at the beginning of the program and that assignments are clearly described and measured with a rubric. During an interview with the academic advisor, the advisor outlined the process for when candidates have academic issues and also noted the frequent conversations held with candidates struggling with other personal and professional issues. The CalAPA Coordinator collects leadership cycle passage information for each candidate and interacts with those that have not passed. Candidates are required to enroll in a CalAPA remediation course if they do not pass all cycles after the second time.

All interviews with candidates and completers confirmed the use of rubrics which provide clear expectations for each assignment. Peer feedback was cited as a valuable process to help develop skills, responses, and submissions. At the end of each term, the program director noted that data is collected, reviewed, and used to refine practice in the program in an effort toward continuous improvement. The CalAPA Coordinator spoke of how results are shared with faculty for each student, each cycle, and with each rubric to help improve instructional practices.

All interviewees discussed the collection of input to continually review and improve each old and new practice by the university and the leadership team, including the executive director, program director, and CalAPA Coordinator. Additionally, practicum supervisors went on to state that candidate feedback and fieldwork supervisor feedback is shared with the leadership team to help with program improvement. Faculty lauded university and program leadership as those who embody a servant’s heart and who are always available for assistance when needed, even on Sunday nights before a new term.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, staff, program director, program advisor, field supervisors, district partners, and employers, the team determined that all program standards are **met** for the Preliminary Administrative Services program.

## **Pupil Personnel Services: School Counseling, with Intern**

### Program Design

The Master of Arts in Education: School Counseling with Pupil Personnel Services: School Counseling credential is a cohort-based program designed to give candidates, who come from both education and other backgrounds, the opportunity to continue working while achieving their goal of becoming a school counselor in grades K-12 in the state of California. The program is based on the CTC requirements and standards for the Pupil Personnel Services: School Counseling credential and the six California Standards for the School Counseling Profession (CASSCP). Content courses, practicum, and fieldwork experience have been developed to provide candidates with instructors and supervisors throughout their program. Many of the instructors and supervisors are currently practicing in the field of school counseling, with a few having recently retired from these positions. The program has two entry points for admitting new candidates – fall and spring. Courses are offered in fall, spring, and summer terms. The program is offered online or in a blended format on CUI's campus. Due to limited interest from incoming candidates, the blended format will be eliminated after this final cohort of candidates completes the program.

A transition in leadership for this program occurred in July 2020 when the senior director retired. The new program leadership structure consists of a program director, program coordinator who also serves as both the fieldwork and practicum coordinator, credential analyst, and an academic advisor. Additionally, there are instructors in possession of school counseling credentials, subject-matter experts, and supervisors who support all aspects of the program. The program leadership and subject-matter experts are currently working on updating the program to the new School Counseling Performance Expectations (SCPEs). The leadership team works in coordination with the oversight of the Master of Arts in Education (MAED) Executive Director and the School of Education's Dean.

Communication happens at CUI through regular monthly meetings with all program directors in the School of Education. Additional meetings for all those working exclusively with the school counseling program occur weekly. The leaders of the school counseling program are in daily communication with faculty, staff, adjunct instructors, and candidates. Program leadership works with subject-matter experts for each course prior to the start of each term to ensure course readiness. Adjunct instructors participate in annual reflective reviews that focus on course evaluations completed by candidates, Blackboard content, course readiness, discussion board content, and course recordings. In addition, instructor suggestion sections are included in each course to provide continued feedback on course changes. The dean and the executive director communicate both department and specific program needs or changes through the meetings with the Educational Effectiveness Committee, the Executive Policy Committee, Academic Council, and the Executive Board.

The MAED with Pupil Personnel Services: School Counseling credential program is a 48-unit course of study which highlights the diverse populations found in the public-school systems of

California. Candidates may choose from two course program plans based on student needs. These two programs are known as the traditional program, completed in 33 months, and the “Fast-Track” program which is completed in 26 months. Throughout the program, counseling candidates are provided with a variety of coursework assignments, research, and multiple on-site school opportunities to observe, participate, and practice their counseling skills under faculty university supervisors and on-site supervisors. Candidates study counseling theory, diverse populations, communication, management, and interventions, along with academic and career counseling to help them work toward program completion.

The face-to-face school counseling program format has been modified to be a blended format offered exclusively at the CUI campus. Candidates meet face-to-face on the CUI campus during weeks one, three, five, and eight. During weeks two, four, six, and seven, candidates work asynchronously online. All program formats have been adjusted to have four courses presented as asynchronous online courses with an effort to schedule the courses during the summer program sequence when possible. The four courses are Educational Assessment, Counseling Exceptional Children, Legal and Ethical Issues, and Career Counseling and Development. This change resulted from candidate requests to have more freedom to travel, be with family, or work on their practicum/fieldwork hours during the summer months. The school counseling program has also responded to candidate requests for a program that can be accomplished in a shorter amount of time. Providing candidates with the opportunity to take a second course in summer enables completion of the program in 26 months rather than 33 months. The response to the “Fast-Track” modification has been extremely positive. Candidates displayed a need for more structured supervision during their fieldwork experience. Weekly supervision is now required of all candidates in fieldwork.

Stakeholder input is valued at CUI. Several committees meet within the academic year. The Dean’s Advisory Council invites educational leaders to meet in the fall and spring to discuss trends in education, community and district needs, and ways to expand outreach and improvement in all School of Education programs. The information gathered from the discussions is shared with program directors and other leaders in the School of Education to further improve the credential programs. The MAED professional development meetings, which occur two to three times annually, include all faculty, adjuncts, supervisors, and instructors in training. These mandatory meetings are a way to present updates and/or changes in all School of Education programs as well as gain input from instructors regarding program improvements. Ongoing school counseling instructor feedback is collected through the instructor feedback section in each course. This is designed for instructors to share with directors and subject-matter experts items that should be considered for immediate change or items to be changed during the course review during summer. Additionally, candidates are invited to complete a survey at the end of each course. This survey gathers data that guides program improvement efforts and influences adjunct instructor placements.

### Course of Study (Curriculum and Field Experience)

Candidates in the school counseling program may choose either the traditional or “Fast-Track” program. Both programs consist of 13 content courses, with each course consisting of three units. Those following the “Fast-Track” program of 26 months will also take a course during the second summer term. Candidates begin three units of practicum experience during the second term of the program and continue taking a course and the four terms of practicum concurrently. Candidates then begin their fieldwork experience during their sixth term, taking a course and completing fieldwork (six units) concurrently.

School counseling candidates begin their fieldwork by completing 100 hours of practicum experience over four terms (25 hours each term), beginning with the second term. Candidates experience practicum while concurrently taking one content course each term. Candidates explore the field of school counseling through numerous opportunities of observing, shadowing, interviewing, attending meetings, and research. Practicum experience is completed prior to fieldwork. University supervisors begin teaching a cohort of students during practicum and then follow candidates into fieldwork as university supervisors.

School counseling candidates’ fieldwork consists of obtaining 600 hours of supervised experience that occurs after successful completion of the practicum experience and the first five terms of the program. Candidates experience eight terms (75 hours per term) of fieldwork while concurrently taking one content course each term, allowing for rich conversations about their hands-on experiences with instructors, university supervisors, site supervisors, and classmates. University supervisors of fieldwork experience start with a cohort of candidates during the practicum, and candidates stay with the same university supervisor for the eight-term fieldwork experience until the completion of their program. Candidates and completers echoed the importance of staying with the same university supervisor throughout the fieldwork experience as it helps build a support network for the candidate. Fieldwork experience is met with a minimum of 400 hours in a pk-12 setting and 150 hours devoted to issues of diversity defined in the CTC program standards. Candidates perform these hours at two separate grade levels, as defined by the CTC. Weekly supervision is required during the fieldwork experience. Candidates and completers confirmed that they did receive weekly supervision from their site supervisor.

Course content has been designed to help candidates gain an understanding of the school counseling profession in Introduction to School Counseling and Theories of Counseling, diverse populations in Counseling Diverse Populations, and exceptional populations in Counseling Exceptional Children they will serve before beginning the eight-term fieldwork experience of their 48-unit program. These courses serve as the base upon which the remaining content courses are built to address all school counseling program standards. To assure depth of learning, standards are intentionally addressed at multiple times throughout the 13 content courses.

Candidates must get approval by the assigned university supervisor for the 600-hour fieldwork requirement at an approved school site. Candidates must have at least two different levels of fieldwork experience, with 400 of the 600 hours obtained in a public-school setting. Candidates select a school site-supervisor who has two years' experience as a school counselor and a valid Pupil Personnel Services: School Counseling credential. In addition, candidates must obtain approval of their school-site supervisor from their university supervisor. University supervisors work in coordination with site supervisors to support candidates to meet the program requirements during the candidate's fieldwork experience.

Candidates in the school counseling program develop a planning document, in collaboration with their site-supervisor and university supervisor, for the fieldwork experience for each level of experience. The planning document helps candidates meet requirements, identify activities they may participate in, and address standards for the program. Fieldwork experience hours are accumulated at the same time coursework is being completed.

Candidates choose a school site and create a plan with the school-site supervisor to provide support and assist in providing guidance toward fieldwork experiences. Candidates and completers noted that if a placement is difficult to secure, the candidate can easily reach out for support from program faculty. The university supervisor coordinates with the site supervisor in assisting the student in identifying areas that will provide activities to support the requirements of fieldwork and meet program standards. The university supervisor meets individually with the site supervisor to discuss the fieldwork experience paperwork and the student handbook.

During the fieldwork experience, site supervisors meet regularly with the candidate. Additionally, candidates must meet weekly with their university supervisor during fieldwork, either individually or as a cohort group. Site supervisors for fieldwork complete a candidate assessment at the end of the first half of the fieldwork and another candidate assessment at the end of the second half of the practicum. The assessment procedure is followed for each level of fieldwork that the candidate completes. At the end of each term, university supervisors post a satisfactory or unsatisfactory fieldwork grade notice. The final grade is posted at the end of the last term. Additionally, university supervisors are responsible for sending out academic warnings with references to what candidates need to improve at the mid-term point (four weeks) in every term. Candidates with two academic warnings prompt a required meeting with the school counseling program director to discuss impediments for progress and recommendations for improvement.

#### Assessment of Candidates

Candidates are assessed in each content course as well as in the practicum and fieldwork courses at the end of each term (eight weeks). Each course is written to introduce, practice, and/or assess program standards for school counseling, as required by the CTC. Candidates are required to complete four-six assignments in each content course focused on the program standards. If the course is part of practicum or fieldwork, the course has activities and



reflections designed to focus on the standards. Candidates are introduced to the competencies and outcomes expected in each course through the syllabus. Competencies are assessed multiple times throughout the program. Each course contains a signature assignment focused on assessing specific standards related to the course content. A detailed log of hours is used to track student progress within the practicum and fieldwork courses. Candidates must log and track hours spent working on activities and standards. Candidates must also record hours spent on issues of diversity.

Candidates have access to the MAED Handbook, which defines GPA as computed on a 4.0-point scale. Grading requirements are listed in each syllabus and by course. Grades of “C” or better may be applied for fulfillment of master’s or credential requirements. Candidates have access to the practicum/fieldwork handbook which states that grades are issued after practicum/fieldwork documents have been reviewed, evaluated, approved by the university practicum or fieldwork supervisor, and uploaded to Blackboard. Each portion of the practicum or fieldwork experience is evaluated as satisfactory or unsatisfactory and a final grade is submitted in the Practicum for School Counseling course and Fieldwork in School Counseling course at the end of the term. Each individual syllabus within the program contains specific grading requirements.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with the candidates, completers, program director, program advisor, fieldwork coordinator, program faculty, subject matter experts, administrators, fieldwork supervisors, adjunct faculty, recruiters, and employers, the team determined that all program standards are **met** for the Pupil Personnel Services: School Counseling program.

## **INSTITUTION SUMMARY**

Concordia University Irvine (CUI), established in 1972, is one of eight colleges and universities in the Concordia University System across the United States. With its Christian environment, the institution prepares men and women for a life of leadership, service, and learning. The institution ultimately strives to be among the finest, distinctively Lutheran liberal arts universities in America.

CUI prepares candidates for their vocations and their various callings in life. CUI offers undergraduate and graduate degrees in Southern California, with online and regional cohort options. CUI focuses on teaching candidates service through experiential learning. Many classes integrate service learning through community service opportunities both locally and globally.

CUI's School of Education spans from an undergraduate Liberal Studies major to a doctorate in Leadership. The School of Education believes that to be a master educator, you must first be a master learner. Preparing professional educators has always been at the core of the School of Education. For over 40 years, there has been a continuous effort to pursue program development that clearly reflects a strong knowledge base, and to develop coursework throughout the credential programs that is research-based, rigorous, developmental, and practical. The design of the credential programs and the selection of the course sequence are founded on a rationale based on both the art and the science of teaching. Neither is static and both are nurtured throughout the credential programs.

The School of Education provides a pathway for people who want to experience growth and ignite curiosity and believes that "Here you will thrive in today's world – and shape tomorrow's." For this reason, it is the School of Education's mission to empower candidates through innovative and exceptional educational practices for a life of teaching, learning, and service that positively impacts both the local and global community. A life of learning not only begins in the school's programs, but continues throughout each graduate's career, so the institution strives to provide ongoing professional development for its alumni and network of educators.

## 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:	<b><i>No response needed</i></b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

CUI and the School of Education have collaboratively constructed a culture committed to the concept of Kaizen - “the relentless pursuit of improvement.” The School of Education is dedicated to helping reduce the shortage of talented servant leaders that exist within many of today’s schools by attracting more students to CUI’s teacher education programs. For over 40 years, there has been a continuous effort to pursue program development that clearly reflects a strong knowledge base and to develop coursework throughout the credential programs that is research-based, rigorous, developmental, and practical.

It is clear, through review of documentation, including meeting minutes as well as interviews with stakeholders, that the design of the credential programs and the selection of the course sequence involves systematic and regular collaboration with all stakeholders, including PK-12 settings, university units, faculty, and members of the broader education community. The resulting curriculum is founded on a rationale based on both the art and the science of teaching. From the School of Education perspective, neither is static and both are nurtured throughout the credential programs.

The School of Education is led by the Dean who reports to CUI’s Provost and serves as the chief executive and academic officer of the School of Education. The dean is actively involved in all aspects of the university budgeting process. In interviews with CUI’s President, Provost, CFO, and the School of Education’s Dean, it is clear that the institution works closely with the dean to ensure there are sufficient resources for the operation of the School of Education and all aspects of the educator preparation programs housed within the School of Education.

A university-wide Inclusion Diversity Equity Access (IDEA) Committee works to develop effective strategies for a climate supportive of a diverse campus community, and the School of Education is represented on this committee. Interviews with the dean, faculty, and staff, as well as a review of documents setting out CUI policies, confirms that the School of Education seeks to recruit faculty locally and statewide from large, urban-diversified school districts to provide a multi-ethnic, multicultural faculty population.

Interviews with administration and faculty confirm that professional development is provided at the institution, unit, and program level through regular meetings, programs including professional development days, research and assessment day presentations, and course preparation videos. There is a university-wide process for new faculty onboarding and orientation that provides mentor support for new faculty. The School of Education conducts regular program evaluations of faculty, university supervisors, and district-employed supervisors which are used to retain faculty, provide needed professional development, or make changes.

Review of documentation and interviews with the credential analyst and program leadership confirm that the School of Education has established procedures and safeguards to ensure that all CTC credential recommendation requirements are met and documented. An administrative assistant is also a trained credential analyst who provides support as needed. Program and unit leadership work alongside the credential analyst to monitor and ensure all documents are compliant with CTC requirements. Collection, recording, and review of documents begins with admission and is consistently monitored as candidates move toward program completion and the final recommendation for a credential. At the conclusion of a candidate’s program, the credential analyst submits preliminary (multiple subject, single subject, education specialist) and induction candidate files to the assistant dean who reviews and signs off on each one; the dean reviews and signs off on files for school counseling and administrative services credential candidates. Once the files have been approved, the credential analyst submits the recommendation to the CTC.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b><i>No response needed</i></b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Candidates in all educator preparation programs are recruited and supported in multiple ways designed to ensure their success. The School of Education participates in college fairs in local high schools and holds campus events such as their educator symposia, among many other efforts, and has established relationships with community colleges to inform potential transfer students about course articulation and admission requirements. Additionally, individual programs, including preliminary teaching, induction, administrative services, school counseling, MAED, and EdD also have widely distributed recruitment materials. Program completers report in surveys and interviews, that during these recruitment events, they had been fully informed about program length, requirements, costs, and application procedures and that these outreach efforts were very important in their decision to apply to CUI.

Ongoing supports throughout the programs include the appointment of both an academic advisor and a program director for every candidate; in addition, each candidate has individual conversations with practicum coordinators regarding their fieldwork, student teaching, and clinical placements.

The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance necessary to promote their successful entry and retention in the profession. The university and its educator preparation programs have worked deliberately and successfully to increase admissions of students from diverse backgrounds. University initiatives include the Latinx Conference, which invites high school students and their families to learn about college majors, financial aid, and to hear from first-generation college attendee speakers. The School of Education has developed a Teach Academy in a local high school that serves a mostly under-represented student population to provide academic support and direction to students who are interested in careers in teaching; it also awards two scholarships a year to CUI. In addition, CUI has recently been designated as a Hispanic-Serving Institution (HSI), which will positively impact all aspects of undergraduate and graduate education.

There is a well-developed and consistently used process to map out a candidate’s academic plan, clarify how to reach benchmarks, and understand how to complete their practica and all credential requirements in a timely manner. Every course and practica states benchmarks, such as anchor assignments, that need to be reached before moving to the next level of coursework and practica. Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. Instructors and advisors work together to identify candidates who may need additional assistance to meet competencies, referring them as appropriate to campus supports such as the Wellness Center, Writing Studio (writing development), and Disability Access Services.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The educator preparation programs have designed and consistently implement a planned sequence of coursework and clinical experiences. Coursework and practica are included in every semester so that candidates can develop and demonstrate the knowledge and skills needed to educate and support PK-12 candidates. Coursework and practica are designed to meet state-adopted content standards and facilitate the development of competencies required by teacher and administrator performance assessments.

The School of Education’s administrative structure of dean, assistant dean, and assessment coordinator provides a cohesive and consistent approach to supporting program directors and faculty. Coursework is integrated closely with field experiences throughout each program. Course content and practica assignments are focused on the knowledge and skills expected of beginning educators and are continually examined to ensure their incorporation of current research on effective practice.

Administrators, program directors, practicum coordinators, and faculty contribute to and learn from professional development opportunities in their fields. They also have productive relationships with practitioners who keep them apprised of needs in the field that inform course content and applications to practica. As an example, the Teacher Induction program director participates in the Orange County Induction Network, a collaborative effort among district and IHE induction directors.

Members of the Dean’s Advisory Board, program directors, and practicum coordinators have described the extensive and long-standing partnerships the educator preparation programs have with a wide range of schools who accept candidates for their practica. Criteria for the selection of clinical personnel, site-based supervisors, and school sites are clearly stated. Cooperating teachers must be certified and experienced in teaching the specified content or performing the services authorized by the credential. Criteria also include verification that students who are English learners and students with Individualized Education Programs (IEPs) are in candidate classrooms. Cooperating teachers submit the cooperating teacher certification form to the Field Experience Coordinator or Director of Student Teaching, who



verifies that they, their administrator, and their classroom meet all the specified criteria. Site-based supervisors in other programs also verify that they and their sites meet the program’s criteria, and this documentation is held in program files.

These processes and criteria result in the selection of site-based supervisors who are knowledgeable in their field and in the goals and content of CUI’s programs. Supervisors receive Practicum Handbooks, observation forms, and other necessary material, and attend meetings with university supervisors to learn program expectations. To meet the CTC’s orientation and training requirement for district-employed supervisors, site-based supervisors in the teacher preparation program participate in Professional Development for Mentor Teachers (PD4MT) training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Site-based supervisors are evaluated by university supervisors and by candidates at the end of every practicum experience. These supervisors and their administrators are recognized and appreciated in a systematic manner. Teacher Induction mentors receive orientation to their role through regular mentor meetings and the receipt of all essential material about program expectations.

In surveys and interviews, completers have consistently cited their practicum experiences as extremely valuable. In particular, completers have rated the support they received from university and site-based supervisors as organized and very helpful.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
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 stakeholders such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

### **Summary of information applicable to the standard**

Review of documentation and interviews with the dean, program leaders, faculty, and stakeholders confirmed that the School of Education implements an improvement process that is unit-wide and across all programs; a graph depiction of the unit assessment system, a multi-year unit-assessment schedule, and an annotated list of data sources were among the documents reviewed. In addition, the unit and each program have access to multiple sources of data that include the following: standardized tests (CalTPA, CalAPA); candidate field evaluations; course evaluations; faculty, university supervisor, and district-employed supervisor evaluations; candidate surveys from admissions through program completion; alumni impact surveys; CTC completer and employer surveys; data from stakeholder, candidate, and adjunct faculty focus groups as well as the dean making weekly phone calls to random candidates; and feedback from the advisory board and meetings with district partners.

The Annual Program Learning Outcomes (APLO) is a yearly university assessment process. The School of Education Director of Assessment and Accreditation, in collaboration with CUI's Research and Assessment Director, begins the assessment plan for the year with the "closing the loop" section from the previous year. Findings are used for unit and program improvement, and data is tracked to see the long-term impact on the unit and programs. CUI's Education Effectiveness Committee is composed of faculty and staff representing each unit in the institution. This committee meets monthly, and in May, reviews all APLO submissions, assesses submissions on a rubric, and provides feedback to the units and programs.

Unit-wide assessment focuses on data from surveys, focus groups, and the dean's phone calls. Data from these has resulted in unit improvement as well as changes that benefited the institution. The dean shared how one of his weekly phone conversations with a candidate changed how APA guidelines were taught across unit programs and led to the creation of APA "tips" videos embedded in the university's learning management system.

The advisory board represents a blend of stakeholders who meet each semester. Prior to meetings, advisory board members receive a detailed agenda and materials to review so that meeting discussions are focused on providing feedback to the institution as well as sharing information from their respective districts, schools, and organizations. Interviews with advisory board members indicated that the School of Education values their input, acts on it, and reports back on how input has been used for unit and program improvement.

Program documents and interviews with faculty indicated that program assessments focus on standardized test results, surveys, and evaluations. Program directors, field placement coordinators, and program coordinators review data from multiple sources to implement program improvement. Course evaluations, from candidates and instructors, are reviewed at the end of each term and during the summer to update course content and assignments to be sure these are representative of real-life activities that apply theory to practice. All program faculty meet each summer to review survey and evaluation data to identify program strengths

and areas for improvement across all aspects of their program from academic content to support for candidates and faculty.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

The School of Education and its programs in the preparation of teachers, school counseling professionals, and administrators have designed and implemented integrated coursework and practica that meet state-adopted academic standards. Continuous assessment of all aspects of the programs results in meaningful updates and refinements in course content, practica emphases, and orientation of program goals towards achievement of competencies. A system of concentrated support for candidates as they complete the CalTPA or CalAPA is yielding improved results.

In interviews with and surveys of candidates, completers, and employers, all have cited many ways in which the School of Education and its programs are having a positive impact on candidate learning and competence. School districts are eager to hire program graduates, and employers have noted that graduates are “grounded in good teaching practices” and have a seriousness of purpose. Candidates and graduates initiate and engage in many volunteer activities that have a positive impact on their schools and communities and demonstrate their commitment to their profession.