

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Vanguard University**

**April 2016**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Vanguard University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7<sup>th</sup> Year Report** is made for the institution.

**Common Standards and Program Standard Decisions  
for all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

**Program Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	19		
Single Subject	19	19		

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 Self-Study Report
- Selection and Composition of the Accreditation Team

- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Vanguard University

**Dates of Visit:** March 6-9, 2016

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation with a 7<sup>th</sup> Year Report** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, staff, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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:

Common Standards

Site visit team members reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that all Common Standards are **Met** with the exception of Common Standard 2, which was **Met with Concerns**.

Program Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Program Standards for their programs were met, met with concerns, or not met. The consensus of the team was that all program standards were **Met** for the Multiple and Single Subject credential programs.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership and staff, faculty, supervising instructors, Master Teachers, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards were **Met**, with the exception of Common Standard 2 which was **Met with Concerns** and that all program standards were **Met**, the team recommends an accreditation decision of **Accreditation with a 7<sup>th</sup> Year Report**.

## **7th Year Report**

At the time of the site visit, Vanguard University had a unit evaluation system. However, the team found that the Graduate Program in Education lacks a formalized, systematic data analysis process that identifies program strengths and areas for improvement or modification and addresses areas identified by analyses of that data. The team determined that a 7<sup>th</sup> Year Report, demonstrating the institution's use of aggregate data, as well as data disaggregated by each credential and cohort, would ensure that the institution employs assessments that are clearly based upon and linked to competencies identified in the Commission-adopted standards.

On the basis of that recommendation, the institution is authorized to recommend candidates for the following credentials:

### **Initial/Teaching Credentials**

Preliminary Multiple Subject Credential

Preliminary Single Subject Credential

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Vanguard University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Vanguard University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

<b>Team Leader:</b>	<b>Caryl Hodges</b> Notre Dame de Namur University
<b>Common Standards Cluster:</b>	<b>Lory Selby</b> California Lutheran University
	<b>Rebekah Harris</b> Azusa Pacific University
<b>Basic/Teacher Programs Cluster:</b>	<b>Andrew Mullen</b> Westmont College
<b>Staff to the Visit:</b>	<b>Geri Mohler</b> Commission on Teacher Credentialing

## Documents Reviewed

(BST = Beginning Student Teaching AST = Advanced Student Teaching)

Website	AST Handbook
Preconditions	Syllabi
Program Summary	Credential Overviews
Biennial Reports	Faculty Curriculum Vitae
5-year Strategic Plan	Teacher Education Advisory Council Agendas
Common Standards	University Supervisor Packet
Program Standards	VU Admissions Process
Program Exit Evaluation Survey	Advising Information
Master Teacher Evaluation Survey	Credential Checklist
Student Teacher Evaluation Profile (STEP)	CTC Program Assessment Feedback
Portfolio Menu (BST & AST)	Sample BST MS & SS Portfolios
Portfolio Rubric (BST & AST)	Sample AST MS & SS Portfolios
Formative Evaluation Form Final (MS BST)	Sample Student Files
Observation/Reflection Form (BST)	TPA Evaluation Survey
Travel Funds Information/Request Forms	Title II Reports
Salary Scale	University Supervisor Evaluations
Faculty Handbook	2015-16 Catalog
EL Preliminary Credential & MA Education	Team Meeting Agendas/Notes
Admissions & Program Checklist	Data Calendar
BST Handbook	Master Teacher Packet

### Interviews Conducted

	<b>TOTAL</b>
Candidates	39
Completers	26
Employers	25
Institutional Administration	8
Program Coordinators	2
Faculty	8
TPA Coordinator	4
Field Supervisors – Program	22
Field Supervisors – District	15
Advisory Board Members	33
Credential Analysts and Staff	3
Other	8
<b>TOTAL</b>	<b>193</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background**

Vanguard University of Southern California (VU) is a private, coeducational, comprehensive university of liberal arts and professional studies established in 1920 that offers undergraduate Bachelors of Arts or Science degrees and graduate degrees. Vanguard University is located in suburban Orange County and partners with Newport Mesa Unified School District and Santa Ana Unified School District, both with large populations of English learners and low socio/economic status.

The Graduate Program in Education offers the Multiple and Single Subject teaching credentials with the authorization for teaching English language learners embedded, as well as five M.A. in Education options.

The mission of the Graduate Program in Education at Vanguard University is to provide a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower all students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.

The Graduate Program in Education has four full-time faculty members (all with terminal degrees) and one half-time faculty member. The graduate program also employs three full-time staff members: a Program Coordinator, a Student Teaching Coordinator/Credential

Analyst, and a department administrative assistant. In addition, the Program has a part-time TPA coordinator and uses anywhere from four to six adjuncts per semester.

The teaching credential program for multiple and single subject candidates consists of 25 units; 13 units during the first semester and 12 units the second semester. Of these 25 units, 2 units during the first semester are beginning student teaching (BST) where candidates are placed with master teachers to begin the field experience component. During the second semester of the program, candidates complete 10 units of Advanced Student Teaching (AST) with the same master teachers from the first semester, completing their full-time field experience.

**Approved Credential Programs Offered by Institution**

Credential Program	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or Admitted (2015-16)	Agency or Association Reviewing Programs
Preliminary Multiple Subject	Initial	21	41	CTC
Preliminary Single Subject	Initial	13	38	CTC

**The Visit**

The accreditation site visit to Vanguard University began on Sunday, March 6, 2016. The team met on campus in early afternoon to meet program leadership and staff at Vanguard who provided brief introductions and then an overview of the university and the School of Education unit. The presentation highlighted VU’s mission and how it is fulfilled with quotes read from completers and employers commending the program. After this presentation, the team was given a tour of the campus and then attended a reception with interviewees and program leadership followed by two rounds of interviews. The five-member team met and held interviews with the Teacher Education Advisory Committee, adjunct faculty, Master Teachers, employers and credential analysts. Data collection and interviews continued on Monday, Monday, March 7 and Tuesday, March 8. A mid-visit report was provided to the Director of the Graduate Program in Education and the Program Coordinator on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report at 11:00 a.m. Wednesday, March 9, 2016.

## Common Standards

### Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

### Findings

The Vanguard University (VU) mission is *to pursue knowledge, cultivate character, deepen faith and equip each student for a Spirit empowered life of Christ-centered leadership and service*. VU's goal is to promote academic excellence and enhance relationships in a dynamic community environment. The education unit at Vanguard University is comprised of the teacher preparation program for Multiple and Single Subject credentials. The Program's sequence of coursework and field experiences is standards-based, drawing from a number of different educational traditions. Nine essential questions are woven through the curriculum of teacher preparation at Vanguard. The first six questions speak to the need for candidates to reflect upon their own personal growth toward becoming all that they are capable of becoming. The last three are focused upon the critical areas of literacy and technology.

Throughout their coursework, candidates reflect upon standards-based practice in dialog with the writings of a range of theorists (Wiggins, McTighe, Marzano, Stiggins, Posner, Bloom, Bruner, Dewey, Gardner, Hess, Webb, etc.). Candidates learn and demonstrate knowledge of the California frameworks, content standards, and Common Core State Standards in the various academic disciplines, as well as appropriate and engaging ways of assessing their students' learning of these standards. Candidates also learn which instructional strategies are most likely to facilitate the learning of various kinds of standards.

Candidates are engaged in a supportive, reflective learning community and move as a cohort through a sequence of modules, which address various critical phases of learning to teach. Candidates complete the modules in a block sequence, which provides increased accountability and collaboration, and professional collegiality and peer support extending over the length of the program. Collaborations with local school districts, including collaborative meetings with master teachers, inform program direction. Collaboration across faculty at the undergraduate



and graduate levels focuses on program standards, accreditation requirements, development of grants and programs.

The Teacher Education Advisory Council (TEAC) assists with the development of professional coursework, field experience, and overall program design and effectiveness. TEAC's membership consists of the faculty and staff of the Graduate Program in Education, undergraduate faculty of single subject approved programs, the faculty of the Liberal Studies department, the President and Provost of Vanguard University, Orange County of Education administrators, teachers from partner schools and districts, school site administrators from partner schools, district administrators from collaborating districts, community members representing business and non-profit community organizations. TEAC meets for dialogue and collaboration three times a year. Participants continue the dialogue outside of formal meetings.

The Teacher Education Committee (TEC) of Vanguard University membership includes department chairs of undergraduate departments, faculty involved in subject matter preparation, the chair of the Liberal Studies department, faculty members from the Graduate Program in Education, the Program Coordinator from the Graduate Program in Education, and the Student Teaching Coordinator/Credential Analyst. TEC meets for dialogue and collaboration in formal and informal meetings. These dialogues center on how best to prepare future teachers with the subject matter knowledge and understanding they need in order to be effective teachers.

The Master Teacher Collaborative (MTC) consists of master teachers from schools throughout Orange County. MTC members meet with cohort faculty, both at school sites and at the university, to discuss how candidate preparation and expectations interact with the program. Participation by master teachers at the MTC meetings each semester provides critical feedback to the program.

A team of faculty and staff of the Graduate Program in Education meet monthly to consult and make decisions on all aspects of the Multiple and Single Subject Credential programs. The team is comprised of a director, a Single Subject faculty cohort leader, a Multiple Subject faculty cohort leader, a credential analyst/student teaching coordinator, the program coordinator, and an administrative assistant.

The Director of the Graduate Program in Education has one-on-one monthly meetings with the provost, who is also currently serving as the Interim Dean for Graduate and Professional Studies (GPS), and joint monthly meetings with the other graduate program directors. On-going conversations with the provost and director have reinforced the importance of the Graduate Program in Education at Vanguard University. In the last two years there have been significant changes in the leadership of the university with a new president, provost, and CFO. This has resulted in the development of a new strategic plan focused on VU's mission, academic

excellence, fiscal priorities, and innovative progress. In addition, the Graduate Program in Education has experienced changes in staff positions resulting in transitions within the program.

The credential program at Vanguard University has a student teaching coordinator/credential analyst who serves as the advisor to all credential students. In this role, candidates' progress through the program is tracked, insuring that candidates have completed all requirements prior to being recommended to the Commission for their teaching credential. The credential analyst/student teaching coordinator, working closely with the director and cohort leaders, facilitates the overall process of credentialing documentation and student teaching placement.

The program plans to have another staff or faculty member become familiar with the process that the credential analyst uses to recommend candidates to Commission for their teaching credential. The second person also will attend the Credential Counselors and Analysts Conference (CCAC) with the credential analyst in Sacramento each year.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met with Concerns**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.
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**Findings**

The self-study and its supporting documentation indicated that the Graduate Program in Education's unit and program assessment and evaluation system is comprised of exit surveys, alumni surveys, evaluations of master teachers by candidates and university supervisors, evaluations of university supervisors by candidates, CalTPA surveys completed by candidates, CalTPA assessor scoring rates, CalTPA passing rates, annual reviews of faculty and staff, course evaluations, input from the Teacher Education Advisory Council (TEAC), and Title II reporting. A review of on-site additional documents and interviews with unit faculty and staff confirmed that these data are being collected.

Additionally, the self-study indicates that the Graduate Program in Education's faculty and staff team analyze and discuss the data collected annually at the August team meeting and meets monthly to review survey results, discuss student performance, implement program initiatives, and plan program improvements. Relevant key points from the analysis of survey data are shared with the Teacher Education Advisory Council (TEAC) for reflection and input. The

evidence provided on-site clearly demonstrated the unit collects, analyzes and uses data from multiple surveys within its unit assessment and evaluation system.

The assessment tools used to evaluate candidates throughout the teacher preparation programs are the Beginning Student Teacher Formative Evaluation, the beginning student teaching (BST) Portfolio, the CalTPA, the Advanced Student Teaching (AST) Portfolio, the Student Teacher Evaluation Profile (STEP), and the RICA (Multiple Subject only). Individual candidate data on these assessment tools are collected and entered into the Graduate Program in Education's Access Database on a regular basis by student workers, the program specialist/analyst for the Teacher Advancement Program (TAP), and the credential analyst/student placement coordinator. Reports from the Access Database exist that can aggregate these candidate performance data. However, the Graduate Program in Education provided no documentation that aggregated candidate performance data are analyzed and used to inform program or unit operations. Interviews with unit faculty and staff confirmed that analysis of aggregated candidate performance data and the use of aggregated candidate performance data to inform programmatic decisions was not a regular part of the assessment and evaluation system.

The self-study indicated that course evaluations, faculty/staff annual reviews, university supervisor and CalTPA Coordinator evaluations, and Graduate Program Annual Self-Assessment and Goals are the places in the assessment and evaluation system that examine unit operations. Interviews with unit faculty, staff, adjuncts, and university supervisors confirmed that an individual's evaluation information is shared with the individual on an annual basis, and a few themes from the evaluation data are shared at the aggregate level for discussion around unit improvement at team meetings and university supervisor meetings.

Candidate qualifications are reviewed by the credential analyst/student placement coordinator at program admissions and at the credential recommendation stage. Candidate progress on CBEST, CSET, credential coursework, beginning student teaching progress, CalTPA, and advanced student teaching progress is tracked throughout the program. The self-study, interviews, and a demonstration of the Access database made it clear that data are collected related to candidate qualifications, proficiencies, and competence, and that these are reviewed at the candidate level. However, the unit assessment and evaluation system does not currently aggregate these data and ensure the aggregated candidate data are reviewed to make decisions about program effectiveness and used for improvement processes.

### **Rationale**

The self-study and its supporting documentation, on-site additional documents, and interviews with unit leaders, program coordinators and faculty indicated that the Graduate Program in Education unit assessment system is operational. These same sources, however, indicate that the unit assessment system does not fully include candidate and completer performance data.

Currently, the unit's assessment and evaluation system collects substantial data on candidate performance and reviews candidate performance data at the individual candidate level but it does not regularly or systematically aggregate candidate and completer performance data, analyze or use aggregated candidate and completer performance data for program effectiveness or improvement purposes.

**Standard 3: Resources**

**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.

**Findings**

There are three full-time support staff in the Graduate Education Office, consisting of the program coordinator, student teaching coordinator/credential analyst, and administrative assistant. Additional support is provided by a part-time TPA coordinator and part-time lead university supervisor. The support staff of the Graduate Education Office works with both the teaching credential program, as well as the MA program. Four full-time professors, two designated as faculty cohort leaders, directly support the graduate teaching credential program, teaching credential classes and/or pre-requisite classes. All of the full-time faculty members in the teacher credential program teach at the graduate level. Each semester approximately nine units total are taught by adjuncts in the credential courses to service pre-requisite and graduate credential courses. The administration is supportive in this area, funding the adjunct line item. The core faculty leaders work closely with adjuncts to ensure curriculum continuity and flow of information.

Faculty can apply for funding through the provost's office to support presentations at or participation in significant conferences, meetings, and other related research and professional development activities. All full-time tenure-track faculty and instructors are eligible for this award. All full-time Graduate Education faculty members receive a laptop, iPad, IT support, and are assigned an office. The Graduate Education facility consists of the following dedicated space to support the needs of the program: reception area, seven offices, a workroom for faculty and staff, and the Graduate Education Resource Center.

The Graduate Program in Education purchases various resource materials to support faculty professional development. Technology workshops have been part of the ongoing support

structure to help faculty integrate technology across the curriculum. Teaching assistants are available for each professor. The Graduate Education Office budget provides office supplies for classroom projects and instructional needs; for example, each professor has a wireless presenter for lesson delivery and a laptop camera for video conferencing.

The Graduate Education Office pays (honorarium or stipend) for additional professional support to partner with full-time faculty in the credential program to enrich the classroom with practitioner-based expertise. Additional experts that work with the faculty include subject matter mentors, instructional presenters, the lead university supervisor, field supervisors and master teachers.

Costs for assessment management are covered through day to day operational expenses and work completed by the credential analyst, program coordinator, and student assistant. The program's Access database houses the program's data. Funds have been available to send the program specialist/analyst for the Teacher Advancement Program (TAP) to Access database trainings to improve use of the database.

The Educational Resource Center (ERC) opened in 1995 (as the result of a Stamps Technology Grant) to support both the technological and curricular needs of graduate education students and faculty. The ERC serves as a graduate student center that supports student collaboration/projects and student/faculty needs, using the internet and technology across the curriculum. The ERC is open from 9:00 am to 5:00 pm Monday through Friday and is strictly for graduate education candidate use. All candidates are given log-on instruction by IT personnel, a personal PIN code to access email, and User-Folder (a system of saving personal data on the institutional network to avoid using pin drives). The ERC is equipped with six PC's, a color printer, a copier, a scanner, a Smart Board with LCD projector, minor clerical tools, and shelves equipped with curricular materials. Present software in the ERC includes: Microsoft Office, Explorer, PowerPoint, SPSS, SmartBoard Notebook, and various videos and CD-ROMs.

A K-12 Curriculum Resource Library contains K-12 materials and curriculum, including both student and teacher editions. The Graduate Education Computer Lab houses 24 computers, a SMART Board, document camera, LCD project and printer. The lab is available for candidates every day after 4 pm.

Interviews with the Vanguard University President and the provost indicated a commitment to the Graduate Program in Education as central to the university's mission. They indicated an understanding of the unique needs, in terms of resources, for the credential programs to remain robust. In the current budget process, the program utilizes its regular monthly program meetings to identify and discuss any resource needs. The program uses a collaborative process for submitting annual budget needs and requests through a formal budget proposal process to the university's administration for final budget discussions and adoption. With the

development of a new strategic plan, the university is moving toward a system of Responsibility Centered Management (RCM) which will include a new data-driven budgeting system in which programs will manage their budgets based on program-specific revenue and expenses. This transition will take place 2017-2018.

**Standard 4: Faculty and Instructional Personnel**

**Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

**Findings**

A review of the faculty members curriculum vitae reflect they are experienced educators with current knowledge in the content areas they teach. Adjunct faculty members also demonstrate current knowledge and experience in public school settings and are selected for their ability to model best professional practices. Interviews with fulltime faculty, adjunct faculty, university supervisors, and graduates reflected the knowledge and experience the instructional team brings to the credential programs.

The faculty is reflective of a diverse society and are knowledgeable about diverse abilities, and cultural, language, ethnic and gender diversity. Of the four full-time faculty members in the Graduate Program in Education, three are female and bilingual. Two of the faculty members are Latina and one is Korean.

Building on current and previous experiences, the faculty demonstrates a solid grasp of academic expectations that drive public school curriculum. Faculty members collaborate regularly with colleagues from the University of California Irvine (California Reading and Literature Project) and Chapman University. Interviews and meeting minutes indicate Vanguard hosts a Master Teacher Collaborative that brings together their cooperating teachers from surrounding districts to discuss and problem-solve creative innovations to improve candidates' student teaching experience.

Additionally, in conversation with VU's Teacher Education Advisory Council (TEAC), which is comprised of faculty, school administrators, cooperating teachers, retired educators and a local school board member, the team confirmed that the advisory council provides input on program improvement planning to ensure candidates are receiving a strong foundation for teaching. TEAC meets formally three times a year and attends an end-of-year banquet to celebrate credential completers.

The Graduate Program in Education purchases various resource materials to support faculty professional development. The provost's office also has a fund for professional development. Each resident faculty member has the opportunity to apply for additional funds through the university, for professional development, conference attendance and presentations, and research.

The unit has a clearly defined evaluation process that is presented in the faculty handbook and was discussed during interviews. There are three types of faculty review that correspond to the appropriate career stage and faculty development needs at each stage: Annual Review, Promotion and Tenure Review, and Periodic Post-Tenure Review.

During the evaluation process, the Director of the Graduate Program in Education reviews professional goals, examines formal student course evaluations, and provides written feedback to each faculty member. Each course is formally evaluated by students each semester, and the director uses this feedback as a part of these reviews and as an important piece of information in course assignments. Student teachers evaluate their university supervisors each semester. The feedback results are used in determining on-going employment with the university.

**Standard 5: Admission**

**Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.
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**Findings**

Vanguard University has well-defined admissions criteria and procedures for both University and education unit requirements. Admissions requirements are clearly identified on the university website and in program brochures. To evaluate candidates for admission to the education programs, the Graduate Department employs multiple measures (transcripts, GPA,

personal statement, letters of recommendation and an interview) as well as all Commission-adopted requirements. Evidence of sensitivity to California’s diverse populations, effective communication skills, prior experiences, and personal disposition for professional effectiveness is demonstrated in the personal statement where applicants write about their professional goals and aspirations for teaching.

Admissions practices reflect a commitment to achieving a balanced representation of the population by background, sex, race, ethnicity and disability. Vanguard actively recruits the veteran student population to bring an additional component of diversity to their campus. As an institution, Vanguard targeted becoming a Hispanic Serving Institution (HSI) as a major goal of the University Strategic Plan. In 2015, Vanguard achieved HSI status.

Interviews with faculty and staff confirmed applications are reviewed for completion by the admissions office. Program coordinators conduct the candidate interviews and recommend acceptance into the program. In considering candidates, the unit is purposeful in supporting candidates from diverse backgrounds whose prior educational and life experiences may not have resulted in meeting some of the admission criteria at the highest level. There are provisions for candidates to be accepted on a probationary status with clearly defined expectations for meeting specific conditions to remain in the program.

Admissions personnel and documents confirmed that through both the application documents and formal interviews, the unit determines that candidates have appropriate experiences and personal characteristics to become capable educators and to demonstrate sensitivity to California’s diverse populations.

**Standard 6: Advice and Assistance**

**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.
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**Findings**

Interviews with candidates and faculty indicated full-time faculty serve as advisors for all applicants. Undergraduate candidates who are interested in pursuing a teaching credential are primarily advised by the chair of the Liberal Studies Department regarding prerequisite courses and experiences that will prepare them for entering the credential program. New applicants receive advising by the faculty member who oversees the candidate’s particular credential area.



Each candidate receives a program overview outlining the sequence of courses, timelines, and credential requirements. A review of candidate files confirmed that during both the undergraduate prerequisite subject matter level and the teaching credential coursework, detailed checklists and documentation are maintained to ensure that candidates are appropriately advised.

Candidates receive additional support and assistance from multiple members within the education preparation team: the program director, the credential analyst/student teaching coordinator, the TPA coordinator, the program coordinator, the faculty cohort leader, subject matter mentors, the master teacher, and the university supervisor.

Interviews with faculty and program directors confirmed that candidates completing both the beginning student teaching coursework and the advanced student teaching semester are reviewed by the cohort leader, master teacher, and university supervisor during the semester using formative and summative assessment mechanisms.

Through a referral process, candidates needing additional student teaching experience are counseled by the director. The Candidate Performance Assessment Committee (CPAC) reviews cases needing additional counsel. Completion of the referral process steps may lead to a range of resolutions. Options include a probationary period of observation, the assignment of probationary status, requiring additional coursework, and/or dismissal from the program.

The faculty cohort leader is the professor most closely connected to the candidate on a daily basis. Since candidates move through the credential coursework in a cohort group, the faculty cohort leader is in an excellent position to serve as a support to the candidate's progress and performance. To further support the candidate, the cohort leader plans ongoing personal conferencing with each cohort student throughout the program. The cohort leader is the curriculum advisor and the credential analyst/student teaching coordinator is the fieldwork and credentialing advisor. Both work closely together to support the success of the candidates. Interviews with candidates, completers, field supervisors, and faculty validated the level of support and guidance provided to candidates.

**Standard 7: Field Experience and Clinical Practice****Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

**Findings**

The program has developed a Teacher Education Advisory Council (TEAC) to assist with the development of professional coursework, field experience, and overall program design and effectiveness. The TEAC is comprised of the faculty and staff of the Graduate Program in Education, undergraduate faculty of single subject approved programs, the faculty of the Liberal Studies department, the president and the provost of the university, Orange County education administrators, teachers from partner schools and districts, school site administrators from partner schools, district administrators from collaborating districts, community members representing business, and non-profit community organizations. A review of sample TEAC meeting agendas indicated the group does have opportunity to provide feedback on program field-based and clinical experiences.

The credential analyst/student teaching coordinator contacts the schools and districts to arrange student placement and sends a Placement Request Form and a Master Teacher Brochure, which explains the program and the master teacher requirements. During the Beginning Student Teaching (BST) semester, the master teacher completes and returns the Cross-Cultural and Reading Verification Form detailing the credential held, number of years of teaching experience, and training received related to limited English proficient students and beginning readers. This form is reviewed by the credential analyst/student teaching coordinator to ensure that the master teacher holds the appropriate credential and has sufficient teaching experience to serve as a master teacher.

Candidates complete evaluations of their master teacher and university supervisor. University supervisors complete evaluations of the master teacher, and the master teacher completes evaluations of the university supervisor. Interviews with staff and university supervisors verified that evaluations of master teachers are used to determine if other candidates should be placed with master teachers in future semesters.

When a possible school site is identified, the credential analyst/student teaching coordinator verifies the percentage of English learners at the school site on the most recent School Accountability Report Card, ensuring the percentage is approximately 25% or higher. The candidate completes and returns the Classroom Demographic Profile form indicating the specific students (by first name only) in their student teaching classroom who are English learners, have a 504 plan, have an IEP, and have been identified as GATE. This form is reviewed by the credential analyst/student teaching coordinator to ensure the placement for student teaching allows candidates an opportunity to demonstrate the knowledge and skills necessary to educate all students effectively. Interviews with program completers, university supervisors, and staff clearly demonstrated a specific criterion of approximately 25% or higher English Learners for the selection of a school site. However, specific criteria for site selection related to the availability of access to students with disabilities and/or GATE students was not clearly articulated. Several examples of having candidates visit other teachers' classrooms at their school site so they could observe classrooms with students who have 504 plans or IEPs were shared during interviews.

**Standard 8: District-Employed Supervisors**

**Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.
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**Findings**

Principals and school district personnel are asked to recommend master teachers (district-employed supervisors) that have been teaching three or more years in California and are credentialed in the assigned subject area (including CLAD/EL authorization). Master teachers complete a *Cross-cultural and Reading Verification Form* to indicate the level of experience and training they have concerning instruction of English language learners.

The program capitalizes on its strong professional partnerships and networks of the Teacher Education Advisory Council (TEAC), subject matter mentors (SMM), lead university supervisor, current university supervisors, network of experts, student teaching coordinator, program director, and university faculty to identify a cadre of highly qualified master teachers. It encourages program graduates to return to Vanguard as mentors to its program. The student teaching coordinator keeps a database of all master teachers (experienced and proposed) by school sites and subject. This is updated regularly reflecting the evaluation process and feedback from candidates and university supervisor. When a master teacher is recommended, the student teaching coordinator consults this database to assure that feedback regarding the master teacher affirms the recommendation, the qualifications, and the quality of the teacher.

The *Master Teacher Packet* and Master Teacher Collaborative (MTC) meetings provide in-depth guidance and instruction to master teachers on their roles and responsibilities. During the beginning student teaching (BST) semester, the faculty cohort leaders have ongoing contact with both teacher candidates and the master teachers at the site level. At the beginning of both the beginning and advanced student teaching assignments, the student teacher reviews the appropriate *Master Teacher Packet* sections with the master teacher and together they sign the Agreement of Expectations form. At the start of the advanced student teaching semester, the university supervisor also meets with the master teacher to review the timeline in *the Master Teacher Packet* and responds to any questions. The university supervisor works closely with the master teacher throughout the advanced student teaching semester. During the Master Teacher Collaborative meetings (MTC) held at the university in the beginning of each semester, master teachers participate in a discussion to develop their understanding of the program's strategies, curriculum, effective professional communication with student teachers, and program assessment forms.

At the end of the advanced student teaching semester, student teacher candidates and university supervisors are asked to evaluate master teachers to provide feedback on their professional preparation, content knowledge, helpfulness, and ability to provide feedback using the online *Master Teacher Evaluation form*. In addition to evaluating these specific areas, the student teacher candidate and university supervisor are asked if they would recommend the master teacher to work with future student teaching candidates.

At the end of the academic year, during the Teacher Education Advisory Council (TEAC) Banquet, master teachers are affirmed with a gift. This banquet is a great annual celebration event, honoring both the student teachers and their master teachers. Furthermore, through intermittent formal meetings, letters, and phone conversations, master teachers are reminded to take advantage of the following services/and or events available to them:

- Monetary compensation in the form of a master teacher stipend
- Membership in the Teacher Education Advisory Council
- Invitation to the Master Teacher Collaborative (MTC)
- Access to the Vanguard Library
- Access to the curricular materials in the Educational Resource Center
- Access to web resources
- Free auditing of graduate coursework in sheltered methodology, pending enrollment

**Standard 9: Assessment of Candidate Competence****Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

Cohort faculty leaders conduct individual exit interviews with each candidate at the conclusion of the beginning student teaching (BST) semester to evaluate the candidate's competencies in the TPEs and other professional areas. Additionally, during the BST semester candidates are required to submit TPA tasks 1 and 2 and pass at least one in order to progress in the program. The university supervisor and the master teacher confer on summative evaluations in the advanced student teaching semester to determine whether or not the candidate should advance to the credentialing process. Additionally, candidates are required to take and pass all TPA tasks along with successful completion of the student teaching assignment and coursework before they are recommended for a preliminary credential.

## **Program Reports**

### **Multiple Subject and Single Subject Credential Programs**

#### **Program Design**

The mission of the Graduate Program in Education at Vanguard University is to provide a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledgebase necessary to empower all candidates to reach their highest potential. The program is intended to “integrate vibrant Christian faith with all facets of learning and life.”

Conversations with a range of stakeholders attested to the sense of community, the close relationships candidates form during their time in the program, and the consistent support and encouragement candidates receive while enrolled and even after program completion. Candidates and completers confirmed that faculty and administrators practice what they preach, and care deeply for each individual candidate.

The team found that the program’s small size and sense of community facilitate communication among stakeholders, and between the program staff and the university as a whole. The program director currently reports directly to the provost. Master teachers meet with cohort faculty, both at the school sites and at the university, to discuss program expectations. Cohort faculty members visit the candidates’ school sites to observe candidate performance and discuss their progress with the master teacher. The team found that dialogue between program faculty and staff, and partner school administrators and teachers, occurs on a regular basis, especially in regard to the placement and supervision of teacher candidates.

Interviews and review of a range of documents confirmed that the Teaching Performance Expectations (TPEs) provide the framework for the teacher preparation program. The program’s sequence of coursework and field experiences is standards-based. Candidates are being prepared and are preparing themselves, through coursework and field experiences, to demonstrate each of the TPEs and the candidates’ ability to effectively serve all California K-12 students. Candidates complete a semester of beginning student teaching (BST) and a semester of advanced student teaching (AST), with on-campus coursework in each case.

Program changes over the last two years include changes in curriculum to emphasize Common Core, adjustments in the sequencing of modules, and enhancing the orientation and training of University Supervisors. A significant number of transitions in the program and university administration have also occurred in the last two years.

Interviews confirmed that Vanguard’s Graduate Program in Education has established partnerships for maximizing the quality of candidate preparation to teach. The university has an active Teacher Education Advisory Council (TEAC) to assist with the development of

professional coursework, field experience, and overall program design and effectiveness. A wide range of appropriate stakeholders is represented on the TEAC. The university has established formal partnerships in the Santa Ana Unified and Newport/Mesa Unified School Districts, as well as other school districts in Orange County.

### **Course of Study**

Team findings confirmed that the course of study is effective in preparing candidates in each area of the TPEs and in meeting the Multiple and Single Subject standards.

As noted above, candidates complete a semester of beginning student teaching (BST) and a semester of Advanced Student Teaching (AST), with on-campus coursework in each case. Coursework in the program is divided into a planned sequence of .5- to 1-unit, highly-focused modules which address critical components of teaching. Within each module, candidates are provided with educational theory, participate in related instructional strategies, and complete classroom applications pertaining to that topic.

Interviews confirmed that the BST is structured to bridge theory and practice. Candidates are required to carry out assignments in their BST classroom given in the methodology courses. The Multiple Subject or Single Subject faculty cohort leader provides formative assessment to candidates and evaluates their readiness to proceed to advanced student teaching. During the second semester, in AST, candidates complete a minimum of fourteen weeks of full-time student teaching under the supervision of a master teacher and university supervisor. Candidates continue to meet with their cohort and faculty members.

The team found that the schedule is effective in meeting the needs of candidates and facilitates adequate time for fieldwork. During the first semester, as beginning student teachers, professional coursework is offered during late afternoons and evenings, and on weekends. Candidates concurrently observe, assist, tutor, work with small groups, and begin teaching individual lessons during the day at the school site, working with the master teacher with whom they will complete advanced student teaching the following semester.

Interviews confirmed that the program has a structure for ensuring candidates' readiness to move forward in taking on greater responsibility in their fieldwork. Upon successful completion of BST coursework and fieldwork, the portfolio, and at least one TPA task, candidates proceed to the AST semester. Single Subject candidates complete their student teaching in grades 7-12. Multiple Subject candidates complete their student teaching experience in two seven week assignments in grades K-6. Advanced student teaching is a full day experience. Single Subject candidates teach five days a week, teaching three classes and observing in two. Multiple Subject candidates teach a full day, five days a week.

The team found that candidates complete student teaching experiences in multicultural, multilingual environments. Multiple Subject candidates are placed with two master teachers, one in a lower grade (K-2) and one in an upper grade (3-6). Single Subject candidates are placed with one master teacher, and are required to have two different courses or levels to teach in their subject area. Single subject candidates are placed in middle schools or high schools in the area in which they have demonstrated subject matter competence.

Interviews confirmed that master teachers clearly understand the program's expectations for candidates and for themselves. The university supervisor continues to work closely with the master teacher during the course of the advanced student teaching semester to provide continuing orientation for program strategies, assessment methods, and procedures. The university supervisor regularly observes, along with the master teacher, throughout the advanced student teaching assessment. They each complete the Student Teacher Evaluation Profile (STEP) form at the midpoint of the semester, compare and discuss their findings, and discuss assessments and strategies with the student teacher. The university supervisor and master teacher again evaluate the candidate at the end of the second semester using the STEP form determining the competency of the candidate.

During interviews, candidates and completers attested to the careful, personal, and timely advising they receive throughout their experience in the program. Candidates are advised at least three times during the program by the student teaching coordinator/credential analyst: once at their interview, again during the BST semester, and finally during their AST semester. During these appointments, candidates are advised about which classes to register for, credential requirements, progress in the program, and fieldwork placements and requirements.

### **Candidate Competence**

Conversations with a range of stakeholders confirmed that the university has structures and processes in place for validating individual candidate competence. Evidence from employers, principals, university supervisors, and master teachers attested to the overall competence of program completers.

The team found that formative assessment occurs throughout the program, with continual self-assessment and reflection by the candidates. The modular structure emphasizes immediate summary and application of course content, allowing candidates to self-assess in a timely manner throughout the semester, and to receive feedback on assignments completed for each particular module.

The site team examined examples of the two different portfolios completed by each MS and SS candidate. Candidates complete one of these at the end of the first semester of modules and BST. The other is completed at the end of the second semester of modules and AST. Candidates and completers confirmed that faculty cohort leaders provide clear guidance



as to assignments and reflections to be included in both portfolios. The team's examination of portfolios confirmed that assignments completed during the coursework and assembled in the portfolios are based explicitly on the TPEs and aligned with the tasks of the TPA.

The first semester portfolio provides a detailed record of the course and classroom assignments completed by the candidate during BST, accompanied by the candidate's reflection on her/his own growth related to the TPEs. The mid-program portfolio assessment is combined with an assessment of grades, evaluations of classroom experiences, self-evaluations, and TPA task performances to determine whether the candidate has demonstrated a readiness to proceed to whole class advanced student teaching. The second semester portfolio demonstrates candidate achievement during advanced student teaching and is intended to be used by candidates during the process of seeking a job.

The program uses the CalTPA. The site team found that candidates are carefully introduced to the TPA in a timely manner. The program requires beginning student teachers to pass Task 1 or Task 2 of the TPA prior to progressing to AST. TPA Tasks 3 and 4 are assigned during the AST semester. All components of the TPA must be completed successfully prior to being recommended for a credential. At the end of the AST assignment, summative evaluations from the master teacher and university supervisor, assessment of the completed Professional Portfolio by the university supervisor, compilation of required grades with at least a 3.0 GPA for all professional coursework, and for multiple subject candidates, passage of the RICA exam, are used to determine the candidate's eligibility for a preliminary credential. The student teaching coordinator assesses each of the items above to ensure that candidates have met requirements in each area prior to recommending them for a preliminary teaching credential.

**Findings on Standards:**

After reviewing the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, staff, employers, and supervising practitioners, the team determined that all standards for the Preliminary Multiple and Single Subject Credential program were **Met**.