Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Claremont Graduate University

Professional Services Division

April 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Claremont Graduate University. This report presents the findings based upon reading the narrative response to the Common Standards and Program Standards documents a review of documentation and interviews with representative constituencies. On the basis of the findings, an accreditation recommendation of **Accreditation with Stipulations** 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		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject Program, with Internship	19	19		
Preliminary Education Specialist Program: Mild to Moderate, with Internship	22	22		
Preliminary Education Specialist Program: Moderate to Severe, with Internship	23	23		
Education Specialist Added Authorization: Autism Spectrum Disorders	3	3		
General Education (MS and SS) Induction Program	6	4	2	
Clear Education Specialist Induction Program	7	5	2	

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Level II Education Specialist: Mild to Moderate	12	12		
Level II Education Specialist: Moderate to Severe	11	11		

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

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Claremont Graduate University**

Dates of Visit: **February 2-5, 2014**

Accreditation Team Recommendation: **Accreditation with Stipulations**

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with institutional leadership, program leadership, employers, professional development faculty, candidates, program completers, 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
The team reviewed the nine Common Standards to determine if the Standards were met, met with concerns, or not met. The team found that Common Standard 3: Resources; Common Standard 4: Faculty and Instructional Personnel; Common Standard 5: Admission; Common Standard 6: Advice and Assistance and Common Standard 9: Assessment of Candidate Competence, are **Met**. Common Standard 1: Educational Leadership; Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 8: District-Employed Supervisors, are **Met with Concerns**.

Program Standards
Preliminary Programs
For the Multiple Subject, Single Subject and Education Specialist: Mild to Moderate and Education Specialist: Moderate to Severe, the team found that all program standards are **Met**.

Added Authorization Program
For the Education Specialist Added Authorization Program: Autism Spectrum Disorders, the team found that all program standards are **Met**.

Induction Programs
For the General Education (Multiple Subject and Single Subject) Induction Program and the Clear Education Specialist Induction Program, the team found that all standards are Met with the exceptions of General Education and Clear Education Specialist Induction Program Standard 1:

Program Rationale and Design; and General Education and Clear Education Specialist Induction Program Standard 2: Communication and Collaboration, which are **Met with Concerns.**

Overall Recommendation

Due to the finding that four of the Common Standards are Met with Concerns, and two program standards in the General Education Induction Program and two program standards in the Clear Education Specialist Induction Program are Met with Concerns, the team unanimously recommends a decision of **Accreditation with Stipulations** for CGU and its programs.

Following are the proposed stipulations:

1. The institution must provide evidence that a system has been implemented to monitor the credential recommendation process.

2. The institution must create and implement a unit assessment and evaluation system that is articulated with the different program assessment processes to inform unit evaluation and improvement efforts.

3. The institution must establish collaborative partnerships with intern and induction program stakeholders and ensure that the stakeholders are actively involved in the organization, coordination, and governance of the general education and education specialist intern programs; the general education (MS and SS) induction program; and clear education specialist induction program.

4. The university must develop and implement a uniform system that allows for training, orienting and evaluating district employed supervisors in the intern program.

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

Initial Teaching Credentials	**Advanced Teaching Credentials**
Preliminary Multiple Subject, with Internship	General Education (Multiple Subject and Single Subject) Induction
Preliminary Single Subject, with Internship	Clear Education Specialist Induction Program
Preliminary Education Specialist: Mild to Moderate	
Preliminary Education Specialist: Moderate to Severe	Level II Education Specialist: Mild to Moderate
Education Specialist Added Authorization: Autism Spectrum Disorders	Level II Education Specialist: Moderate to Severe

Staff recommends that:

- Claremont Graduate University's response to the preconditions be accepted.
- Claremont Graduate University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Claremont Graduate University 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 Leader:	**Keith Walters** California Baptist University
Common Standards Cluster:	**Steve Turley,** California State University, Long Beach (Retired)
Program Sampling:	**Juan Flores** California State University, Stanislaus
	Anne Weisenberg California State University, Stanislaus
	Melissa Meetze-Hall Riverside County Office of Education
Staff to the Visit	**Marilynn Fairgood** Commission on Teacher Credentialing

Documents Reviewed

Common Standards Narrative	Program Assessment Data
Site Visit Documentation	Schedule of Courses
Program Assessment Preliminary Reports of Findings	Candidate Assessment Data
Institutional Website	Advisement Documents
Biennial Reports	Faculty Vitae
Biennial Report Response	Fiscal Documents
Advisory Committee Agendas	Organizational Chart
Program Handbooks	Course Syllabi
Support Provider Collaboration Logs	Support Provider Contact Logs
Candidate Files	Faculty and Student Diversity Plan
Faculty Demographics	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	8	52	60
Interns	13	11	24
Completers	11	57	68
Employers	4	40	44
Institutional Leadership	14	-	14
Program Coordinators	2	27	29
Instructional Personnel	20	97	117
University Field Supervisors	2	1	3
Advisors	-	11	11
Fiscal Representatives	-	2	2
District Support Providers	13	45	58
Credential Analysts	1	-	1
Advisory Council Members	2	-	2
Program Partners	23	-	23
Technology Representatives	1	1	2
Assessment Coordinator	2	-	2
Totals	**116**	**344**	**460**

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 information

The Claremont University Consortium was established in 1925 as "The Claremont Colleges." The Claremont Colleges is a consortium of five undergraduate liberal arts colleges and two graduate institutions. The undergraduate colleges include Claremont McKenna College, Harvey Mudd College, Pitzer College, Pomona College and Scripps College. The two graduate institutions are Claremont Graduate University and the Keck Graduate Institute. Each institution has its own campus, its own students and faculty, and its own distinctive mission. The seven independent institutions are on adjoining campuses and offer small classes and personalized instruction in a residential college community. The Claremont Colleges enroll more than 6,300 full-time students, has a combined faculty of nearly 700 professors and approximately 1600 staff and support personnel.

Claremont Graduate University

Claremont Graduate University (CGU) is located in the city of Claremont at the foot of the San Gabriel Mountains, approximately 35 miles east of Los Angeles. The city of Claremont covers 14.14 miles and has a small-town atmosphere. The City of Claremont website describes Claremont as a "prestigious community consisting of 37, 000 residents and 140 acres of parks and tree-lined streets." The site explains that the city's "development has always been closely

associated with the academically acclaimed Claremont Colleges." The site identifies the Claremont Colleges as, by far, the largest employer in the city employing more than 3,000 individuals. Claremont Unified School District is the city's next largest employer with 738 employees.

CGU is a graduate only research university. The CGU website states that many of CGU's research and outreach activities focus on diversity, poverty, and the challenges of understanding and tolerance. The university has 46 full-time faculty who support 500 university students who are enrolled in eight departments: Arts & Humanities; Community and Global Health; Drucker School of Management; Educational Studies; Information Systems and Technology; Mathematical Sciences; Social Science; Policy and Evaluation and Botany. The university's vision is "To advance knowledge and contribute to a better world." Its mission is to be an institution "dedicated to preparing a diverse group of outstanding individuals to assume leadership roles in a worldwide community through teaching, research, and practice in selected fields."

Education Unit

The Teacher Education Department (TED) at CGU is housed in the School of Educational Studies (SES). TED is overseen by a director of teacher education who reports to the SES dean. The visions of CGU, the School of Educational Studies (SES), and CGU's Teacher Education Department center around 1) a respect for applied learning, 2) the notion that access to quality education is a social justice issue, and 3) that communities and institutions alike are dependent upon well informed, skillful and committed individuals. The SES vision statement is included below.

The faculty believes a socially just nation educates all its diverse citizenry through networks of effective and accountable organizations that interact responsibly with families and communities. These organizations require leaders in classrooms, schools, communities, colleges and capitols who are broadly educated across disciplines and across multiple perspectives. These leaders are committed to thought and action, scholarship and stewardship. They are the system's most responsible critics AND its most prolific architects. These are the students that we seek to admit to, and graduate from CGU.

The vision statement for Teacher Education Department states:

The best social justice program a nation can offer its children is a great education. A free and just democratic nation must have a well-educated, personally responsible and responsive citizenry who are given every opportunity to fulfill their purpose in life, including raising healthy families that make up and contribute to the community. This opportunity begins in the home and ultimately includes the classroom, the workplace and larger society.

To provide such an education, we need teachers deeply committed to academic excellence, equity, and integrity; who work diligently to develop the skills and attitudes necessary to teach every child as though they were teaching their own; who collaborate with the parents of their students, other educators and policy makers; and who use technology and other resources as a means to maximize achievement and opportunities.

The integrity and character of great teachers prompts them to hold themselves accountable and to join alongside others to do the hard work it takes to make this vision a reality for all the students assigned to their classrooms. These are the teachers we at CGU seek to prepare for our schools.

At the time of the visit, the Teacher Education Department served 119 candidates across its nine educator preparation programs. The majority of the candidates (43) are enrolled in the preliminary general education programs. The general education induction program is TED's second largest program (37). TED employs 82 instructional personnel to support and serve its candidates. The institution reports that it purposefully seeks scholarly practitioners to serve its candidates and, therefore, a majority of the 82 instructional personnel are hired on adjunct contracts. Candidates also benefit from the support of five program coordinators who oversee the preparation programs and fieldwork.

CGU is governed by a Board of Trustees. Executive power is vested in the CGU president, who oversees the School of Educational Studies (SES). The dean of SES is responsible for the Teacher Education Department and all of its programs. Although the TED budget comes from SES, the TED program director has the authority to manage funds to meet the needs of all TED programs.

Claremont Graduate University offers a range of programs leading to degrees, credentials and certificates. TED reports that they had 134 program completers in 2012-2013. Table 1 below identifies all Commission-approved CGU programs, and the number of candidates enrolled in the programs and program completers.

Table 1
Program Review Status

Program Name	Number of program completers (2012-13)	Number of Candidates Enrolled 2013-2014
Preliminary Multiple Subject, with Internship	7	12
Preliminary Single Subject, with Internship	27	31
Preliminary Education Specialist: Mild to Moderate, with Internship	11	16
Preliminary Education Specialist: Moderate to Severe, with Internship	9	4
Education Specialist Added Authorization: Autism Spectrum Disorders	12	4
General Education (MS and SS) Induction	37	37
Education Specialist Clear Induction	4	1
Level II Education Specialist: Mild to Moderate	19	9

Program Name	Number of program completers (2012-13)	Number of Candidates Enrolled 2013-2014
Level II Education Specialist: Moderate to Severe	8	5

The Visit

The Claremont Graduate University visit took place from Sunday through Wednesday. The CGU accreditation team included four team members and a team lead. Team members convened at noon on Sunday to engage in the team meeting, discuss the interview schedule and develop interview questions.

The team attended a Sunday afternoon reception at Claremont Graduate University where they were greeted by institutional leadership, including the Dean, Teacher Education Director, program coordinators and advisory committee members. Also in attendance were faculty, staff and program completers.

Document review and interviews began on Sunday afternoon and continued through Tuesday afternoon. Team members continued accreditation activities throughout the day on Monday. On Tuesday morning, the Team Lead and Commission consultant presented the Mid-Visit Report to the Dean of the School of Educational Studies and the Director of Teacher Education. During Tuesday afternoon and evening, the team met to discuss evidence reviewed, interviews conducted and all Common and Program standards. Following dinner, the team continued their deliberations. Consensus was reached on all standard findings on Tuesday evening and an accreditation recommendation was made. On Wednesday morning, the draft report was completed. The institutional exit report was held at 11:00 a.m. on Wednesday morning.

Common Standards

Standard 1: Educational Leadership **Met with Concerns**

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 requirements.

The School of Educational Studies (SES) houses the Teacher Education Department (TED) at Claremont Graduate University. TED houses all credential programs and has a shared mission for its programs. The mission articulates "that a free and just democratic nation must have a well-educated, personally responsible and responsive citizenry who are given every opportunity to fulfill their purpose in life, including raising healthy families that make up and contribute to the community." The mission connects to candidate dispositions by stating "we need teachers deeply committed to academic excellence, equity, and integrity; who work diligently to develop the skills and attitudes necessary to teach every child as though they were teaching their own." TED's mission directs their program as was supported in employer interviews.

An interview with the CGU president and CGU provost highlighted the central administrations' commitment to support the TED as its work is a key component in operationalizing CGU's ultimate goal to "advance knowledge and contribute to a better world", as expressed in its vision statement. Comments related to TED's efforts to balance theoretical and practical knowledge as well as clinical and applied fieldwork when designing programs and courses were also provided. This theme was echoed during interviews with TED faculty and staff. Additionally, the theme was consistently quoted in candidate handbooks.

Relevant stakeholder participation, including faculty and administration from area P-12 schools, is primarily achieved through an advisory council which meets twice each year. Agendas and interviews indicate an intentional effort to use the council's input to modify program practices. However, evidence related to the extent that the council's input is used to coordinate and govern all professional preparation programs was inconsistent as evidence related to the advisory council's role during the design and implementation process for the induction programs did not surface. Additionally, the team found that the program requirements of training, orienting, and evaluating district-employed supervisors inconsistently occur in the intern program for support providers.

The administrative structure of Claremont Graduate University reflects a collaborative decision-making process. The University is governed by a Board of Trustees. Executive power is vested

in the president. The dean leads and administers the School of Educational Studies. The director of TED has responsibility for the credential programs. Interviews and a review of documentation revealed that an open-door policy coupled with standing weekly meetings with program coordinators and formal once per semester meetings with faculty, as well as meeting on an "as needed" basis, ensures opportunities to discuss the needs of all programs. Even in the midst of the tough economic times experienced over the last several years, interviews with program leadership and faculty included multiple comments stating appreciation for the efforts of CGU to provide sufficient financial resources so that the TED could continue to provide high-quality instruction.

The "high touch" nature of administrators, faculty and staff is apparent in the process TED has adopted to ensure that candidates have met every requirement at each stage of the program from admissions to credential recommendation. Starting with pre-acceptance interviews, program coordinators continuously interact and monitor candidate progress. Once a candidate cohort reaches the final semester in a program, the credential analyst, a trained individual with signature authority from the Commission, verifies credential requirements and assists the candidate in applying for the credential. While the "high touch" method to serve candidates is a strong program attribute that guides candidates through CGU programs, review of candidate files, documentation, and interviews revealed that a system designed to monitor the credential process is not in place. Additionally, the team was not provided a future plan to address this element of the standard.

Rationale

Based upon documentation reviewed and interviews conducted, the team found that relevant stakeholders are actively involved in the organization, coordination, and governance of most programs offered by TED. However, interviews with LEA personnel confirmed that although some LEAs are involved in the administrative oversight activities of TED programs, not all LEAs enjoy the same collaborative relationship. The team also found that there is no method of training, orientation and evaluation of intern support providers. Furthermore, while there is a process for TED program leadership to determine if candidates have completed all program requirements, no monitoring of the credential recommendation process occurs.

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.

Data on candidate performance are collected from a variety of sources, analyzed, and utilized for program improvement. The programs collect data from sources such as supervisor evaluations of candidates and master teachers, candidate evaluations of supervisors and master teachers, master teacher evaluations of supervisors and candidates, teaching performance assessment data from candidate performance on the CalTPA, and course assessments, including the Ethnographic

Project that candidates work on throughout the program. Central administration surveys, Center for Teacher Quality surveys of program completers after their first year of teaching, and surveys of employment supervisors of those same program completers also provide program effectiveness data.

These positive efforts are done at the program level; however, aggregating data upward from the program to the unit level where it is analyzed and used for unit level evaluation and improvement does not appear in the evidence. In many instances it appears that data could be readily aggregated for unit level analyses, but team members did not see a process for doing so. In addition, there are a number of configurations of leadership and faculty that meet regularly and utilize data from one resource or another for individual program improvement purposes but team members could not find evidence of assessment used for evaluation and improvement at the unit level.

Team members could not find any use of assessment of candidate performance on unit level goals and aspirations for candidates. For example, in its Vision Statement, the unit identifies "social justice" as a bedrock principle that calls for teachers "deeply committed to academic excellence, equity, and integrity… [who]…teach every child as if they were teaching their own; who collaborate… and who use technology… to maximize achievement and opportunities." But, the team found no evidence describing how CGU knows that its candidates are meeting this and other unit aspirations as they appear in the vision statement. Unit level management of inquiry and action into areas that transcend program level assessment are not evident.

Isolated data and anecdotal evidence exist to tease out an answer to determine if candidates successfully fulfill the social justice principle, but no attempt has been made to organize unit level management of sustainable inquiry and action into areas that transcend program level assessment.

Because CGU does not have the "unit" piece of a unit assessment system, use of assessment for evaluation and improvement of candidate performance and unit operations at the unit level is not evident. Team members could not find evidence at the unit level of assessment, evaluation, or monitoring of advising, the credential recommendation process, outreach and recruitment, or office operations.

CGU has recognized the need for a more unified, unit-driven assessment and evaluation structure. The recent hiring of a data and evaluation coordinator promises to bring a centralized focus to assessment and evaluation, to relieve program leaders of data management responsibilities, and to move in the direction of a unit level assessment and evaluation process. CGU has also recognized, in its self-study, that it needs "… additional methods to evaluate how well TED is achieving its vision." The unit is poised to take significant steps to make the "unit" element in unit assessment system a reality.

Rationale:

A review of the evidence – the self-study and its supporting documentation, on-site additional documents, interviews with unit leaders, program coordinators and faculty – shows that CGU's

unit and program and evaluation assessment system is not fully in place. Whereas CGU's assessment and evaluation system generates substantial data on candidates, the analyses and actions are confined to the program level. The unit lacks assessment and evaluation of unit operations. The team found evidence that the unit has begun efforts to build its unit assessment and evaluation system.

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 resource needs.

Within the last two years, CGU has transitioned into centralized budgeting practices. Accordingly, CGU trustees are ultimately responsible for allocating a budget for each school and college. As a result, TED's annual budget technically comes from the School of Educational Studies (SES). The SES dean provides the director of TED, who is assisted by the TED staff accountant, freedom to administer and manage line items as well as discretionary funds which provide the director the necessary flexibility to meet the needs of each credential program. Interviews with administration and budget personnel confirmed that the institution has recently gone through lean times. However, a responsive commitment to providing sufficient resources was noted through examples of cost-savings measures that were implemented by CGU such as the administration's attempt to centralize all advertising. This effort was successful for many programs but the administration had to reverse this decision after it became apparent that the all-inclusive recruitment effort does not meet the needs of programs such as those offered by TED. TED eventually hired a part-time recruiter solely for the purpose of recruiting TED candidates.

The budget process starts informally through the frequent collaborative conversations amongst the administration, TED director and program coordinators. Each fall a formal process ensues when administration reviews data from the previous year to create a macro budget proposal. Interviews with administration revealed an appreciation for the enhanced process, implementation of up-to-date software and the creation of a budget team, consisting of the dean, program coordinators and representatives of the financial division of the unit, which meets quarterly. Each spring, the Board of Trustees approves the macro budget proposal and returns the document to the various stakeholders who then develop the micro budget. In late spring, the Business Finance Committee reviews the micro budget and forwards the final proposal to the Board of Trustees for formal approval. To increase a sense of shared ownership in the process across the various schools and colleges, the administration has decided to train deans and directors to use the data provided by the budget software. The goal is to move the process from a simple reporting of information to a general understanding of the institution's decision making process.

A commitment to securing public and private grant monies provides TED additional resources to support the work of the unit. Through interviews with the TED director and a review of documents the team found that, in addition to the professional development opportunities provided by the institution, TED obtained a grant during 2013 that supported professional development activities for CGU district employed clinical supervisors/master teachers and instructional personnel. Interviews with CGU administration and budget personnel revealed an institutional commitment to manage university resources in a manner that maintains traditional, high quality instruction. Interviews with faculty and candidates confirm this goal is being successfully met. Additional interviews with faculty and candidates support the administration's ability to provide sufficient financial resources for programs even during the recent fiscally challenging times.

TED's ability to prepare candidates to meet the state-adopted standards for educator preparation is enhanced by CGU facilities that include a research library and smart classrooms. Coordinators and staff are assigned offices and work stations. Sufficient open rooms across campus, such as conference and seminar rooms, provide adjunct faculty areas to advise and mentor candidates. TED maintains a small inventory of educational technology that faculty and candidates can check out.

CGU also provides a central technology department that supports instructional needs that includes hardware maintenance and software such as Qualtrics and SAKAI. The Office of Information Technology is available daily to answer faculty questions and provide necessary assistance. The Student and Enrollment Services office is commissioned, in part, to cosponsor student organized clubs which currently includes international and minority focused clubs. Document reviews and administration interviews link the clubs to increased student retention numbers and candidate completion numbers. The Student and Enrollment Services office also oversees the student success center which provides access to academic assistance to all candidates. TED's commitment to assisting all candidates is also demonstrated in the award of 20% tuition reduction fellowships for preliminary credential candidates.

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.

The CGU School of Educational Studies is committed to embracing the elements of research and practical knowledge. This is evident in the individuals employed to teach courses and supervise clinical experiences. A review of vitae for program coordinators and adjunct faculty indicates that instructors and supervisors have expertise and experiences relevant to their assigned responsibilities. During interviews, candidates and program completers consistently expressed appreciation and respect for TED faculty. In particular, interviewees appreciated professors' accessibility and approachability, and their attention to real-world application. The team found TED faculty to be highly collegial, invested in the mission of the institution, and committed to the welfare of their candidates.

Currently, TED employs 82 adjunct faculty, 5 program coordinators, and one director. Core, tenure-track faculty tend to teach in the master's and doctoral programs. Adjunct faculty, who typically are concurrently employed in local districts, teach and supervise TED candidates. Core faculty are considered employees of the SES.

Securing a new tenure track position begins with approval from the SES Faculty Executive Committee. Once approved, the provost in consultation with the school dean appoints a search committee. The hiring process includes an application review, reference check, and interviews with the applicant. Throughout the process the search committee chair interacts with the Affirmative Action and Diversity Committee in an effort to satisfy the diversity component in CGU's strategic plan. Through interviews with administration and review of the CGU Institutional Handbook, the team found that *Section III: Faculty Governance Policies and Procedures, Part I. Diversity Procedures* in the Faculty Search Process includes 10 procedures that must be followed and includes three forms that must be submitted to verify the search team's efforts to meet the diversity component of CGU's strategic plan.

Through administrator interviews the team found that there is variation with respect to hiring procedures for adjunct faculty. The process to hire adjunct faculty typically begins with the director of the TED meeting with the SES dean. Adjunct applicants must provide evidence of successful P-12 work such as principal reviews and observations by TED personnel. In most cases, CGU uses a network of alumni and supporters of CGU to identify K-12 instructors from area schools to serve as adjuncts. Interviews with CGU administration highlighted moderate success in creating collaboration amongst the core and adjunct faculty. Comments by CGU administrators stressed a desire to increase the levels of communication and collaboration as this practice is viewed as a key component in integrating theory and practice. One intentional step in moving the practice forward was the recent decision to classify the TED director as clinical faculty.

Document reviews and administrator interviews highlighted an intentional multi-faceted approach to securing a diverse faculty (e.g., targeted job postings, diversity task force, climate surveys, metrics development). The TED faculty is diverse. Of the 82 adjunct faculty, 7% are African American and 26% are Latino. The hiring practices and related criteria for faculty that are described in the *Institutional Handbook* helps ensure that TED members are qualified and show a commitment to diversity.

A review of vitae showed that the TED director and program coordinators maintain currency through involvement in local schools and their respective professional associations such as AERA, CCTE, ASCD and the BTSA-IHE Collaborative. A review of vitae and interviews revealed that most adjunct faculty are active practitioners who tend to be in doctoral programs or in district positions that are charged with sharing current research with colleagues. For example, the team found that some of the titles of professional presentations made by faculty include Creative Algebraic Thinkers, The Power of Ethnography, and California's Undocumented Student Identity Development. Candidates and program completers stated during interviews that faculty members effectively model the pedagogical ideals they espouse and model professionalism. A review of syllabi shows that the faculty are held responsible for teaching candidates the state-adopted content standards and frameworks, as well as the school accountability mechanisms designed to ensure that the standards are being achieved by all students.

Faculty and administrators stated during interviews that adjunct faculty are evaluated each semester. The process includes, in part, observations and student evaluations which include a focus on meeting course objectives. Faculty share ideals associated with the institution's social justice and accountability mission, including concern for marginalized and disadvantaged students. Faculty pointed to the Ethnographic Narrative anchor assignment that candidates must complete as a critical assessment used to measure not only candidate knowledge but also their sensitivity to California's diverse student population.

TED leadership reported during interviews that professional development days are used throughout the year to encourage interaction between program coordinators, adjunct faculty, and the larger professional community (e.g., in anticipation of the transition to the Common Core State Standards, recent workshops have focused on project-based learning). Interviews with adjunct faculty confirm that the level of collaboration is responsible for creating unified practices that strengthen educator preparation and cited the creation and implementation of a common lesson plan template and scoring rubric as two results of the collaboration.

An examination of the *Institutional Handbook* and evidence gathered from interviews indicate that the institution values on-going faculty development and that the institution provides the resources for collective and individual projects. A CV review of the TED leadership displayed consistent use of CGU financial resources in support of professional development activities. While adjunct faculty are not afforded the same opportunities to access CGU professional development funds, TED leadership leverages discretionary funds to send 3-4 adjuncts to conferences every year – typically one-day events. Since most adjunct faculty are also employed in local districts and schools, additional professional development opportunities are often provided by the primary employer. TED leadership monitors the adjunct professional development activities by requiring updated vitae during the annual review meetings. Interviews with TED leadership and adjunct faculty also revealed several creative practices that support adjunct faculty development such as systematically scheduling conference attendees meeting time to share learning and the utilization of adjunct faculty in grant writing activities.

A document review as well as interviews with administrators and faculty confirmed that all TED adjunct faculty and supervisors are regularly and systematically evaluated. In addition to syllabi reviews and written student evaluations, program coordinators visit the classes of adjunct faculty and provide mentoring and support based on their observation. Program coordinators conduct formal reviews at the end of each semester as part of the adjunct faculty's course grade submission protocols. The TED director and the program coordinators are evaluated annually according to the policies set forth in the *Institutional Handbook*. Interviews with a range of stakeholders confirmed TED's commitment to only retain supervisors and adjunct who prove to be effective.

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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

A review of documentation and interviews with staff and candidates confirm that the TED has established well-defined admission criteria and procedures, including all Commission-adopted requirements for each of its credential programs. Embedded within the admissions process is a series of writing prompts and interview questions that seek to reveal the degree to which the prospective candidate supports the TED's mission statement. Interviews with staff, candidates and completers disclosed the positive manner in which TED's collaborative efforts throughout the admissions process allows candidates an immediate awareness of the staff's commitment to "high touch" advice and assistance. Candidates and completers consistently shared that they were clear about all admission requirements and procedures. Interviews with administrators highlighted that the recent decision to allow TED to hire their own part-time recruiter is evidence of CGU's commitment to make the admissions process responsive to the needs of TED candidates.

Interviews with the TED director, program coordinators, and staff articulated a commitment to recruiting a diverse candidate population. The process starts with the team of CGU staff working closely with TED personnel to encourage applications from typically underrepresented groups in P-12 teaching positions. Strategies to increase a diverse candidate population include recruiters visiting historical minority colleges and experimenting with new strategies to attract candidates such as recruitment during coffee breaks, pro-bono advising, presentations, career counseling, resume writing, and maintaining application processing flexibility as is demonstrated by accepting paper or electronic applications. Interviews with staff and faculty connected to the admissions process revealed a commitment to diversity and anecdotal evidence that the responsive practices make the TED a viable program choice. Additionally, the award of tuition reduction fellowships that are available to TED candidates demonstrates an intentional effort on

the part of TED to keep tuition costs affordable. Institutional and program orientations at the start of each cohort assists TED in quickly assimilating new candidates into the CGU family.

A review of evidence shows that multiple measures (application reference letters, transcript, statement of purpose/writing sample, CBEST/CSET registration, financial aid forms, and interview) are used throughout the admissions process to verify the applicant's potential to meet CGU's teacher preparation program requirements. Each program uses a checklist and rubric to apply admissions standards consistently and fairly when considering candidates for program acceptance. The personal interview is an important element of the TED admission process as it gives the program coordinator the opportunity to ask the candidate about the details of his or her pre-professional experiences and assess the applicant's potential for working in California schools, including sensitivity to diversity. Each applicant must submit at least one letter of recommendation from a person who can speak to the prospective candidate's ability to work with children. The process ensures that only applicants with a commitment to the TED mission are admitted.

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 allprogram requirements. The institution and/or unit provide support and assistance to candidates and only retainscandidates who are suited for entry or advancement in theeducation profession. Evidence regarding candidate progress and performance is consistentlyutilized to guide advisement and assistance efforts.

Through document review of website exhibits and from interviews with program leaders, graduates, and current candidates it is clear that CGU has a well-thought-out, comprehensive advising and assistance process that provides strong support for candidates across the programs from initial contact through program completion. Programs offer continuous, personal, in-depth advising to prospective candidates, enrolled candidates, and program completers. In interviews, current candidates and program completers spoke highly of the support and assistance that they received from the moment of their initial interest to the submission of their applications and through their experiences in the program.

Interviews with program leaders, graduates, and current candidates support evidence in and appended to the Common Standards self-study that program personnel in advising roles know their programs well and have current knowledge of CTC standards and procedures. Candidates consistently commented positively on the advice and assistance that they received, but also spoke about the caring support expressed and followed up on by program advisors, coordinators, and faculty.

A review of documents on the website prior to the site visit and in the exhibits area during the site visit (e.g., university catalog, program handbooks, information flyers) and interviews with program leaders, faculty, candidates, and graduates, show that each program maintains extensive program information electronically and in hard copy for prospective and matriculated candidates

(e.g., credential and program requirements, alternate pathways to the credential, handbooks that describe field placements, admission requirements, financial aid opportunities, and other program information).

The credential analyst has the responsibility of advising candidates on all non-academic credential requirements such as Character and Identification Clearance, the basic skills requirement, and subject matter competence. The credential analyst also advises program directors about the interpretation and implementation of CTC standards when relevant to the operation of the program or to decisions related to candidate-specific situations. While interviews with program faculty and students support that the credential analyst performs her duties well, it emerged during an interview with the credential analyst that she relies on an antiquated record-keeping and notification process that under-utilizes electronic database and communication capabilities. The unit would enhance its advising process by moving the work of the credential analyst from a predominantly paper-driven process to one that better utilizes its electronic file management and communication system.

A review of website documents show that programs closely monitor the progress of each candidate, providing continuous advice and support and responding to individual problems in a timely fashion. The ongoing, close monitoring and advising of candidates enable programs to identify problems as they emerge both in coursework (e.g., attendance problems, failure to complete assignments, inadequate academic work) and in fieldwork (e.g., difficulties adjusting to the setting, interacting with students, planning and teaching lessons, meeting field supervisors' expectations). As a result, programs are able to appropriately quickly respond to individual candidate issues as they arise. Through interviews with program leaders, current candidates, and graduates, it was confirmed that programs are able to identify candidates who exhibit difficulty achieving performance expectations or who do not have the proper disposition to be credentialed educators. Although rare, program directors will counsel candidates in other career directions.

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

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.

Candidates in CGU credential programs participate in a carefully planned sequence of field experiences that allow them to put into practice classroom-based theory starting with their initial coursework. Field experiences begin with candidate observation of experienced teachers in their classrooms and culminate in a placement in which the candidate takes over the classroom for an extended period.

Website documents describe, and interviews with program leaders and K-12 partners attest that the unit and partner districts work collaboratively to select school sites, clinical personnel, and site-based, district-employed supervisors. School sites contain diverse populations, including significant numbers of English learners, ethnic variation, and a range of SES. One of CGU's aspirations is to prepare teachers for high needs schools. Fieldwork experiences in the programs toward that end are a commendable feature of the unit's programs. Current candidates and graduates stated during interviews that a strength of the programs are early field experiences, which allow them to begin developing their ability to work with diverse populations long before student teaching.

Website documents (Common Standards self-study and supporting documentation) provide evidence that there are explicit criteria for selecting both clinical and site-based supervisors. In addition, each semester candidates, university supervisors, and site-based supervisors provide evaluative feedback to programs on the work of the other two. Interviews with program leaders show that CGU is willing to let go a university supervisor or district-employed supervisor if performance is below expectations.

P-12 interviewees feel they are treated as partners in program operations (e.g., fieldwork site selection). This relationship is a reflection of the CGU's commitment to collaboration and partnering with the community. Management of fieldwork, including placements, training, evaluation, and overall liaising with P-12 partners has been recently consolidated in the position of TED's District Coordinator, which has further strengthened partnerships with local districts.

Rationale:
Although during interviews, P-12 partners indicated that they felt treated as contributing collaborators in the programs, employers for induction candidates did not represent their experience in the same fashion. During induction employer interviews, employers indicated they were not part of evaluation of field-based clinical experience. Predominantly, induction employers reported that they had been contacted only at the point of employment. The induction programs are relatively new programs and are not as well established as other programs offered by CGU. CGU needs to strengthen its communication and collaboration with its induction partners.

Standard 8: District-Employed Supervisors **Met with Concerns**

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.

The unit ensures that district-employed supervisors (DES) are certified and experienced teachers. District MOUs stipulate that DESs must hold the same type of credential as the candidate whom they supervise. The TED District Coordinator manages field placements and works closely with

district partners to ensure that appropriately credentialed and experienced master teachers are used for early fieldwork locations as well as for student teaching placements.

Interviews with program leaders corroborate with website document evidence that CGU has a screening process for master teachers that includes an application, interview, reference check, and a classroom observation (when possible). Criteria for selection of master teachers include number of years of credentialed teaching experience, interest in and ability for mentoring new teachers, and practice of research-based teaching.

Interviews with district-employed supervisors show that, with the exception of intern site support providers, district-employed supervisors across programs receive training and/or orientation to their roles. CGU hosts master teacher trainings to help orient them to their mentorship role prior to being assigned a CGU candidate. In cases in which the master teacher is unable to attend the training, CGU's District Coordinator conducts an orientation at the master teacher's school site prior to or soon after the start of the placement.

Interviews show, again with the exception of intern site support providers, DESs are formally evaluated through the use of surveys completed by the candidate and the university supervisor, and informally evaluated through discussions which occur at monthly program meetings. Appropriate professional development is done with DESs who do not perform up to program expectations for working with candidates. DESs are dropped from the roster if they do not meet program expectations

Rationale:
Team members could not find evidence that the usual program practice of training, orienting, and evaluating district-employed supervisors applies to intern site support providers. In its response to Common Standard 8, the unit writes that university supervisors "are assigned the task of making initial contact with the SSP and verifying that the SSP is certified and experienced in either teaching the specified content or performing the services authorized by the credential. They make contact with the SSP at least once a month and document this contact on the Site Support Provider Contact Log." In interviews, intern site support providers overwhelmingly reported that they had not been contacted by the program, at the halfway point of the internship, for any purpose and had not yet met the intern's university supervisor. The unit could not produce copies of site support provider contact logs to serve as evidence that contact was being made. This lack of communication between the program and intern site support providers is an inconsistency in a credential unit in which otherwise excellent communication and collaboration, and thoroughness in applying standards across its programs, are hallmarks.

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.

Review of website documents shows that CGU programs have a range of clearly articulated strategies for assessing candidate performance on key professional knowledge and skills (e.g., lesson plans, interactive journals, strategies notebook, ELL investigation project, IRIS modules, TPE self-evaluation and action plan, ethnographic narrative project, CalTPA). In interviews, current candidates and program completers consistently shared that they were held to high standards of knowledge and performance, and that CGU program leaders, faculty, supervisors and master teachers provided strong support in helping them to meet rigorous program expectations.

Document review shows that assessments in each program are clearly linked to CTC program standards and, in the Multiple Subject and Single Subject programs, to the Teaching Performance Expectations. Across programs, candidates are frequently asked to engage in self-assessment on professional standards and program expectations. Formative assessments provide candidates opportunities to identify where professional growth has taken place, and which areas candidates must target for additional growth. Candidates in the Multiple Subject and Single Subject programs demonstrate their mastery of the Teaching Performance Expectations by passing the California Teaching Performance Assessment as a condition of program completion.

In addition to regular course assignments, candidates are required to complete anchor assignments in each course. Candidates also complete the Ethnography Narrative Project, a key capstone project that is completed throughout the preliminary general education and special education programs. The project consists of four parts. Part A requires candidates to examine their perspectives about who they are and why they want to be an educator. Part B allows candidates to analyze their community, school and classroom. Part C requires candidates to select five focus students, including an EL student and student with a disability, and examine student characteristics, verbal, non-verbal and behavioral needs and, for moderate to severe candidates, school transition information. Candidates use the information to create individualized action plans for the students. Part D of the project allows candidates to analyze and reflect upon the experiences during the candidate's residency or internship,

P-12 partners, who provide fieldwork and student teaching placements for CGU candidates, as well as master teachers, and who also employ CGU graduates reported in interviews that program graduates are well prepared for their positions as beginning teachers. This is corroborated by survey data from the Center for Teacher Quality Employer survey, which queries school principals about how well CGU graduates are prepared for their first year of teaching. CGU graduates receive high ratings on these surveys, which are correlated with the Teaching Performance Expectations, and compare more than favorably with eight other institutions in the survey project.

Program Standards

Preliminary Multiple Subject, with Internship
Preliminary Single Subject, with Internship

Program Design

CGU's preliminary program design is aligned with the unit's vision to prepare accountable, equitable and socially just teachers. The preliminary programs – both general education and special education programs - are predicated on research that suggests that teacher candidates benefit not only from simultaneous exposure to the theoretical and academic and the practical and clinical, but also from collaboration among general education and special education candidates.

The general education preliminary professional preparation program offered by CGU is delivered in three phases: Phase I: Pre-Teaching, allows candidates to gain practical experience in classroom management and serves as the interns pre-service requirement; Phase II: Teaching, is when academic coursework and service as an intern or traditional student teaching, or residency, requirements are completed; and Phase III: Post-Teaching, allows candidates to deepen their pedagogical knowledge and provides candidates the option to complete master's degree requirements. Each phase of the program includes academic and clinical components and allows preliminary general education candidates to complete some core coursework along with preliminary special education program candidates.

Through a review of the self-study report and interviews with program leadership, it was established that the preliminary multiple subject and single subject program is overseen by a Leadership Team comprised of the director of CGU's Teacher Education Department, the preliminary multiple and single subject credential program coordinator, the special education program coordinator, and the district coordinator. Interviews confirmed that the leadership group meets formally on a weekly basis and more frequently on an ad hoc basis to discuss the design and implementation of an effective program for teacher candidates.

The program's leadership meets regularly with an advisory council comprised of a variety of stakeholders, including instructional personnel, clinical supervisors, staff, alumni and school/district partners. The group meets twice a year to help program and department leadership understand the needs of schools and to collaboratively explore how to prepare teachers who are able and committed to meet the highest professional standards. Between advisory council meetings, individual members of the advisory council are called upon as their advice and counsel are needed. During interviews, advisory council members and local education agency representatives verified that they had regular meetings with institutional representatives and felt very connected to CGU and its program.

Faculty and school district personnel interviews affirmed that the leadership of the credential program has been very effective in managing the program, addressing candidate needs, and keeping in touch with the school districts that they serve. Interviews with stakeholders from

school districts verified the "high touch" emphasis of the program. Candidates indicate that the leadership is very familiar with and responsive to each individual candidate's needs.

Interviews with various stakeholders, faculty and candidates confirm that program leadership is very effective in communicating with stakeholders. Candidates reported that instructors and field supervisors maintain constant contact with them and effectively support their transition through the program.

The CGU general education program has undergone refinements over the past two years that include:

- The addition of a spring pre-teaching option (Phase I) was added to accommodate candidate schedules and to provide a longer clinical experience.
- Based upon faculty observations and suggestions, the Preliminary Leadership Team adjusted the summer Teaching and Learning Process courses to include an increased focus on pedagogical content knowledge.
- The unit decided to change the beginning date of the summer program entry from mid-May to mid-June to accommodate candidates who graduate early in June,
- A greater emphasis has been placed on the TPEs to ensure that candidates are aware of the need to meet the competencies**.**
- Although traditional (residency) candidates who complete all coursework in Phase I with a grade of B- can advance into Phase II, the unit determined that candidates who advance into Phase II as interns must complete Phase I coursework requirements with a grade of B+.

Course of Study

Using the unit's vision as a basis for program design, CGU's preliminary multiple subject and single subject credential programs are a cohort-based, 36-unit program that is offered in three phases. All preliminary candidates, including preliminary Education Specialist program candidates, complete a common core of classes. Candidates then separate so that they can complete their respective program requirements. Candidates may begin the program in spring or summer and can complete the program in either 14 or 16 months.

A review of the self-study shows that candidates concurrently complete clinical and academic units during each phase of the program. During the Pre-Teaching Phase (Phase I), candidates work with CGU master teachers to gain practical experience in classroom management, lesson planning, student assessment and differentiated instruction. This phase also includes an emphasis on literacy for all students, including English Learners and students with special needs. Candidates work in the classroom with their master teacher three full days per week for approximately ten weeks. During summer Pre-Teaching, candidates work with their master teacher for approximately 4-6 weeks five days per week.

During Phase I, candidates complete the first course in a four part series that covers an overview the Common Core Standards and English Language Development Standards. The course is aligned with the TPEs and prepares candidates to successfully pass Teacher Performance Assessment (TPA) Task 1: Subject Specific Pedagogy. This phase also serves as interns' pre-service requirement.

Phase II, or The Teaching Phase, spans fall and spring terms and runs from August until May. Candidates work in area schools as paid interns or as unpaid residents during the week, and, along with all of CGU's preliminary credential program cohort, take Saturday classes at the university (10 in the fall and 10 in the spring). A CGU faculty advisor, who serves as both a course instructor and a clinical supervisor, helps candidates bridge the clinical/practical and the academic/theoretical during this phase of the program. Interns also benefit from the support of a district-assigned site support provider and residents are supported by a district-employed classroom teacher. Coursework in this phase prepares candidates to take TPA tasks 2, 3 and 4.

Phase II - Fall
Candidates receive theoretical and practical information about why and how teachers differentiate instruction for two key groups of learners: English learners and students with special needs, including those with disabilities. Hands-on experience for integrating tools into linguistically and culturally diverse learning environments is covered and candidates are introduced to assistive technologies. Candidates receive instruction targeted toward assessment measures, progress monitoring, and application to a variety of situations to effectively meet the individual needs of students in their classroom.

Both interns and residents are mentored by CGU faculty advisors who provide on-site guidance, support, and evaluation of candidates. During fall, interns are formally observed by their faculty advisors at least 9 times. Residents are formally observed by their faculty advisor at least 9 times and at least 5 times by their master teacher. In between formal observations, faculty advisors are available to meet face-to-face or virtually with candidates.

Interviews with principals, district supervisors and faculty field supervisors verify that the field placements are effectively identified and the master teachers are regularly evaluated. The program has an application process for cooperating teachers, and the coordinator of field placements observes the teaching of each of the applicants before making the final selection, if possible. Candidates report that they have opportunities to evaluate the effectiveness of their cooperating teachers and their university supervisors.

Phase II - Spring
Internship and residency teaching continues during the spring term. Faculty advisors conduct a minimum of 6 formal intern observations in addition to the support provided by the district-employed supervisor. Residents are observed a minimum of 6 times by the faculty advisor and 5 times by their CGU master teacher.

If it is determined that a candidate is not sufficiently progressing towards competency in the TPEs, an Individual Program Plan that includes additional instruction, coaching, and modeling as well as additional on-site coaching and experience, is prepared for the candidate.

Interviews with principals, district supervisors, faculty field supervisors and candidates verify that field supervisors are very effective in supporting resident teachers and interns in their field placement and guiding them through the program. Candidates consistently reported that field

supervisors are well qualified and effective in providing support to student teachers. Qualifications of the field supervisors and district support providers were verified through interviews and review of vitae.

Phase III, The Post-Teaching Phase, begins in mid-May and concludes at the end of July. Phase III candidates complete advanced pedagogical coursework and program elective coursework, which may include completion of master's degree electives.

Interviews with faculty and candidates verified the value and effectiveness of the program's design and sequence, which prepares accountable, equitable teachers. The interviewees also complemented the high levels of mentorship and peer support that is a program feature. The emphasis on the relationship of theory and practice provides candidates with ample opportunities for guided reflection and clinical practice. Candidates commented on how courses are aligned with the TPEs. Education Specialist candidates also attested to the benefit of taking classes with multiple subject and single subject candidates and the resulting collaboration. Candidates expressed that they felt very supported by the program. The team found that candidates are very warm and friendly towards one another and feel that the support provided by the program has allowed candidates to develop into a peer support community.

Candidate Competence

Candidates are systematically assessed throughout the program in multiple ways by faculty, faculty advisors, master teachers, intern support providers, and through candidate self-assessment. Anchor assignments that assess candidate competence related to the TPEs and which allow candidates to reflect on their practice in light of student success are required throughout the program. Over the course of the program, candidates complete an Ethnographic Narrative Project which prompts them to reflect on who they are and to complete in-depth inquiry into their school and its community, their classroom, and five focus students. Candidates collect and analyze data at each phase of the project. Candidates regularly complete self-evaluations of their understanding of their competencies related to the TPEs. Faculty advisors and master teachers also evaluate candidates on TPE competencies at the end of the Pre-Teaching phase and at the end of fall and spring terms. Candidates cannot pass their clinical (teaching) experiences without demonstrating competencies per the TPEs. Additionally, candidates must be successful in passing all four TPA Tasks before being recommended for a preliminary credential.

One of the program's key signature assignments is an ethnography project. Credential candidates are directed to select a student in their class that has a significant challenge and develop a case study that includes home visits and an action plan for remediation. Many of their instructional activities, such as differentiation for English learners and special needs students, as well as instructional strategies, assist candidates in developing an action plan for the target student. This assignment also helps students to more effectively complete their Teacher Performance Assessments Tasks. Candidates reported that the Ethnography assignment is a great deal of work and referred to the assignment as exciting. Candidates also reported that the task purposely poses great difficulty and is more intense than TPA tasks. Candidates reported that completing the assignment has significantly helped them in better understanding their students

and to be a more effective teacher.

Candidates reported that information regarding program expectations, including completion of the TPA, is clearly advertised in program literature and websites. Interviews confirm that candidates are aware of program expectations, candidate assessment and program completion requirements as they prepare to become teachers.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards in the Preliminary Multiple Subject Program, with Internship and Preliminary Single Subject Program, with Internship are **Met.**

Preliminary Education Specialist: Mild to Moderate, with Internship
Preliminary Education Specialist: Moderate to Severe, with Internship

Program Design
The preliminary Education Specialist Mild to Moderate and Moderate to Severe programs are housed in the Teacher Education Department (TED). The programs are 38-unit cohort-based programs that are offered in the same three phases as the preliminary general education programs: Phase I: Pre-teaching phase (12 units), Phase II: Teaching Phase (16 units), and Phase III: Post-Teaching phase (10 units). Phase I and II have clearly linked coursework and field experiences that are logically sequenced and link theory to practice. Courses are sometimes referred to as seminars and workshops, but all are a part of the program's mandatory coursework. Candidates report that they see and appreciate this linkage. Students who were interviewed but had not yet been officially admitted to the program explained that that they chose to complete the CGU program because of the program sequence and the link between theory and practice.

As in the preliminary general education program, education specialist candidates may choose to begin the preliminary program in spring or summer and can complete the program in either 14 or 16 months. Candidates may also choose to complete the program over a maximum of two years. Program coursework is designed to meet the general education Teacher Performance Expectations (TPEs) and education specialist program standards.

The design of the program is linked to the TED's vision for preparing accountable, equitable, and socially just teachers. During interviews, completers, candidates, and course instructors verified that the vision is clear to all stakeholders and all assignments embody the vision. Candidates are well-prepared with respect to the characteristics and learning styles for the culturally, ethnically, linguistically, age, social economic status, gender identity/expression, sexual orientation, and ability/disability diverse student in the special and general education classroom. Care is taken to ensure that candidates are placed in schools with diverse student populations. Through interviews with program faculty and review of syllabi and assignments it was confirmed that

curriculum and instruction for diverse populations is emphasized throughout the coursework and principles of teaching diverse learners are also infused throughout the program.

Leadership within the credential program is provided by the director of teacher education and two program coordinators (general education and special education). Interviews confirmed that the coordinators oversee the admission process, coursework, advising, supervising, and candidates' completion of program requirements. Interviewees also reported that resources are allocated to the program for coordination, admission, advising, curriculum, instruction, and field experiences.

The preliminary education specialist program engages in collaborative partnerships with numerous entities both within TED and with local schools and school districts. All instructors are involved in collaboration to ensure that program standards are met and clearly articulated to candidates in course syllabi and assignments. As evident during interviews with current candidates, completers, course instructors, and clinical supervisors there are frequent opportunities for communication within the credential program and with the institution. Monthly faculty meetings are held and frequent smaller group collaboration activities take place. During the meetings, faculty have the opportunity to study the program standards and TPEs and incorporate the standards and TPEs throughout the courses. The monthly meetings also provide professional development opportunities and training on coaching and other new and current issues in education. Syllabi show that courses cover program standards and general education TPEs and include a matrix documenting the course-by-TPE alignment. Frequent communication between the candidates, the college supervisor, the field supervisor and the college course instructors focus on the skills, strategies, and methods necessary for effective teaching while candidates work towards satisfying the TPEs. An advisory council also meets twice a year to evaluate and make recommendations for program improvement.

The CGU program has undergone refinements and program modifications over the past two years. The program modifications for the Preliminary Education Specialist program are the same as described in the Preliminary Multiple and Single Subject program portion of this report.

Course of Study

There are two pathways to complete the program:, traditional candidate (resident), and intern. Residents are assigned master teachers by the district coordinator. They remain with this master teacher throughout Phase II of the program, which is two semester terms. Interns follow the same coursework as residents; however, interns find their own teaching positions and serve as the teacher of record. Interns are assigned district support providers at their school sites. Both residents and interns are matched with faculty advisors.

Candidates complete core courses that include a mixture of residents, interns, and general education candidates. In addition to the core courses, candidates complete specialty area coursework that prepares candidates to serve mild/moderate and/or moderate/severe students. Course instructors and candidates commented on the benefit of having general education and special education candidates in classes together, and how much they value sharing their experiences and learning more about general education students. General education candidates

informed the team that they value the opportunity to learn more about special education students. Even during these combined core courses, candidates reported that there are opportunities for credential-like groupings.

Beginning in Phase I, candidate's coursework and fieldwork experiences are aligned. The coursework begins to build a foundation of teaching methodology and provides instruction in critical areas (e.g., diversity, laws, strategies, resources.). The district coordinator works closely with coordinators of clinical experiences and school leadership to begin placing candidates for their first round of field experience. As in the general education program, this pre-teaching phase also serves as the intern's pre-service requirement. Interviews with candidates, faculty, and coordinators stressed the effectiveness of the program in supporting candidates' progress through both coursework and fieldwork.

Candidates also complete the first in a four-part series covering an overview of special education, including characteristics of children with a variety of mild to moderate/moderate and moderate to severe disabilities. Candidates learn federal and state legislation related to special education, types of assessment, Individualized Education Program (IEP) writing, lesson planning and positive behavior supports. Candidates also learn a variety of strategies to teach and differentiate instruction in math, science, and social studies with a focus on the integration of technology and literacy, and content, methodology, and assessment for teaching reading and language arts to all students, including English learners and students with disabilities.

During the fall segment of Phase II, candidates learn effective classroom management and teaching strategies; positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, related service providers, community members, and parents; various assessments for transitional programs and plans; formal, informal and alternative assessment measures; specific instructional strategies in academic and communication skills to effectively access standards-based curricula and address IEPs; and appropriate accommodations/modifications across content areas. During interviews principals commented on TED's District Coordinators' knowledge of student populations and teachers who serve in area schools and expressed that the coordinator does an effective job in placing the right candidates in schools and classrooms.

In spring, internship and residency teaching continues. Through interviews with employers the effectiveness of field supervision, advisement, and evaluation were made evident. Candidates and university supervisors (faculty advisor) confirmed that candidates are observed formally by their master teacher and faculty advisor approximately 20 to 30 times throughout the program. Informal assessments and reflection are ongoing. Candidates, their master teacher and field supervisor meet on a regular basis to discuss the progress the candidate is making and create action plans for continued successful fieldwork. As a professional development opportunity, and to broaden their knowledge, faculty advisors are allowed the opportunity to observe general education candidates in their general education classroom.

Course instructors and faculty advisors are hired by referral and qualifications. They receive two days of orientation that prepares them for coaching, how to use rubrics script lessons, post lesson

debriefing, and calibrate evaluation devices. Candidates respect the fact that the instructors have P-12 teaching experience and are able to model strategies and help them make connections from theory to practice. Candidates also reported that faculty are very approachable and "go above and beyond" to ensure the success of the candidate. The team found that course instructors hold appropriate credentials and degrees as verified by interviews and review of vitae. Course instructors also utilize guest speakers who are considered "expert" on certain topics such as district program specialists who oversee the writing of IEPs.

Candidate Competence

As is required for candidates in the general education preliminary program, education specialist preliminary candidates are systematically assessed throughout the program by faculty, faculty advisors, master teachers, intern support providers, and through candidate self-assessments. Anchor assignments that assess candidate competence in the TPEs must be completed required throughout the program. Over the course of the program, candidates complete an Ethnographic Narrative Project which prompts them to reflect on who they are and to complete in-depth inquiry into their school and its community, their classroom, and five focus students. Candidates collect and analyze data at each phase of the project. Candidates report that although the project is difficult to complete, the learning is invaluable. Completers appreciate the final product and realize that this culminating experience was extremely helpful and educational.

During Phase II spring semester, candidates complete a progress monitoring project during which they develop a targeted goal for one of their students, collect baseline data, develop probes, provide instruction, and analyze data through graphing and reporting to parents and other multi-disciplinary team members. Faculty advisors and master teachers evaluate candidates on TPE competencies. Candidates cannot pass their clinical (teaching) experiences without demonstrating competencies in the TPEs.

Employers confirmed that CGU graduates are effective teachers and prefer to hire them over graduates from other programs. Adjectives such as "outstanding", "phenomenal", "exceptional", "collaborative", "responsive", and "passionate" were used to describe the CGU candidate throughout the interview with employers. Faculty advisors and master teachers also commented that the CGU candidates are "teachers you want to work with."

Candidates reported that they receive information about how they will be assessed in the program and how they are informed of the results of those assessments in the candidate handbook, during program orientation, advising, and throughout the program.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met.**

Education Specialist Added Authorization: Autism Spectrum Disorders

Program Design

TED's vision of equity and social justice instigated the design of the ASD program after finding that students with autism were being underserved in their schools. University personnel enlisted community stakeholders and experts in the field of ASD to design a program to meet the needs of schools, families, and students. The program was specifically designed to train current practitioners in the best evidence-based practices in serving students with Autism Spectrum Disorders.

A review of program documentation and interviews with program leadership confirm that the Added Authorization in Autism Spectrum Disorders consists of three courses which total 12 semester units. Courses can be taken in any order and each course has its own learning objectives and core assignments. Candidates may enter the ASD program in fall, spring, or summer.

The program was approved in the fall of 2010 and currently serves two (2) candidates. Due to the fact that the ASD authorization is currently embedded in the preliminary education specialist credential program the CGU ASD program is being phased out.

Leadership within the added authorization program is provided by the Director of Teacher Education and two program coordinators. Interviews confirmed that the coordinators oversee the program admission process, coursework, advising, supervising, completion of certification requirements. Resources are allocated to the program for coordination, admission, advising, curriculum, instruction, and field experiences.

The ASD program, engages in collaborative partnerships with numerous entities both within Teacher Education, and with local schools and school districts as is described in the preliminary education specialist portion of this report. Additionally, the same advisory council that provides input for the preliminary education specialist program also meets twice a year to evaluate and make recommendations for improvement on the ASD program.

As evident during interviews with current candidates, completers, and course instructors there are frequent opportunities for communication within the credential program and with the institution.

Course of Study

Candidates are required to complete the following three courses: Effective Practices in Autism; Autism Spectrum Disorders: Research and Intervention; and Policy Issues in Autism and Related Communication and Behavioral Learning. A fieldwork component is embedded into each course as part of candidate's applied anchor assignments

Throughout the program candidates gain knowledge in the latest research in ASD; participate in clinical experiences with students with ASD; observe, understand, and participate in a variety of best practice interventions; learn effective techniques for developing collaborative partnerships with families and other members of the multi-disciplinary team; participate in research pertaining to evidence-based educational and home based interventions; and gain understanding of special education law, family support protocols and ethical treatment considerations pertaining to ASD.

Completers reported that program courses and completion of the anchor assignments were instrumental in giving them the knowledge needed to be more successful in serving ASD students. The team found that the program is very small (2 candidates) and candidates and completers really felt that they were given individual attention while in the program and that their program was tailored for them.

Candidate Competence

Candidates are assessed through applied anchor assignments that assess their mastery of the course content within each course. They learn of these assignments and program expectations in the course syllabi. Assignments include evidence-based practice with a student with ASD, collection of data and reporting the findings, a functional behavior analysis on a student, development of a positive behavior support plan to improve behavior, mock IEP meetings about a case study student, during which candidates must demonstrate their ability to collaborate with IEP team members and develop legally and ethically compliant IEPs to increase student success. Candidates and completers all reported that the assignments were helpful in their day-to-day teaching and that strategies they learned while in the program are used on a regular basis.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met.**

Level II Education Specialist: Mild to Moderate
Level II Education Specialist: Moderate to Severe

Program Design

The CGU Education Specialist Level II Program is a 15-unit program that is completed by candidates who hold a valid Level I Education Specialist Credential. The emphasis of the program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their role in providing effective instruction and an environment for student success. As with all other programs offered by CGU, the Level II program fits well within the accountability, equity, and social justice aspects of the TED vision.

In addition to completion of the coursework requirement, the program was designed to provide a mechanism for the successful induction of new education specialists into the teaching profession. To achieve this, the program requires completion of a two-year individualized induction plan (IIP) that includes a support component. Built into the support component is an option that allows the candidate to satisfy some induction requirements through completion of non-university activities. Level II candidates must also complete two years of employment while holding the Level I credential. The coursework and the induction period must be completed within five years of obtaining the Level I credential.

Development of the IIP is a shared responsibility among the candidate, university support provider, and the district employed support provider is required. Current candidates and completers spoke about the required collaboration and how it was beneficial to all.

Leadership within the credential program is provided by the Director of Teacher Education and two program coordinators. As with the preliminary and Added Authorization programs, interviews confirmed that the program coordinators oversee the admission process, coursework, advising, supervising, and credential recommendations. Resources are allocated to the program for coordination, admission, advising, curriculum, instruction, and field experiences.

It should be noted that the Level II program will eventually phase out as the number of Level I holders decreases. TED has replaced the Level II program with the Clear Education Specialist Induction Program. Due to the change in the program standards that moved the Level I to the preliminary education specialist and the Level II to the clear education specialist induction credential, CGU's Level II program has seen a significant decrease in the number of candidates. At the time of the site visit, 14 candidates were enrolled in the program.

The Level II program, engages in collaborative partnerships with numerous entities both within TED, and with local schools and school districts. Program oversight by the advisory council is conducted in the same way as described in the preliminary education specialist portion of this report

Course of Study

Candidates can enter the program in any semester. Courses may be taken out of sequence, with the exception of the Professional Development and Support course, which must occur during the first semester of the program, and the Professional Growth Assessment course, which occurs in the candidate's last semester of coursework. Courses provide for collaboration between the Level II candidate, employer designated support provider, and the university supervisor in the development and implementation of a written Individualized Induction Plan (IIP). Ongoing collaboration takes place between the candidate, university, and employer support provider throughout the program.

Program coursework covers a variety of topics including professional development and support, interdisciplinary and interagency services, emotional, behavior, and health issues in special education, instruction of culturally and linguistically diverse and exceptional students, leadership that promotes social justice, working with students with problems, and professional growth and reflection. Interviews with candidates, completers, faculty, and coordinators stressed the effectiveness of the courses and program in supporting candidates' progress in clearing the credential.

Candidates reported that they respect the fact that the instructors have teaching experiences and are credentialed teachers that can help them with their day-to-day teaching. Candidates also reported that faculty are very approachable and "go above and beyond" to ensure the success of the candidate.

Candidate Competence
Candidates complete an Individualized Induction Plan (IIP) with the guidance of the university support provider and their district support provider in their Professional Development and Support program entry course. Candidates outline professional goals on which to focus during their program. The candidate must complete a minimum of 45 hours of professional development in their district in addition to the required coursework to meet these goals.

The district support provider provides mentorship, guidance, and ultimately evaluation of the candidate's competencies as a teacher. According to the faculty advisors, observations in the Level II program are less formal than observations in the preliminary credential program. The Level II observations are more focused on areas for improvement.

The university support provider and the district support provider work in conjunction with the candidate and assess their abilities and competencies of the standards. Along with the unique assessments within each course, as a culminating assessment, candidates develop a portfolio that provides evidence of their professional development activities and professional growth as a teacher. Completers commented on how this portfolio is a resource that they use on a regular basis.

In addition to their academic coursework and professional development activities, candidates must show evidence of working as an Education Specialist with a Level I credential for a minimum of 2 years before they are eligible for filing for the Level II Clear Credential.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

General Education (Multiple Subject and Single Subject) Induction Program

Program Design
Claremont Graduate University's (CGU's) General Education (Multiple-Subject and Single-Subject) Induction Program is a two-semester, 12 unit program that was initially approved in 2012. During the program, participating teachers engage in the Formative Assessment for California Teachers (FACT) system and complete clinical course requirements and academic course requirements each semester.

Interviews with TED leadership and review of the self-study document, confirm that the program is offered via two options: the Geo-Near-Option and the Geo-Far Option. The Geo(graphically)-Near Option is for participating teachers who live geographically close to CGU. Participating teachers complete the induction program's clinical course in a setting within (approximately) 40 miles of CGU, take their academic classes at CGU and have in-person meetings with CGU staff/faculty. The two-semester program design and coursework requirements are the same for geo-near and geo-far candidates.

Geo(graphically)-Far participating teachers complete the induction program's clinical component in a setting far from CGU, participate in their courses via web tools, including Skype and asynchronous coursework, and meet with CGU staff/faculty using virtual tools. The CGU self-study document states that the Geo-Far option allows participating teachers to complete their induction program whether in Chico, Chicago or China. At the time of the site visit, geo-far candidates (7) represented smaller numbers than geo-near (30).

The program is guided by the Induction Leadership Team. The team meets weekly and is comprised of the director of TED and the induction program coordinator. The team is responsible for communicating program requirements to candidates as well as participating teachers' roles and responsibilities.

The Director of Teacher Education acts as the TED's main link to the School of Educational Studies (SES) and CGU. TED's director attends SES and CGU faculty meetings to maintain engagement and communication between the program and the institution. The director has daily contact with the dean of SES, who has daily contact with CGU's executive vice president and provost. Additionally, the program's leadership meets at least twice a year and on an as needed basis with an advisory council comprised of instructional personnel, clinical supervisors, staff, alumni and school/district partners.

The program has gone through some refinements over the past two years. Based upon candidate needs and feedback, coursework has been adjusted and modified as follows:

- In the summer of 2013, program leadership decided that until additional PTs participate in the summer geo-far program, CGU will not offer a summer geo-far program option.
- The clinical setting for geo-far PTs is restricted to the setting in which the PT is the teacher of record.
- In the spring of 2014, all induction documents were modified to include the new EL standards. All induction support providers and participating teachers were trained on the modified documents and new EL requirements.

Course of Study

An induction support provider engages the participating teacher in the Formative Assessment for California Teachers (FACT) system that guides the participating teacher as they assess their professional practice based upon the California Standards for the Teaching Profession (CSTPs) and the induction program standards. The FACT tools help participating teachers gather and reflect upon data about their teaching practices which leads to development of teaching skills and tenets of the profession.

As part of the FACT process, participating teachers, or candidates, complete the following four modules each semester:

- *Context of Teaching & Learning* - During this module PTs collect and review class, school, district, and community data and contextualize and extend the information with

their induction support provider (ISP) by reflecting on the data's impact on their teaching and their students' learning.

- *Assessment of Teaching and Learning* - While completing this module, PTs discuss strengths and challenges experienced in their preliminary program with their ISP. PTs discuss the alignment between the TPEs and the CSTPs and induction standards. Self-assessments based upon the CSTPs and the induction standards are also completed.
- *Inquiry into Teaching & Learning* - PTs select one area of growth for focused inquiry and engage in action research.
- *Reflection on Teaching & Learning* - In this module PTs look at the inquiry process and the resulting summative data of student learning. PTs also re-assess their professional practice based upon the CSTPs and the induction standards.

In support of the candidate's formative assessment process, ISPs are hired by CGU and participate in ongoing professional development during monthly training meetings. ISPs are selected based on well-defined criteria as confirmed by interviews and review of resumes and roles and responsibilities documents. Many of the ISPs are retired teachers, retired administrators and CGU faculty. Assignments for both the geo-near and geo-far PTs are made by the induction coordinator. Candidates in both geo-near and geo-far interviews confirmed that the ISPs enriched their teaching and learning experience.

In addition to the ISP, coaches are assigned for geo-near and geo-far PTs based on the candidate's assignment and needs. As documented in coach logs and supported by candidate and completer interviews, participating teachers and coaches meet regularly to collaborate and engage in reflective conversation. The collaboration, however, did not always include integration of induction program activities with district and partner organizations' site-based professional development efforts.

Concurrent with the clinical component, the candidate engages in coursework to support his/her professional development. Reflective conversations with the ISP provide opportunities to connect and extend the candidate's learning, both in the academic and clinical settings. Interviews with candidates, completers and ISPs confirm that the design is supported by ongoing formative assessment consisting of frequent and continuous opportunities for reflection and improving pedagogical knowledge, skills, and performance of the participating teacher through a series of classroom-based activities.

Candidate Competence

Candidates for the clear credential demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. The primary sources of evidence are the documents collected through completion of the FACT system. The evidence is submitted as a portfolio and includes observations and observation videos and documents verifying completion of the FACT system of assessment. Candidates formatively assess their practice twice each year, document evidence of that practice and submit the portfolio of evidence via Dropbox.

Data about the candidate's progress toward completion of the program is used to determine recommendation for the clear credential at the end of the induction experience. Teacher performance is measured using contact logs, FACT reviews and portfolio evaluation documents.

As evidenced in the coach contact logs, the program coordinator and coaches review each candidate's formative progress toward completion of the program as well as the frequency and level of support the candidate receives while in the program.

Findings on Standards:
After review of the institutional report and supporting documentation, and after conducting interviews with participating teachers, completers, ISPs, university personnel, and employers, the team determined that all program standards are **Met** with the exception of Induction Program Standard 1: Program Rationale and Design, and Induction Program Standard 2, Communication and Collaboration, which are **Met with Concerns.**

Rationale
At the time of the site visit, the induction program had been operational for a year and a half and is still in the nascent stage. Through interviews with LEA partners the team found that the depth of LEA partnership and participation that occurs in other established programs offered by CGU does not take place in the induction program.

Induction Program Standard 1 requires that "The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts". While the program coordinator and other unit members communicate with P-12 organizations, there was no evidence that the communication leads to collaboration which supports the integration of the induction activities. Employer and LEA interviews confirm that while they received information from the university, they were not consistently involved in the placement conversation and the connection to district or agency professional development efforts were not always integrated. Although some employers were aware of the opportunities to collaborate with the induction program others were not, nor was there consistent confirmation that opportunities for continued discussions with the LEA or invitations to attend advisory meetings were issued.

Induction Program Standard 2 states "The induction program collaborates regularly with partner school district personnel…regarding curricular and instructional priorities…". As with the finding for Induction Program Standard 1, LEA personnel who were interviewed stated that they had not been involved with curricular or instructional priority conversations for induction candidates. Letters of placement are generated by the program and provided by the university induction coordinator yet this communication predominately confirmed the candidate's placement and provided program contact information. The letter does not include opportunities to provide input as to LEA or agency needs.

Clear Education Specialist Induction Program

Program Design

Like the General Education Induction Program, Claremont Graduate University's (CGU's) Clear Education Specialist Clear Induction Program is is a two-semester, 12 unit program that was initially approved in 2012. As required in the General Education induction program, Education Specialist participating teachers engage in the Formative Assessment for California Teachers (FACT) system and complete clinical course requirements and academic course requirements each semester.

Although Education Specialist participating teachers must take different content during their induction program, the team found that the Clear Education Specialist Induction program is designed the same as the General Education Induction program and offered via two options: the Geo-Near Option and the Geo-Far Option. As confirmed by candidate interviews and review of resumes and roles and responsibilities documents, candidates in each Education Specialist induction program option complete the same coursework. Geo-near candidates complete their clinical practice within 40 miles of CGU while coursework and in-person meetings are held onsite at CGU. Geo-far candidates participate in courses and meetings via web tools and asynchronous coursework and Skype.

The program is guided by the Induction Leadership Team as described in the General Education Induction program section of this report.

During interviews, the team found that Education Specialist participating teachers were initially required to complete a clinical course and an academic course each semester. Upon review of Education Specialist participating teacher needs, a recent modification established an additional course which provides for "opportunities to complete advanced professional development in areas such as case management, advocacy, and consultation" as required by Education Specialist Induction Program Standard 7. This program modification is in addition to the induction program modifications described in the general education induction program portion of this report. Participating teachers who successfully complete the two-semester program are recommended by the institution for a Clear Education Specialist Induction Credential.

Course of Study

Through review of documents and interviews with program leadership, candidates and completers, the team found that the course of study for clear education specialist induction participating teachers is the same as for general education induction candidates. An induction support provider engages the participating teacher in the Formative Assessment for California Teachers (FACT) system. CGU's self-study document reports that as part of the FACT process, participating teachers, must complete four modules each semester: Context of Teaching and Learning; Assessment of Teaching and Learning; Inquiry into Teaching and Learning; and Reflection on Teaching and Learning. Module content is the same as described for the modules included in the General Education Portion of this report.

Interviews with support providers established that each participating teacher is carefully paired with a university-provided induction support provider (ISP) who holds the same credential as the participating teacher or who has commensurate experience in the participating teacher's credential area. The selection and assignment processes for ISPs and coaches are the same as

described for the General Education Induction Program. As in the General Education Induction program, many of the ISPs are retired teachers, retired administrators and CGU faculty. Candidates in both geo-near and geo-far interviews confirmed that the ISPs enriched their teaching and learning experience.

Interviews with candidates, completers and ISPs confirm that the design is supported by ongoing formative assessment consisting of frequent and continuous opportunities for reflection for improving pedagogical knowledge, skills, and performance of the participating teacher through a series of classroom-based activities.

As documented in coach logs and supported by candidate and completer interviews, participating teachers and coaches meet regularly to collaborate and engage in reflective conversation. However, the one site administrator who was interviewed reported that the administrator was not always advised about discussions between and decisions made by the PT and their support providers and there was no follow-up discussions to ensure that decisions made were integrated into LEA activities.

Candidate Competence

When participating teachers are accepted into CGU's Clear Education Specialist Induction Program, the induction program coordinator completes a Program Plan for each participating teacher that outlines required courses and course sequence for the two-semester program. The coordinator reviews the plan with each participating teacher and has the PT sign the plan.

All participating teachers and induction support providers also attend a mandatory orientation meeting at the beginning of each semester. During the orientation, the participating teachers and induction support providers receive copies of the clinical course syllabus, as well as training on action research.

As is required in the General Education Induction program, candidates for the Clear Education Specialist Induction credential demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards through completion of the FACT system. Candidates formatively assess their practice twice each year, document evidence of that practice and submit their completed FACT portfolios via Dropbox.

As evidenced in the coach contact logs, the program coordinator and coaches review each candidate's formative progress toward completion of the program as well as the frequency and level of support the candidate receives while in the program.

Upon conclusion of each semester, the ISP signs a completion form for each of their participating teachers. The form identifies all coursework completed in the clinical courses and dates of completion. The ISP also collects key coursework documents for review and uses the data for program effectiveness and as a part of candidate competence. Upon completion of the two-semester program, the program coordinator and the participating teacher complete and sign a Request for Clear Credential Form.

Findings on Standards:
After review of the institutional report and supporting documentation, and after conducting interviews with participating teachers, completers, ISPs, university personnel, and employers, the team determined that all program standards are **Met** with the exception of Induction Program Standard 1: Program Rationale and Design, and Induction Program Standard 2, Communication and Collaboration, which are **Met with Concerns.**

Rationale
At the time of the site visit, the induction program had been operational for a year and a half and is still in the nascent stage. Through interviews with LEA partners the team found that the depth of LEA partnership and participation that occurs in other established programs offered by CGU does not take place in the induction program.

Induction Program Standard 1 requires that "The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts". While the program coordinator and other unit members communicate with P-12 organizations, there was no evidence that the communication leads to collaboration which supports the integration of the induction activities. Employer and LEA interviews confirm that while they received information from the university, they were not consistently involved in the placement conversation and the connection to district or agency professional development efforts were not always integrated. Although some general education induction employers were aware of the opportunities to collaborate with the induction program, the one education specialist employer interviewed was not aware of opportunities to collaborate, nor was there confirmation that opportunities for continued collaboration had been provided. No invitations to attend advisory meetings were issued.

Induction Program Standard 2 states "The induction program collaborates regularly with partner school district personnel…regarding curricular and instructional priorities…". As with the finding for Induction Program Standard 1, LEA personnel who were interviewed stated that they had not been involved with curricular or instructional priority conversations for induction candidates. Letters of placement are generated by the program and provided by the university induction coordinator, however, this communication predominately confirmed the candidate's placement and provided program contact information. The letter does not include opportunities to provide input as to LEA or agency needs.

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