

## **Discussion of the First Quarterly Report from Alliant International University November 2016**

### **Overview of this Report**

This agenda item provides information on the first quarterly report submitted by Alliant International University (AIU) addressing stipulations resulting from their spring 2016 site visit. Following its decision, the Committee on Accreditation (COA) directed AIU to provide updates to staff documenting the progress made toward meeting the goals set forth in the stipulations at quarterly intervals.

### **Staff Recommendation**

This is an information/action item. No action is needed at this time, however, should the COA wish to take action it may do so. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2016-17 year. The revisit is scheduled for April 25-27, 2017.

### **Background**

A site visit was held at Alliant International University on April 24-27, 2016. The report resulting from that visit was presented to the Committee on Accreditation at their June 2016 meeting <http://www.ctc.ca.gov/educator-prep/coa-agendas/2016-06/2016-06-item-23.pdf>. After discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Probationary Stipulations**. The stipulations included the following:

- 1) The institution is to design and implement a consistent system for managing quality assurance and accountability of the unit and its programs that articulates the unit's vision throughout the unit and ensures that all programs are aligned to that vision with candidate performance measures clearly stated and data provided.
- 2) Alliant International University is to implement an assessment and evaluation system that collects and analyzes data for ongoing program and unit evaluation and improvement in its place and provide evidence that sufficient resources have been provided for in this purpose.
- 3) Alliant International University is to institute regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the broader, professional community to improve teaching, candidate learning, and educational preparation.
- 4) Alliant International University is to establish clear protocols regarding the criteria for selection of fieldwork and clinical practice sites, particularly in regard to preparing candidates to teach all students – including English learners, special education populations, and gifted students – so that candidates develop and demonstrate the knowledge and skills necessary to educate and support all students in effectively meeting state-adopted academic standards.

- 5) Alliant International University is to ensure that district employed supervisors are selected, trained, and supervised using criteria as required by Common Standard 8.
- 6) Alliant International University is to provide evidence that all program standards for the Multiple/Single Subject, CTEL, Autism Spectrum Disorder Added Authorization and the Clear Education Specialist Induction programs that were not fully met at the time of the accreditation visit are addressed and fully aligned.

Additionally, the COA took several actions specific to the Autism Spectrum Disorders Added Authorization (ASD AA) Program. They include the following:

- Alliant International University may not recommend candidates for the Added Authorization: Autism Spectrum Disorders authorization until such time the program documents are found to be in alignment with program standards.
- No new candidates are to be admitted to the ASD AA program beyond those noted at the June 134, 2016 COA meeting until the program has been reviewed and found to be aligned with the standards.
- The institution is to notify all enrolled candidates of its accreditation status. There are to be two different letters drafted and provided to the CTC staff for review. The first letter is o all candidates, current and entering not in the ASDAA program, informing them of the institution's accreditation status, the fact that the program did not meet any standards, and what the implication are for the candidate at this time.
- The institution may not be approved to offer new programs until this stipulation has been removed by formal COA Action.

Based on those actions, AIU halted recommendations for the ASD AA and enrollment of new candidates in that program so the institution could modify the existing program and resubmit it for review. AIU also sent out letters to all educator preparation program candidates in July making them aware of AIU's accreditation status. Separate letters were sent based on the following categories: 1) newly enrolled educator preparation program students 2) continuing educator preparation program students 3) newly enrolled ASD AA program students 4) continuing ASD AA program students.

Since the last COA meeting, AIU submitted revised ASD AA program documents that were carefully reviewed by a BIR member with knowledge in Autism Spectrum Disorders and CTC staff. AIU was notified that the program documents were found to be in alignment with the program standards. Following that determination, and pursuant to the COA action, AIU was notified that it could begin to enroll candidates in the program and recommend those candidates who complete all aspects of the revised program for the added authorization. Also pursuant to COA Action, any candidate who has not yet been recommended for the ASD AA but had completed the previous version of the program deemed by the accreditation team to not have met standards, must complete those missing aspects

prior to being recommended. Additionally, the ASD AA program will be reviewed during the focused revisit in April 2017.

### Report Contents

The AIU report was received on September 29, 2016 and has been read and analyzed by staff. Included here as Appendix A, the report is organized into sections that address each of the stipulations. The complete report, including additional evidence and the conceptual framework, are on file at the Commission and available should any COA member wish to read it. A summarized version of the report is included below.

#### **Stipulation 1:**

*The institution is to design and implement a consistent system for managing quality assurance and accountability of the unit and its programs that articulates the unit's vision throughout the unit and ensures that all programs are aligned to that vision with candidate performance measures clearly stated and data provided*

#### **1<sup>st</sup> Quarter Response Summary:**

Provide evidence that: a) a consistent system for managing quality assurance and accountability of the unit and its programs be designed; b) the unit's vision is articulated throughout the unit; and c) all programs are aligned to that vision with candidate performance measures clearly stated and data provided.

- Post the April CTC visit, Alliant's Hufstedler School of Education (HSOE), **now named California School of Education (CSOE)** has completed a review process during which the Unit clarified its mission statement and articulated a vision, a set of guiding principles (LEAD) in a Conceptual Framework.
- The Conceptual Framework's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for *Leadership (L) Engagement (E) Application (A) and Dedication to inclusive excellence (D)*. As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A).

Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to learners/clients of all backgrounds, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

## LEAD

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

- Work on incorporating the guiding principles and conceptual framework to all syllabi, instruction and assessment measures that address the new Conceptual Framework was completed **July 30, 2016**.
- The process entailed the collective voice and actions of faculty and staff members and represents a synthesis of theory and practice within and across our programs.
- A unit **Assessment Committee** (AC) has been established and assessments are organized around the CSOE Mission Statement and Conceptual Framework.
- A comprehensive, unified digital assessment management system (**Taskstream**) is being implemented in Alliant's California School of Education (CSOE). All CTC Common Standards and Program specific Standards have already been loaded into Taskstream. Work is underway on aligning courses and competencies to the standards. The addition of Taskstream will enable the CSOE to collect and analyze assessment data on outcomes to more effectively identify strengths, areas of development, and to comprehensively evaluate candidates' performance on all CTC competencies. The program directors (PDs) will have access to all the data in Taskstream to support a common system/common understanding of every unit outcome, goal, and the evidence as well as changes made. This system will also promote learning about program improvements across programs.
- Quality Assurance of Programs is being managed at the University, School-wide Unit level, Program level, and course level. This entails the use of TaskStream and aligning of Unit level outcomes with University Program evaluation outcomes. The CSOE planning and quality assurance processes are also tied to the overall university planning process.
- The interim Dean appointment was confirmed as Dean to assure stable leadership as well as short and long term planning for the unit. This has enabled unit cohesiveness, accountability, and a review of engagement with all stakeholders.

The Dean is working with the Provost and other senior administrators to assure consistent institutional support including for staffing and assessment needed to maintain effective strategies for all programs in the unit.

### **Stipulation 2:**

*Alliant International University is to implement an assessment and evaluation system that collects and analyzes data for ongoing program and unit evaluation and improvement in its place and provide evidence that sufficient resources have been provided for in this purpose.*

### 1<sup>st</sup> Quarter Response Summary:

- Post the CTC visit last April, the University has allocated the resources for a comprehensive and unified digital assessment management system. Thus, the unit recently adopted Taskstream as a platform for assessment and data collection and analysis. In the platform, a **Continuous Improvement** plan and plan status areas have been designed to document program changes made as a result of data analysis. Alliant's Taskstream system has already been loaded with CTC Common and Program Standards and Teacher Performance Expectations (TPEs) in alignments. This step has significantly improved the management of data collection and analysis from the Excel spreadsheets that were previously utilized.
- Candidates are taught through quality instruction and candidate proficiency is comprehensively assessed through product and performance assessments using evaluative rubrics and guided by CTC competencies. The data collection is already in the process of being uploaded to Taskstream and will be **completed by October 15, 2016**. This change will enable a more robust and consistent data collection, assessment, and tracking of continuous improvement. Data on individual candidate performance also can be tracked to improve student learning and summarized for program and unit outcomes.
- A process for proactively addressing candidate performance on the California Teaching Performance Expectations (TPEs) has been completed. The TPEs/TPAs are now more clearly embedded into the curriculum. Candidates are introduced to the standards in the first week of Clinical Practice Courses and the Seminars. Candidates are introduced to the TPAs in Clinical Practice in the form of subheadings of the primary TPE headings. Each of the TPEs/TPAs are also covered in the seminar courses. Candidates reflect on the standards in their e-journals and are evaluated through rubrics.
- A scoring rubric based on TPEs with the California Teaching Performance Assessments (TPAs) is embedded within the required task items in the four Seminar courses. This effort also includes a system of assessing those candidates who do not pass the CalTPA at the first attempt. These data will be documented in Taskstream, analyzed, and utilized to enhance programmatic offerings including milestones for competencies in various courses. The assessment is designed at the individual student level as well as the overarching Unit level. This project was completed **August 1, 2016**.
- The candidates submit their TPA task online to Canvas (the learning management system) before the deadline date outlined in the Clinical Practice and other specified courses. The formative assessment of the CalTPA task provides data to be used by candidates during their teacher preparation experience and their induction. The CalTPA coordinator shares information with Teacher Education (TE) Team (Faculty and Staff). This information helps our TE Team to make recommendations, suggestions and guidance that improve our overall program.
- The Taskstream system collects data on final pass rates of candidates' performance on the CalTPA tasks. This information is used to support the candidate's

performance, overall program improvement of the coursework, as well as the unit operation, which includes the performance of faculty, adjuncts, university supervisors, and assessors.

- During our Teacher Education (TE) meetings, the CalTPA Coordinator provides information on the performance of Candidates on their TPA tasks. Candidates who do not pass or are not successful on the assessment receive the following remediation: An appropriate Individual Professional Development Plan (IPDP) for the candidate to re-submit the areas of concerns of the TPA tasks with the guidance of the CalTPA Coordinator. The IPDP/Activities take two weeks to be thoroughly discussed and reviewed, and the Candidate is provided extensive and timely feedback on TPA tasks and scoring rubrics before re submission. All candidates have access to the CalTPA handbook and TPE/TPA alignment chart developed by the program. The purpose of the IPDP is for the candidates to understand the expectations, the engagement of, and the application of the formative experiences aligned with the TPA Tasks.
- In addition to CTC Program Standards and TPEs, our assessments are organized around the CSOE Mission Statement and Conceptual Framework. The mission development process entailed the collective voice and actions of faculty and staff members, and represents a synthesis of practice within and across our programs. Taskstream links with existing University student learning and support platforms including Moodle, Canvas, My Alliant, CX, Feith, and Cognos to enable triangulation and data verification. Additionally, more resources will be allocated towards assessment support and training.
- A **second full time 1.0 FTE** position has been added to the Credential Analyst office. The Accountability Officer position has been **increased from 0.75 FTE to a full time 1.0 FTE and the recruitment for a second fulltime position for the office is underway.**

### **Stipulation 3.**

*Alliant International University is to institute regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the broader, professional community to improve teaching, candidate learning, and educational preparation.*

### **1<sup>st</sup> Quarter Response:**

- Advisory Board Agendas and Meeting Minutes are being archived from regular meetings that take place quarterly. All Programs have adopted a systemic documentation process of this regular, ongoing collaboration with colleagues in P-12 through the use of a shared drive.
- The Teacher Education Department is documenting attendance of all school district/university partnership meetings, P-12 school and university meetings, university meetings with other IHEs, and education conference attendance in a shared drive. Moreover, Alliant faculty are asked to report their attendance of these meetings as they reconcile their Faculty Workload Agreements at the end of each academic year and report them on their faculty Annual Reports to the University.

Faculty who collaborate with P-12 schools and other IHEs are awarded credit on their Faculty Workload Agreements. In addition, faculty share, learning and action items gathered from these meetings that can influence the operation of the unit in program meetings. These are then also discussed at the unit level Program Director (PD) meetings and implementation plans and timelines are designed as appropriate.

- In addition to the annual evaluation of faculty on the dimensions of Scholarship and Teaching, faculty are evaluated on their level of service including engagement with their communities. The level of partnership and collaboration with other stakeholders including P-12 schools, parent groups, and other IHEs is recognized and rewarded as well as documented in the Faculty Annual Reports.
- **The Teacher Education Program relaunched an Advisory Board and had its first meeting on June 7<sup>th</sup>.** School District administrators, Intern Support Providers, Mentoring Teachers, University Faculty and Staff, and Parents of K-12 students in partnering school districts were all represented at this meeting. In the links below is a list of the Advisory Board Participants, the June 7<sup>th</sup> Meeting Agenda, and a copy of the invitation to join the Advisory Board. The Teacher Education Advisory Board is scheduled to meet quarterly.

**The CTEL program has relaunched an Advisory Board and held its first meeting on August 8.**

**Stipulation 4.**

*Alliant International University is to establish clear protocols regarding the criteria for selection of fieldwork and clinical practice sites, particularly in regard to preparing candidates to teach all students – including English learners, special education populations, and gifted students – so that candidates develop and demonstrate the knowledge and skills necessary to educate and support all students in effectively meeting state-adopted academic standards.*

**1<sup>st</sup> Quarter Response:**

- The Teacher Education Department has completed the process of refining its Memorandum of Understanding (MOU) to require all Candidates to work in diverse settings to ensure that candidates have the opportunities to understand and address issues of English Learners, students with disabilities, and students from low socioeconomic backgrounds; and
- Requiring all Intern Support Providers to either possess an Administrative Service Credential or a Clear Credential pertaining to the Candidates' teaching assignment, possess a Master's degree, and have a minimum of three years of experience in the area they are supervising.
- All student teachers are required to be placed at a school site that has a student body that is comprised of a minimum of 10% English Language Learners, students with IEPs, and students from low socio-economic backgrounds. Intern teachers who attain teaching contracts at a school site that does not meet the 10% student body criteria in those areas, must observe an English Language Learning classroom, or a Special Education classroom, or a Title 1 school, for two full days for every percentage point below the 10% threshold. This is established at the outset through the MOUs with School Districts.

- Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners in Fieldwork and core coursework using the Common Core State Standards (CCSS) and Curriculum Frameworks as their guide for lesson and unit plan objectives. The Alliant Lesson template requires all Candidates to reflect on and implement EL and special needs instruction.
- In addition to implementing stronger communication processes with district partners through regular meetings and the revised MOUs, Alliant has better aligned the systematic collection of evidence of progress on the TPEs and TPAs between the academic courses and field work.
- From the first course in the academic sequence, Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners. The Alliant Lesson Template is used throughout academic courses (EDU 6005 Psycho-Educational Development of Diverse Learner Classroom Application, TEL 7170 Technology in the Curriculum, etc.) and requires all Candidates to reflect on and implement EL and special needs instruction. In addition, Candidates must document the Common Core State Standards and California Curriculum Frameworks in each lesson plan and unit plan.

A new sequence of Clinical Practice courses has been designed to better structure the collection of formative data on Candidates' progress toward mastery of the TPE's and TPA's. During each Term (8-week course of study) Candidates are enrolled in a Clinical Practice course incorporating the collection of their E-Journals, Communication Logs which are included in Progress Assessments, records of ELL contact time (Intern Support Log Template), Progress Assessments and Quarterly Assessments. This online formal course structure, customized for Student Teachers, Standard Interns and ECO Interns, will also provide instructors and field supervisors access to the Candidates' progress for a shared and triangulated understanding of Candidates progress between the University and the school. Thus assessment is completed on a weekly basis, insuring early intervention for Candidates who are struggling to meet TPA and TPE requirements.

**Stipulation 5.**

*Alliant International University is to ensure that district employed supervisors are selected, trained, and supervised using criteria as required by Common Standard 8.*

**1<sup>st</sup> Quarter:**

- As agreed in the Memorandum of Understanding (MOU) between the school districts and Alliant, all Site Supervisors including Intern Support Providers, Induction Support Providers (Clear Education Specialist Credential), and master teachers must have: a minimum of three years teaching experience in the area they are supervising; possess a Clear credential in the area in which the candidate is seeking his/her credential or an Administrative Services Credential; and have earned a Master's degree.
- The revised MOU verifies that the District Support Provider has been trained in his/her supervisory role.
- Alliant's Teacher Education Department is developing an online training course for District Support Providers and University Supervisors (in consultation and

collaboration with members of its Advisory Board), which **will launch in the Fall of 2016 and be completed by November 15, 2016.**

In addition to holding all the necessary forms (Clinical Practice Handbook, assignment description, and evaluation forms), this online forum will enable Alliant to train its university supervisors and district collaborative partners in their supervisory roles, clarify expectations, and receive informative feedback on our Clinical Practice courses.

Mandatory meetings between university supervisors and district support providers for the purpose of joint Candidate evaluations have also been implemented.

### **Preliminary Multiple Subject**

#### **Standard 1: Program Design—Not Met**

*Rationale for standards not met provided in report:*

- *Program lacks unified assessment system.*
- *Candidates not assessed on TPEs outside fieldwork.*
- *No clear Theoretical Framework*
- *Lack of collaboration between District employed Intern Support Providers and Alliant University Supervisors*

#### **1st Quarter:**

- As part of the Unit emphasis on assessment, the Teacher Education program has adopted a digital portfolio (Taskstream) and each course has Signature assessments directly linked to CTC Program Standards and TPEs that have been incorporated into the Taskstream assessment management system.
- TPEs are specified throughout the program's syllabi and course assessments.
- New Theoretical Frameworks were developed collaboratively, listed in Syllabi, and specified in Syllabi when each element is addressed.
- Revised Memorandum of Understanding require an early visit between Intern Support Provider and University Supervisor. Intern Support Providers and the University Supervisor are required to share Candidate evaluations so as to provide the best guidance to candidates. Creation of an online course for District Support Providers is underway.

#### **Standard 2: Communication and Collaboration – Not Met**

*Rationale for standards not met provided in report:*

- *Lack of evidence of collaboration with P-12 school districts.*
- *No Advisory Board*

#### **1<sup>st</sup> Quarter:**

- The CSOE implemented a new policy requiring documentation of attendance of all school district/university partnership meetings in a shared drive. Evaluations and prioritizations of the learning from these meetings are discussed in unit assessment meetings. CSOE continued recognition on Faculty Workload Agreements for Service

for attendance at meetings with university partners. This Credit for Service for faculty is taken into account when faculty apply for contract extensions or rank promotion.

- An Advisory Board was reestablished and had its first meeting on June 7th. K-12 administrators, district employed support providers, K-12 teachers, as well as Alliant faculty, staff, and administrators all attended the meeting **on June 7, 2016**. The Advisory Board will meet every three months and is already scheduled to meet again on Sept. 6, Dec. 6th, March 7th, and June 7th.
- In collaboration with members of our Advisory Board, the program is developing an online course to train university supervisors and district support providers on their advisory roles, which will be completed in Fall 2016.
- In addition, there are mandatory meetings between university supervisors and district support providers for the purpose of joint Candidate evaluations.

**Standard 8: 8B(d) and (h): Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates – Met with Concerns**

*Rationale for standards "Met with Concerns "provided in report:*

- *Increased development in the areas of English instruction and Languages Other Than English (LOTE) is recommended.*

**1st Quarter:**

- The program has completed revising the Single Subject Methods English and LOTE Course Syllabi to include specialized teaching strategies in each subject area and more defined linkages to Common Core State Standards.
- The Single Subject Methods: English Language Arts course includes the close reading of the ELA CCSS in relation to the CA ELA Framework. The course incorporates the development of mini tasks and a unit plan/module based on the Literacy Design Collaborative Model. The course also includes using **EQuIP** (Educators Evaluating the **Quality of Instructional Products**) Rubrics to analyze lesson plans, unit plans and instructional materials.

The Single Subject Methods: LOTE includes the close reading of *The California State World Language Content Standards* and is aligned with *The National Standards for Learning Languages with the CCSS*. The course also includes the development of a subject specific lesson/unit plan based on *'The American Council on Teaching World Languages'*.

**Standard 14: Learning to Teach through Supervised Fieldwork – Met with Concerns**

*Rationale for standards "Met with Concerns "provided in report:*

- *Programs does not require multiple, mandatory experiences across multiple grade levels.*
- *The program does not collaborate with employing districts for communication, guidance and support of teacher education program development.*

**1st Quarter:**

- The program now requires mandatory experiences at more than one grade level:
  - **Intern Teachers:** Prior to beginning a Multiple or Single Subject Intern Teacher Education program, teacher Candidates are required to take a Pre-Service for Intern Teaching Course, in which they observe different school sites including

two levels: elementary, middle school, or high school.

- **Student Teachers:** The Programs incorporate mandatory experiences across a minimum of two grade levels for Student Teachers. Student Teachers in the Multiple and Single Subject credential programs are required to complete two eight-week placements in two different grade levels. Student Teaching experiences are undertaken with the guidance of a Master Teacher. Student Teaching Candidates assume total teaching responsibility for at least two full weeks during each placement.
- The program created an Advisory Board consisting of Partnering K-12 school district personnel. The Advisory Board meets quarterly and the first meeting was held June 7<sup>th</sup>.
- The program is in the process of implementing an online course to train District employed support providers and receive collaborative feedback from them about our program. In addition, there are now mandatory meetings required between university supervisors and district support providers for the purpose of joint Candidate evaluations.
- Programs collect evaluations from Intern Support Providers, master teachers, and Induction Support Providers about Alliant's university supervisors and teacher education program.

**Standard 15: Qualifications of Individuals who Provide School Site Support – Not Met**

*Rationale for standards not met provided in report:*

- *Lack of defined qualifications for District employed support providers.*
- *No training for District employed support providers.*
- *No policy to provide experience with teaching diverse learners (ELLs, students with IEPs, and students from low socio-economic backgrounds, when an intern is employed in a setting that lacks diversity.*

**1st Quarter:**

- Alliant's MOUs with partnering school districts require District employed support providers **to have a Clear Credential in the area they are supervising; a minimum of 3 years teaching experience in the area they are supervising; and a Master's degree.** Moreover, the district confirms through the MOU that the District employed support providers were trained in their supervisory roles.
- The Teacher Education program is implementing an online training course for District employed support providers and Alliant University mentors. The training is being developed collaboratively by Alliant faculty and members of the Teacher Education Advisory Board.
- Candidates are placed at school sites that have a student body that is comprised of a minimum of 10% English Language Learners, students with IEPs, and students from

low socio-economic backgrounds. Candidates at a school site that does not meet the 10% student body criteria in those areas must observe an ELL classroom, or a Special Education classroom, or a Title 1 school, for two full days for every 1% point below the 10% threshold.

Candidates required to observe classes in more diverse settings must write an observation report regarding their experience and discuss the experience with their university supervisors. Further, Candidates are expected to review their specific classrooms to ensure that they comprise of English Language Learners, students with IEPs, and students from low socio-economic backgrounds. In instances where this is not the case, Candidates must observe a classroom with these demographic mix and discuss their experiences with their university supervisors.

### **Autism Spectrum Disorder Added Authorization (ASDAA)**

#### **3 Program Standards—Not Met**

*Rationale for standards not met provided in report:*

- *The program modifications completed after initial program approval are substantial. The institution did not file a substantive change document. The initial approved program consisted of 12 semester units and the program was changed to one 3 semester unit course and a portfolio requirement.*
- *There is insufficient evidence that the depth of knowledge on content is maintained and that the candidate has sufficient support to review and implement the teaching strategies, curriculum development, behavior support strategies, and systems of collaboration as described in the original proposal.*

#### **1st Quarter:**

- After the CTC Site Visit, Alliant inquired of the CTC whether we need to submit a Substantive Change Document at the time of this update. The response was that such a process has not been clarified and that CSOE should continue work on demonstrating that candidates meet all competencies and CTC Standards. Per CTC request, the unit has submitted progress on the ASDAA program separately. The unit has already provided clarifications in response to initial feedback from the reviewers.

In sum, significant changes have been made to the Added Autism Authorization since the CTC Site Visit such as: changing the portfolio requirement to a 40-50 page academic paper/ professional portfolio that is directly linked to all 3 of the CTC Standards, added a **45**-hour Practicum requiring evidence that Candidates have experience working with students with ASDs, and added an 8 week online class following an intensive 2 day weekend seminar (16 hours). We are awaiting the reviewers' decision in order to complete the streamlining and documentation of this project in Taskstream is expected to be fully completed by November 15, 2016.

### Education Specialist Clear Induction

#### Standard 2: Communication and Collaboration, which is Met with Concerns

*Rationale for standards "Met with Concerns "provided in report:*

- *Lack of collaboration between the University and District employed Induction Support Provider.*

#### 1st Quarter:

- We have changed our MOU with Districts to **require an early meeting** in the Field Experience course between the Candidate, District employed Induction Support Provider, and University Supervisor. Alliant always required its District Induction Support Providers to sign off on a document with our Credential Analyst to verify they evaluated the Candidate. However, now the program requires both the Induction Support Provider and University Supervisor to share their evaluation reports to increase collaborative District/University support.
- Alliant is implementing a District Support Online training course in the fall of 2016, which is being collaboratively developed between Alliant Faculty and member of our Teacher Education Advisory Board. In addition, there are **mandatory** meetings between university supervisors and district support providers for the purpose of joint Candidate evaluations.
- Alliant is inviting its Induction Support Providers to participate in a newly developed Advisory Board.

### California Teachers of English Learners (CTEL)

#### Finding on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** with the exception of Standard 1: Program Philosophy, Design, and Coordination, which is **Met with Concerns**.

*Rationale for standards "Met with Concerns "provided in report:*

- *The program does not have an active Advisory Board comprised of parents, community members, and local school districts.*

#### 1st Quarter:

- The program initiated an Advisory Board and has representatives from Alliant's TESOL, Leadership, and Teacher Education programs. K-12 teachers and administrators are also confirmed members of the Advisory Board.
- The first **Advisory Board meeting** was held August 8, 2016. Invited Advisory Board members, invitation emails, agenda, and minutes are available in the full report.

Fall 2016 Advisory Board meeting is scheduled for October 21.