



ALDER

GRADUATE
SCHOOL OF
EDUCATION



**Preliminary Credential Program:
Multiple Subject, Single Subject, Education Specialist,
and Bilingual Authorization**

*Submitted by Alder Graduate School of Education to the California Commission on Teacher
Credentialing for the purposes of Eligibility Review for Initial Institutional Approval*

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Guide to Terms and Abbreviations

Alder	Alder Graduate School of Education
BPPE	Bureau for Private Postsecondary Education
Commission	California Commission on Teacher Credentialing
Director/Partner Director	Leader of Alder’s program in a given region: teaches weekly seminar, leads regular rounds visits, and is often designated as the university supervisor
edTPA	Educative Teacher Performance Assessment
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalent
LEA	Local Education Agency
Mentor	Current Alder cooperating teacher/district-employed supervisor
NCTR	National Center for Teacher Residencies
Pacific	Gladys L. Benerd School of Education at University of the Pacific
Resident	Current Alder student, student teacher, or teacher candidate
WSCUC	Western Association of Schools and Colleges’ Senior College and University Commission

CRITERION 1: RESPONSIBILITY AND AUTHORITY

The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.

1a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions, if applicable.

The president¹ of Alder Graduate School of Education, [Heather Kirkpatrick](#), is responsible for ongoing oversight of all Alder program offerings, including the proposed Preliminary Credential Program for Multiple Subject; Single Subject English, Mathematics, Foundational-Level General Science, Science: Biological Science, Science: Chemistry, Science: Geosciences, Science: Physics, World Languages in Spanish, and Social Science; and Education Specialist Mild/Moderate, as well as Bilingual Authorization for Spanish.

1b) Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between this person(s) and (a). If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.

Alder's dean, [Nate Monley](#), will coordinate Alder's Preliminary Credential and Bilingual Authorization Programs and reports to the president. The dean, with the president's approval, has authority to: design and implement the course scope and sequence; hire, support and evaluate faculty teaching in the program; coordinate student teaching placements; and collaborate with supervising teachers (referred to in this document and Alder's program as "mentor teachers"), school site administrators, and fieldwork supervisors, in order to support the student teaching experience in full alignment with all Commission regulations. The associate dean, [Shayna Sullivan](#), reports to the dean and supports the dean with all responsibilities related to the administration of the educator preparation program.

1c) Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery. Ensure that these charts depict lines of authority.

Alder's [board of directors](#) has ultimate authority and responsibility for the graduate school. The president, Heather Kirkpatrick, reports directly to the board of directors. [Attachment 1.C.1 Alder Organizational Chart](#) depicts the lines of authority to the president and board of directors.

¹ The [WSCUC Style Guide](#) is used throughout this document for capitalization of roles and other style conventions.

Course instructors in Alder are a mix of practitioner experts with proven success in TK-12 classrooms and faculty with doctoral-level research experience. Course instructors are selected through a process articulated by Alder's Faculty Hiring, Evaluation, and Promotion sub-committee. Oversight of course instructors is the responsibility of Alder's dean and associate dean. A further description on Alder's faculty model can be found in [Attachment 1.C.2 Alder Faculty Framework](#).

Partner directors function as the primary program leaders in their region and oversee cohorts of up to 23 residents in Alder's partner regions, which include local education agencies as well as charter management organizations). These directors are employed full-time by the TK-12 partner organizations, and Alder contributes \$100,000 toward their compensation. As such, directors serve as active and collaborating members of Alder's faculty, while simultaneously being embedded in the TK-12 school system where their residents learn to teach. In their capacity as employees of the TK-12 partner organizations, partner directors are supervised by a partner organization employee such as a superintendent, associate superintendent, or director of talent. In this aspect of their role the dean and/or associate dean serves as a liaison and thought partner for the director, engaging them in weekly one on one meetings and regular development and collaboration opportunities such as co-observations or co-teaching seminar classes. In practice, the partner organization leader such as the superintendent is the official supervisor of the partner director's work, while the dean or associate dean is the day-to-day coach and mentor of the partner director. This collaborative relationship is a fitting illustration of the embedded nature of Alder's model.

As a final point around partner director leadership, the dean and associate dean divide the mentoring of partner directors between themselves based on factors such as geography and experience with partner programs. For example, in 2019-2020 Dr. Nate Monley, Alder's dean, works with Alder's existing Los Angeles partners, and with the majority of Alder's Aspire partners while Dr. Shayna Sullivan, Alder's associate dean, works with the majority of the bay area partner groups. The assignment of dean to directors varies by year and is revisited annually in partnership between Alder leadership and leaders in Alder's TK-12 partner organizations.

Where aligned with content expertise, per Commission requirements, Alder directors serve as the program/university supervisor for resident student teaching. When necessary, in accordance with Commission expectations for university supervisors, other content-aligned program/university supervisors will be employed by Alder to supervise student teaching. All program/university supervisors, whether partner directors or other content-aligned supervisors report to Alder's dean in their capacity as program/university supervisors.

Mentor teachers work in a co-teaching model with a resident on a 1:1 basis four days a week in the classroom for the full academic year. They guide resident learning around lesson and unit planning, assessments, parent relationships and communication, and principal/colleague relationships, setting aside at least one full hour of "sacred time" each week to ensure their resident has time to reflect and ask them questions. Mentor teachers are employed full-time by the TK-12 partner organizations, and

Alder provides intensive professional development for them, including monthly full-day seminars and regular observation and feedback sessions with Alder faculty.

All TK-12 partner organizations will have the ability to access any of Alder’s credential programs. Some TK-12 partners, based on their specific needs, may choose to emphasize recruiting one credential area over another in order to meet district-specific shortages. Alder meets regularly with district and partner leaders and would act, as it has in the past, to meet any communicated needs. Alder would not limit any partner to a specific credential pathway.

Biographies for all [board members](#), [staff](#), and [faculty](#) are available on the website.

1d) Provide assurance to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.

The registrar and credentials analyst, [Mariah Klein](#), will be the authorized designee fully responsible for all Alder credential recommendations. The registrar & credentials analyst will serve the Preliminary Credential Program. Only the registrar & credentials analyst or other institutional authorized designee employed by Alder will have access to the Commission recommendation system. Duties regarding credential recommendations will not be delegated to persons other than Alder employees.

1e) Provide assurance that those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.

Alder assures that the individuals identified above will participate in all Commission trainings and technical assistance webinars related to the recommendation process and attend all relevant Credential Counselors and Analysts of California conferences.

Criterion 1 Attachments

[Attachment 1.C.1 Alder Organizational Chart](#)

[Attachment 1.C.2 Alder Faculty Framework](#)

CRITERION 2: LAWFUL PRACTICES

A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding the employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention and graduation of students without unlawful discrimination.

2a) A copy of the institution’s policies governing personnel decisions including employment, retention, and promotion (employee handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.

Alder’s Non-Discrimination Policy, [Attachment 2.A.1 Alder Non-Discrimination Policy](#), articulates Alder’s commitment to making all decisions concerning personnel and students without unlawful discrimination. Alder’s Equal Employment Opportunity Policy, [Attachment 2.A.2 Alder Equal Employment Opportunity Policy](#), further confirms Alder’s commitment to discrimination-free decision-making concerning personnel.

These policies are posted on the website and included in Alder’s employee and faculty handbooks: [Attachment 2.A.3 Alder Employee Handbook](#), and [Attachment 2.A.4 2018-2019 Faculty Handbook](#), which are provided to staff and faculty, as appropriate, upon employment. These handbooks also include related policies such as Alder’s Anti-Harassment Policy, Policy Prohibiting Bullying and Intimidation, and Disabilities and Accommodations Policy. (Note that some Alder policies in the faculty handbook refer to Alder’s current relationship with University of the Pacific; Alder has prepared a new version of the faculty handbook [Attachment 2.A.5 DRAFT Faculty Handbook for 2020-2021](#), pending Provisional Approval from the Commission. This handbook will be finalized throughout the 2019-2020 school year.)

2b) A copy of the institution’s policies related to candidate admissions, retention, and graduation (candidate handbook, website, or other materials) that include reference to an unlawful discrimination policy.

Alder’s admission process, outlined [on the website](#), aligns with (and links to) Alder’s Non-Discrimination Policy. ([Attachment 2.A.1 Alder Non-Discrimination Policy](#)). This policy is included in Alder’s student handbook ([Attachment 2.B.1 2018-2019 Student Handbook](#)), which is provided to all students upon enrollment and is also available on the website. Upon receiving the student handbook students are asked to fill out an online acknowledgement receipt through Alder’s enrollment platform stating that they understand and accept the policies in the student handbook, including the Non-Discrimination Policy. The student handbook also includes related policies such as Alder’s Anti-Harassment Policy, Policy Prohibiting Bullying and Intimidation, and Disabilities and Accommodations Policy. (Alder has prepared a new version of the student handbook [Attachment 2.B.2 DRAFT Student Handbook for 2020-2021](#)) for its anticipated first year of independent operation in 2020-2021, pending Provisional Approval from the Commission; this handbook will be updated throughout the 2019-2020 school year.)

Additional details about the Master's and Credential Teacher Residency Program are provided on the website, including a link to the Scope & Sequence ([Attachment 2.B.3 Scope and Sequence of Courses with Descriptions](#)). The student handbook also lays out the required competencies for graduation, including:

- The required performance assessments for candidates,
- How assessment of course work performance happens,
- Required completion of the educative Teacher Performance Assessment,
- Expectations for fieldwork (including gradual takeover and lead teaching),
- Residency costs and financial aid, and
- All tests, GPAs, and permits required to complete the program -- as well as types of exits and protocols for underperforming candidates.

Criterion 2 Attachments

[Attachment 2.A.1 Alder Non-Discrimination Policy](#)

[Attachment 2.A.2 Alder Equal Employment Opportunity Policy](#)

[Attachment 2.A.3 Alder Employee Handbook](#)

[Attachment 2.A.4 Alder 2018-2019 Faculty Handbook](#)

[Attachment 2.A.5 DRAFT Faculty Handbook for 2020-2021](#)

[Attachment 2.B.1 Alder 2018-2019 Student Handbook](#)

[Attachment 2.B.2 DRAFT Student Handbook for 2020-2021](#)

[Attachment 2.B.3 Scope and Sequence of Courses with Descriptions](#)

CRITERION 3: COMMISSION ASSURANCES AND COMPLIANCE

To be granted Initial Institutional Approval, the initial program proposal must include the following assurances:

- a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose
- b) That all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions.
- c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.
- d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.
- e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate;
 - I. Completes the program;
 - II. Withdraws from the program;
 - III. Is dropped from the program;
 - IV. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Alder Graduate School of Education fully assures:

3a) That Alder will comply with all preconditions required for the initial program(s) the institution would like to propose (general and program-specific, including for Preliminary Multiple Subject, Single Subject, and Education Specialist Credentials, as well as for Bilingual Authorization for Spanish) and with all applicable standards that meet the Standards for Educator Preparation and Standards for Educator Competence adopted by the Commission.

3b) That Alder will fully participate in all aspects of the Commission's accreditation system and submit all necessary reports during the seven-year cycle, including but not limited to data reports and accreditation documents, for all educator preparation programs offered including extension divisions.

3c) That Alder, and each of its affiliate partner schools and school systems, will cooperate in an evaluation of the program by an external team or a monitoring of the program by Commission staff periodically across the seven year cycle beginning from the initial enrollment of candidates in the program.

3d) That Alder will participate fully in the Commission’s accreditation system and adhere to submission timelines.

3e) That once a candidate is accepted and enrolled in Alder’s educator preparation program, Alder will offer the approved program, meeting the adopted standards, until the candidate;

- i. Completes the program;
- ii. Withdraws from the program;
- iii. Is dropped from the program;
- iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

[Attachment 3.E.1 Alder Teach Out Policy & Plan](#) describes the sequence of support for enrolled candidates with remaining program requirements.

Please see [Attachment 3.E.2 Signed Statement from President Assuring Elements of Criterion 3](#) for confirmation of the above assurances.

Criterion 3 Attachments

[Attachment 3.E.1 Alder Teach Out Policy & Plan](#)

[Attachment 3.E.2 Signed Statement from President Assuring Elements of Criterion 3](#)

CRITERION 4: REQUESTS FOR DATA

An institution seeking Initial Institutional Approval must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:

- a) program enrollments**
- b) program completers**
- c) examination results**
- d) state and federal reporting**
- e) candidate competence**
- f) organizational effectiveness data**
- g) other data as indicated by the Commission**

The dean, [Nate Monley](#), will coordinate Alder's Preliminary Credential Program and will collect and report/respond to all Commission requests within the specified timeframes for all data including, but not limited to:

- a) program enrollments
- b) program completers
- c) examination results
- d) state and federal reporting
- e) candidate competence
- f) organizational effectiveness data
- g) other data as indicated by the Commission

The dean will be supported by [Mariah Klein](#), the registrar and credentials analyst, and other staff members as appropriate. Alder is currently seeking two individuals for its institutional research office who will also play a key role in gathering data and preparing reports: director of data strategy & systems and director of impact measurement.

CRITERION 5: GRIEVANCE PROCESS

The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.

5a) Provide a clearly delineated grievance process for candidates and applicants that is fair and is likely to ensure timely resolutions for candidate and applicants.

Alder provides candidates, applicants and faculty with a clearly delineated grievance policy ([Attachment 5.A.1 Student, Applicant, and Faculty Complaint and Grievance Policy](#)) that is fair and is designed to ensure timely resolutions for candidates and applicants. (Note that the policy refers to Alder's current relationship with University of the Pacific; if Alder receives Provisional Approval from the Commission, Alder will follow its own grievance policy. Alder has prepared a version of this policy for its anticipated first year of independent operation in 2020-2021, pending Provisional Approval from the Commission. This policy is shown in [Attachment 5.A.1b Complaint and Grievance Policy Post Provisional Approval](#))

5b) Demonstrate how information pertaining to the grievance process is accessible to all candidates and applicants.

The Student, Applicant, and Faculty Complaint and Grievance Policy is posted on the [academic policies & resources page](#) of the Alder website, and is also available in the student, faculty, and employee handbooks (see Criterion 2 for more information).

5c) Provide documentation that candidates will be informed of the grievance process.

During the enrollment process, Alder candidates are provided with the student handbook (including the Grievance Policy) and are asked to fill out an online acknowledgement receipt through Alder's enrollment platform.

Criterion 5 Attachments

[Attachment 5.A.1 Student, Applicant, and Faculty Complaint and Grievance Policy](#)
[Attachment 5.A.1b Complaint and Grievance Policy Post Provisional Approval](#)

CRITERION 6: COMMUNICATION AND INFORMATION

The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs.

6a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).

Alder maintains a public website, aldergse.org, free of logins or passwords, that provides detailed information about the educator preparation program and its requirements. The site includes extensive information [about Alder](#) and its [governing board](#), [staff](#), and [faculty](#); about its [Master's and Teacher Credential Residency Program](#) and [admissions process](#); and a wide range of its [academic policies and resources](#). Alder's COO/CFO, [Monica Bonny](#), coordinates the maintenance of the website, ensuring that all information is up-to-date.

6b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs. Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

Alder makes public information about its mission, governance and administration, admission procedures, and details about its educator preparation program via the following channels:

1. The institution's public website aldergse.org
2. Student, faculty, and employee handbooks that are distributed to students, faculty, and/or employees upon enrollment or employment. The student and faculty handbooks are also shared publicly on the [academic policies and resources](#) page of the website.
3. Recruiting and admissions materials such as:
 - a. Recruiting newsletter distributed bimonthly to all TK-12 partner recruiters.
 - b. Recruiting brochures provided to prospective candidates and local stakeholders
 - c. Welcome emails
 - d. Webinars pre- and post- acceptance
 - e. Admissions resources distributed to all partners and interview candidates that include Alder's competencies ([Attachment 6.B.1 Alder Competencies](#)).
 - f. Informative Alder-hosted events such as *Alder Interview Process Information Sessions*
4. Social media pages including [Facebook](#), [Twitter](#), and [Instagram](#); and
5. Alder's institutional email newsletter, which is currently distributed to approximately 850 people 3-4 times a year. (Signup option available at the bottom of Alder's [website homepage](#).)

Criterion 6 Attachments
[Attachment 6.B.1 Alder Competencies](#)

CRITERION 7: STUDENT RECORDS MANAGEMENT, ACCESS, AND SECURITY

The institution must demonstrate that it will maintain and retain student records.

7a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

Once Alder is operating independently, students will access Alder's password-protected student information system for the purpose of obtaining enrollment certification, verifying academic units and progress toward program completion, and to access unofficial transcripts. Students will request official transcripts by emailing the registrar and credentials analyst, Mariah Klein, at mklein@aldergse.org. Official transcript requests will be processed weekly and will be sent electronically or be mailed to the address of the student's choosing.

7b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).

Alder's policy is that all candidates' records will be maintained on a secure platform (digital) or at the institution's home office in Redwood City, California (paper). (Currently Alder and Pacific maintain documents in parallel, both with established guidelines, with Pacific currently owning official records. Pacific's Records Retention Policy is provided [here](#).)

7c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

Paper copies are securely stored at Alder's home office in Redwood City, California, in a private, locked, and alarmed room with no public access. Digital copies are stored on a secure, password-protected, platform that offers internal tools such as profiles, roles, and permission sets to control record access. (As mentioned above, Alder and Pacific currently maintain documents in parallel, both parties following established guidelines. Pacific's Records Retention Policy is provided [here](#).)

Alder students are notified of their rights under the federal Family Educational Rights and Privacy Act in the Student Handbook. Alder's FERPA policy ([Attachment 7.C.1 Alder FERPA Policy](#)) is posted on the website, and all Alder staff and faculty are required to go through FERPA training.

Alder's Board has approved a Document Retention and Destruction Policy that addresses how documents are handled and how long they are stored ([Attachment 7.C.2 Alder Document Retention and Destruction Policy](#)). This policy will supersede Pacific's Records Retention Policy.

Criterion 7 Attachments

[Attachment 7.C.1 Alder FERPA Policy](#)

[Attachment 7.C.2 Alder Document Retention and Destruction Policy](#)

CRITERION 8: DISCLOSURE

Institutions must disclose information regarding:

8a) The proposed delivery model (online, in person, hybrid, etc.)

Accredited through WSCUC as an in-person model, Alder’s employs a teacher residency model that ensures its residents develop capacity as teachers and earn their credential and master’s degree through a variety of learning experiences. Alder’s program focuses exclusively on the residency model, and does not include a traditional credential pathway.

Credit hours are primarily earned through in-person credits and through online distance learning, but some are also earned through fieldwork at the clinical placement school site.

Credit Distribution

	In-Person Credits	Fieldwork Credits	Distance Credits
Multiple Subject Students	18 (53%)	4 (12%)	12 (35%)
Single Subject Students	18 (53%)	3 (9%)	13 (38%)
SPED Students	20 (54%)	3 (8%)	14 (38%)

Practically speaking, candidates are in the classroom with their mentor doing co-teaching four days per week for 37 weeks of the school year. When calculating holidays etc., it can be estimated that during a 180-day school year teacher residents spend:

- 118 days co-teaching with a mentor teacher
- 24 days teaching solo (15 days during take-over weeks and 9 days while mentors attend full-day training)
- 24 days in full-day seminar classes
- 14 days taking full-day, in-person graduate courses

Alder’s program, at its heart, is an apprenticeship model- the bulk of resident learning takes place under the tutelage of a mentor teacher in a K-12 classroom. That learning is complemented by coursework and seminar classes. The various learning experiences comprising Alder’s delivery model are described below:

Type of Learning Experience	Description
Fieldwork	Fieldwork is the apprenticeship in which the resident co-teaches with a master teacher in a TK-12 classroom. From before the school year begins until after it ends, four days each week, with approximately 25 days of solo takeover time. As a credit bearing course, this is encapsulated in the EDUC

	270 course for general education (3 credits for single-subject; 4 credits for multiple subject), and in the SPED 298m course for special education residents (3 credits).
In-Person Courses	Residents come to campus three times during the year for intensive, in-person courses. In the summer the experience spans three weeks. In the Fall and Spring the intensives are 9 days each with extremely full days. General education residents complete a total of 18 credits in-person; special education residents complete a total of 20 credits in-person.
Distance Courses	Residents take online distance courses throughout the fall and spring of the residency year. General education residents complete 12 credits online, and special education residents complete 14 credits online.
Weekly Seminars	One day per week residents participate in an in-person full day seminar class taught by their residency director. These classes are not credit-bearing in the present model, but will include credit bearing courses upon achieving independent accreditation.
Other Professional Development	The Alder calendar and weekly schedule is structured to allow residents to participate in professional development activities at their school site including summer trainings, weekly staff trainings, and full day staff trainings during the residency year.

The Alder Teacher Residency Program is an intense full-time program. The various learning experiences and outcomes for residents consider these questions:

1. What theory will inform residents’ practice? In five years, if asked to choose between two curricular approaches, can residents make a decision based in theory? (head)
2. What mindsets will promote equitable practice? How will residents connect with families, what beliefs will residents hold about student background and ability? (heart)
3. What skills will predict residents’ success in the classroom? What skills should residents possess? What should be obvious in residents’ teaching? (hands)

These questions -- guided by [California’s Teacher Performance Expectations](#), the [Lumina Foundation’s Degree Qualifications Profile](#) for graduate programs, and close contact with the schools where residents work -- form the basis for Alder’s program and student learning outcomes.

Program Learning Outcome	Student Learning Outcomes
Program Learning Outcome 1: HEAD Residents have a philosophy of education that demonstrates a deep understanding of the theory underlying	a) Residents will be able to articulate, analyze, and evaluate varying theories of teaching and learning that elucidate the context, history, tensions, and leading edges of TK-12 public education.

teaching, learning, and the connections between them.	b) Residents will be able to plan and design learning experiences for all students influenced by considerations of state-adopted standards, student learning needs, curriculum, data, and learning theory.
Program Learning Outcome 2: HEART Residents will demonstrate informed identities and approach their craft with concerns for social-justice issues dedicated to achieving equity for all students	a) Residents will investigate, articulate, and challenge the multiple issues facing students and families in their communities, and will be able to connect meaningfully with students’ families to enlist them as partners in their children’s education. Through this work residents will identify and articulate barriers, provide access, and continually improve their use of strategies to support their students.
	b) Residents will investigate, articulate, and challenge current patterns in public education. Through this work residents continuously identify practices that interrupt and perpetuate inequities system-wide and in their setting.
	c) Residents will be able to locate and articulate potential perceptual biases implicit in their own sociocultural and economic backgrounds and experiences
Program Learning Outcome 3: HANDS Residents will be <i>both</i> executors of technique <i>and</i> exercisers of professional judgment in a way that ensures success for all students.	a) Residents will be able to design and adapt cognitively-engaging learning experiences informed by a continual analysis of student data that promote the subject matter knowledge of all students, including the full range of emerging multilingual students, students with disabilities, and students with other learning needs.
	b) Residents will be able to establish and maintain a safe, tolerant, and effective classroom culture that provides a welcoming forum for student expression, positively encourages all students’ cognitive growth, and facilitates rigorous, engaging instruction.
	c) Residents will demonstrate rigorous content knowledge for teaching and pedagogical skills that foster success for all students through differentiated instruction
	d) Residents will reflect on their practice and set goals to constantly improve in order to maintain and support the collaborative, professional culture of their partner schools.

These outcomes guide the courses, weekly seminars, regular 1:1 meetings with faculty, and work in practicum with mentor teachers, and are the basis for all key program assessments and capstone projects.

During the initial summer of the program, residents participate in intensive in-person graduate-level courses. During the school year, four days of the week, residents co-teach with their mentor teacher sharing equal responsibility for duties involved with a full-time teaching position. (Residents are expected to attend staff retreats, plan lessons, communicate with families, perform recess duty, maintain the classroom space, analyze data/student work, and grade assignments, etc.) Similar to the in-person summer session, there are also week-long intensive in-person course sessions in the fall and spring.

One day each week, residents attend a full-day resident seminar class in their region. Acting as a bridge between the educational theories learned in course work and the everyday skills developed in the practicum, weekly resident seminars engage residents in a wide range of learning activities. Criterion 3 Reading and discussing articles pertaining to current educational trends and policies at the local and national level, conducting case study analyses of key problems of practice, collaboratively problem solving around critical incidents from the classroom, and learning, developing, and practicing a sequence of high leverage classroom techniques are common components to seminar.

In addition to in-person courses and seminar, during the school year residents participate in graduate-level online courses via Canvas, Alder's online learning platform, to earn a California teaching credential and Master of Arts with a concentration in Teaching or Special Education. Currently residents prepare to earn a Multiple Subject credential, a Single Subject credential in English, Social Science, Foundational-Level General Science, Science: Biological Science, Science: Chemistry, Science: Geosciences, Science: Physics, World Languages in Spanish, Math, or an Education Specialist mild/moderate credential, which are all currently conferred upon successful candidates by Pacific. Additional assessments can be taken to earn authorizations to teach other subject areas and grades. Upon earning independent accreditation Alder will also offer the Bilingual Authorization for Spanish (which is not currently offered by Alder under its partnership with Pacific). The training year begins with orientation in June and ends with the TK-12 school year in the following June.

8b) All locations of the proposed educator preparation programs including satellite campuses.

Currently Alder holds all credit-bearing courses at the University of the Pacific's campus, and also hosts non-credit-bearing seminars at partners' regional offices or on TK-12 school sites. Once independently accredited, Alder plans to hold in-person courses at the addresses listed below; specific plans and contracts will be implemented by spring 2020.

Central Valley

University of the Pacific Campus
3601 Pacific Ave.
Stockton, CA 95211

Bay Area

Aspire Public Schools Home Office
1001 22nd Ave. #100
Oakland, CA 94606

Southern California

Aspire Los Angeles Regional Office
5901 E. Slauson Ave.
Commerce, CA 90040

Central Coast

Monterey Peninsula Unified School District
700 Pacific St.
Monterey, CA 93940

8c) Any outside organizations (those individuals not formally employed by the institution seeking IIA) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs.

Alder will be fully responsible for the academic coursework and training related to the Preliminary Credential Program. There are three entities not formally employed by Alder with whom Alder partners to provide educational services:

1. Partner directors support their cohort of residents through weekly, day-long seminars; regular observations; and support of both residents and mentors. As such, they serve as a critical bridge between Alder and the TK-12 district. Alder contributes \$100,000 toward the compensation of a full-time partner director for each cohort of up to 23 residents. This director meets twice weekly with all other partner directors to collaborate, and weekly with the Alder dean.
2. Mentor teachers (district-employed supervisors) are also employed by and chosen by the partner organization, in accordance with the Commission's expectations for cooperating teachers, with partner directors (see previous paragraph) leading the selection and supervision of their program's mentors based on criteria provided by Alder. Alder provides monthly, full-day training to the mentors of the residents in each TK-12 school system to ensure they are prepared to coach residents and provide them with meaningful feedback throughout the year.
3. In addition, Alder collaborates with [Teachers Test Prep](#) to provide test preparation services for the CBEST and CSET to Alder residents; Alder pays for the majority of discounted services for its teacher residents. Teachers Test Prep does not provide any coursework related to the Preliminary Credential Program.

CRITERION 9: VERACITY IN ALL CLAIMS AND DOCUMENTATION SUBMITTED

To be granted Initial Institutional Approval, the institutional leadership (Dean or Superintendent) must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of Initial Institutional Accreditation.

9a) A statement signed by institutional leadership affirming that all information provided to the Commission and prospective candidates in all matters is truthful and accurate.

9b) Any information that arises on this matter may be considered by the Commission to be relevant.

Alder is deeply committed to supporting its educator preparation programs, and in upholding the Commission's accreditation framework by providing timely and accurate information to all stakeholders, including (but not limited to) the Commission, candidates, and partner schools. Alder confirms that all statements and documentation submitted to the Commission by Alder will be accurate. Alder understands that the lack of veracity in statements and documents is cause for denial of Initial Institutional Accreditation. See attached letter from Alder President Heather Kirkpatrick ([Attachment 9.A.1 Letter from Alder President REVISED JUNE 2019](#)).

Criterion 9 Attachments

[Attachment 9.A.1 Letter from Alder President REVISED JUNE 2019](#)

CRITERION 10: MISSION AND VISION

An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.

10a) A statement of the institution's mission and vision for Educator Preparation

Alder's vision is that outstanding teachers and leaders change students' lives and make the world better and more just. As such, the mission of the graduate school is to create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our schools' communities.

To do this, Alder recruits residents from the local school community and beyond, creating diverse teaching teams that more closely mirror the children they teach; matches aspiring teachers to high-performing mentor educators in a year-long apprenticeship; offers extensive support programs to help residents succeed, such as test preparation support for credentialing exams; and creates job opportunities for graduates and a pipeline of uniquely qualified teachers for partner schools.

The central program offered at Alder is the Alder Teacher Residency program, which is an innovative teacher education program leading to a master's degree that is designed to prepare teachers to teach for a lifetime. The program is based on a residency model that combines immersive hands-on practice in the classroom with educational theory and research in both seminars and online. It takes place in partnership with TK–12 schools in historically underserved communities. Residents spend four days a week in the classroom participating in hands-on teaching for the duration of a school year, and one day a week is spent with a regional cohort in seminars that bridge educational theory and research with the direct experience taking place in the classroom. Additional discussion and reflection on theory and research take place via in-person course intensives and online course work. Residents apprentice at one of Alder's partner schools and successful graduates receive a master's degree and teaching credential.

10b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.

Alder's vision and mission is published in the footer of every page of the Alder website. Alder's model - including its history and core values - are explained on the [about page](#) of the website, and the [academic programs section](#) explains the [Master's & Teacher Credential Residency](#) offered through Alder. Student, faculty, and employee handbooks are provided as appropriate upon employment or enrollment. These documents include the program's vision and mission, along with program expectations and requirements, organizational policies, and many other resources; the student and faculty handbooks are available on the [academic policies and resources page](#) of the Alder website as well.

10c) Information about how the mission and vision for educator preparation reflects the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students.

Alder aims to prepare highly effective, diverse teachers to teach in any California public school through yearlong, intensive clinical preparation focused on educational equity. Theory and practice are interwoven in teaching and learning at Alder, equipping the institution’s teacher candidates with the skills and habits of mind for success in California’s adopted state standards and frameworks.

Alder’s program and student learning outcomes ([Attachment 10.C.1 Program and Student Learning Outcomes](#)) flow directly from the organizational and programmatic mission; included among these are the ability “to plan and design learning experiences for all students influenced by considerations of state-adopted standards (Common Core State Standards), student learning needs, curriculum, data, and learning theory”.

Alder residents who successfully complete coursework and pass the master’s oral exams graduate with a Master of Arts with a concentration in Teaching or concentration in Special Education. All California residents who successfully complete all required examinations, edTPA, and the teaching residency (working with a mentor teacher throughout the year and including lead teaching) will be recommended for a preliminary teaching credential. Along the way, Alder ensures that candidates are progressing toward proficiency as teachers through “gateway” performance assessments as well as coursework assessments.

Among the specific required courses that address the California state standards include:

- **EDUC 250 Teaching & Assessment** (4 units): This course supports reflective teaching and learner-centered principles and practices in TK-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge.
- **EDUC 263 Teaching English Learners** (4 units): This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction.

Alder’s entire current course scope and sequence can be found at [Attachment 2.B.3 Scope and Sequence of Courses with Descriptions](#).

10d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK- 12 students.

As noted in the prior section, Alder aims to prepare highly effective, diverse teachers to work effectively with the full range of California’s TK-12 students, and to teach in any California public school through yearlong, intensive clinical preparation. Alder’s program and student learning outcomes (attachment 10.C.1 above) include the goal of resident candidates gaining the ability to “design and adapt cognitively-engaging learning experiences informed by a continual analysis of student data that promote the subject matter knowledge of all students, including the full range of emerging multilingual students, students with disabilities, and students with other learning needs.”

Alder residents and graduates serve in predominantly Title I schools. Within the public schools in which Alder residents are placed, the average percentage of students who are socioeconomically disadvantaged (as measured by eligibility for free- or reduced-price lunch or a parent without a high school diploma) is 75%, with a percent as high as 99% in some schools and as low as 20% in others; an average of 23% of students are English learners but again a wide range, as low as 2% in some schools and 58% in others.

Additionally, Alder offers a Special Education pathway including both the full range of coursework and field experiences required by the commission to demonstrate capacity to successfully teach in Special Education in California. Alder’s leadership recognizes SPED teachers to be a need in its partner schools and in the state at large and looks forward to continuing to grow and develop its pipeline of Special Education teachers.

10e) A statement that includes which educator preparation program(s) the institution will seek to offer.

Alder proposes to offer the following preliminary credential programs:

- Multiple Subject
- Single Subject (English, Social Science, Foundational-Level General Science, Science: Biological Science, Science: Chemistry, Science: Geosciences, Science: Physics, World Languages in Spanish, and Math)
- Education Specialist Mild/Moderate
- Bilingual Authorization for Spanish

10f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.

Alder’s philosophical and theoretical framework is built on a foundation of seminal and current research around teacher preparation, specifically the residency model. A [list of the research informing Alder’s work](#) is available on Alder’s website.

Alder prepares teachers by pairing theory and practice through master's level course work and

classroom practicum. The goal is to immerse residents in theory and provide a meaningful opportunity to apply it in practice in apprenticeship with a highly effective teacher. Alder's theory of action is that through engaging in deliberate practice around teaching skills *and* deeply examining core theory and beliefs *and* considering the impact of learning and students on identity and beliefs resident teachers are prepared to be successful on their first day in the classroom through their thirtieth year in the classroom.

Alder is a teacher preparation program built around apprenticeship with an expert teacher, deep immersion in fieldwork, and a sequence of graduate courses designed to develop each resident's head with seminal and current educational theory; heart through thoughtful experiences with families and communities; and hands through application of all learned concepts in the classroom.

Building on the practice-based pedagogies describing the cycle of learning, such as those by [Grossman, Hammerness & McDonald \(2008\)](#), [Lampert \(2010\)](#), [Darling-Hammond & Richardson \(2009\)](#), and [McDonald, Kazemi, & Kavanagh \(2013\)](#), Alder conceptualizes rigor in practice-based teacher education through the framework of the learning cycle. Courses:

- **Introduce concepts and practices.** Introduction at Alder generally means texts, videos, or other experiences through which residents interact with new learning. Introduction involves seminal and current work, and requires synthesis of ideas.
- **Prepare students to enact practices.** Preparation at Alder generally means practice or discussion of skills, understandings, or texts. Preparation is strategically chosen to match the material being practiced, and sets the resident up for successful enactment.
- **Enact practices and concepts.** Enactment at Alder generally means direct application in the classroom with kids. Enactment is authentic, appropriately placed, theoretically grounded, and demonstrates resident learning.
- **Analyze enactment in a way leading to growth and improvement.** Analysis at Alder generally means strategic reflection on enactment with students. Analysis employs thoughtful protocols and results in resident learning.

10g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.

Alder is seeking approval from Commission to provide Preliminary Credentials in California where the vast majority of Alder residents reside. While Alder currently has a small number of students (15 out of 110 initially enrolled in 2018-2019), who participate in a program in Memphis, Tennessee, with a different university partner, that program is not part of this application. Alder is in the process of working with the community in Memphis to determine whether or not to pursue parallel accreditation by the state to grant credentials there or not. Should the decision be made to grow the program in Memphis, Alder will seek degree-granting authority from the Tennessee Higher Education Commission and licensing authority from the Tennessee Department of Education. It is also possible Alder will not continue to work in Memphis after 2019-2020.

Criterion 10 Attachments

[Attachment 10.C.1 Program and Student Learning Outcomes](#)

[Attachment 2.B.3 Scope and Sequence of Courses with Descriptions](#)

CRITERION 11: HISTORY OF PRIOR EXPERIENCE AND EFFECTIVENESS IN EDUCATOR PREPARATION

Institutions seeking Initial Institutional Approval must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience. Commission staff will research available information about the institution relevant to the application for initial institutional approval.

11a) History related to prior experience preparing, training and supporting educators within California or in other states.

Alder began in 2010 as a pilot program to train excellent teachers for Aspire Public Schools, a nonprofit organization that today operates 40 public TK-12 charter schools serving low-income and minority students in California and Tennessee. Alder's theory of action was to support new teachers to grow into the kind of life-changing educators they had the potential to become by leveraging the expertise and wisdom of the experienced, successful teachers in the schools through an apprenticeship model. The program was designed around a carefully matched resident-mentor pair who would work together throughout an immersive one-year residency in the classroom. Alder has been proud to operate in partnership with University of the Pacific as a program in the Gladys Benerd School of Education, and is thankful for the strong foundation the institution has developed with Pacific's guidance.

The three primary goals were to recruit residents whose demographics reflected those in Aspire's schools, to prepare them to become effective and successful teachers in the classroom and to ensure they would remain in the classroom longer than national averages would predict. Bolstered by a degree- and credential-granting collaboration with the University of the Pacific, Alder began working toward becoming an independent graduate school of education in order to offer its model to a wider audience.

In 2015, the organization became a separate nonprofit, Aspire University; in 2017 that nonprofit was renamed Alder Graduate School of Education; and in 2019, Alder received Initial Accreditation from the Western Association of Schools and Colleges' Senior College and University Commission and began to pursue Initial Institutional Approval from the Commission.

As of spring 2019, Alder has prepared more than 270 residents for teaching in partnership with nearly 60 school sites reaching 30,000 students, with eight years of data showing that Alder's program successfully graduates teachers at high rates who are successful in the classroom, hail from historically underrepresented groups, and who are remaining in teaching longer than national averages on teacher retention. Faculty continually gather qualitative and quantitative data on the success of Alder's residents, mentors and alumnae and engage with research in education to evolve and refine the model.

The results of Alder’s work are held up against the organization’s vision to prepare exceptional teachers who change students’ lives, and these data help the Alder team to continually improve the program. Outcomes monitored during the program include completion rates, resident demographics, and evidence of resident learning; beyond the program’s completion, Alder also tracks hiring rates, retention rates, and teaching effectiveness rates.

Outcomes tracked since the program was founded in 2010 show:

- 84% of candidates complete the program within one year.
- The share of Alder teaching candidates from historically underrepresented communities grew from 35% in school year 2010-2011 to 71% in the 2018-2019 cohort.
- 97% of program graduates secure a full-time teaching position; 88% of graduates are employed by partner schools.
- The retention rate for Alder-graduated teachers in its original partner, Aspire Public Schools, was 75% 2017, compared to 56% for teachers hired from other teacher preparation programs.

For more details, see the [impact page](#) of the Alder website or [Attachment 11.A.1 Annual Program Assessment Report](#).

11b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution’s approval in each of those locations.

Alder is headquartered in Redwood City, California, and operates primarily in California with a small program presence in Tennessee (15 of Alder’s initial 110 enrollees for 2018-2019).

In California, California’s Bureau for Private Postsecondary Education awarded Alder a provisional approval to operate no more than two degree programs effective June 15, 2016, with an expiration date of June 15, 2021. (See [Attachment 11.B.1 BPPE Approval Letter](#).) (Note that the BPPE letter is addressed to Aspire University, which was Alder’s name from 2015-2017; [Attachment 11.B.2 Alder’s Amended & Restated Articles of Incorporation](#) state that the name changed from Aspire University, Inc. to Alder Graduate School of Education effective July 1, 2017.) The institution’s approval to operate is contingent upon it being subsequently accredited. [Attachment 11.B.3 Approved Educational Program List](#) is the BPPE document informing prospective students of Alder’s provisional approval to operate.

In Tennessee, Alder does not have approval to provide degrees or licenses, and thus partners with another credential-granting institution, Relay Graduate School of Education (Relay). This partnership is similar to Alder’s partnership with Pacific; Relay currently confers the degrees and teaching licenses to students. Alder is in the process of working with the community in Memphis to decide whether to continue to support the Memphis program or not.

11c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.

As of March 4, 2019, Alder was granted Initial Accreditation by the WSCUC. ([Attachment 11.C.1 WSCUC Initial Accreditation Letter](#))

The following Alder board and community members have submitted letters in support of Alder’s application for Initial Institutional Approval from the Commission: Leslie Hume (Board Chair), Carl Cohn, PK Diffenbaugh, Bernie Giffords, Gary Hart, Kenji Hakuta, and Susanna Loeb. ([Attachment 11.C.2 L Hume Letter of Support](#), [11.C.3 C Cohn Letter of Support](#), [Attachment 11.C.4 PK Diffenbaugh Letter of Support](#), [11.C.5 B Giffords Letter of Support](#), [Attachment 11.C.6 G Hart Letter of Support](#), [Attachment 11.C.7 K Hakuta Letter of Support](#), [Attachment 11.C.8 S Loeb Letter of Support](#))

11d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution’s programs and number who have completed program (taking into account the length of time of the program design).

The program outcomes that Alder monitors include completion rates, resident demographics and evidence of resident learning. In addition, Alder collects information about the hiring rates, retention rates, and teaching effectiveness rates of our graduates after they complete the program.

Over the past 8 years, 84% of residents have completed the program in one year; more than two-thirds hail from underrepresented groups, and 97% of graduates are hired as full-time teachers; once hired, they are retained at higher levels than their peers and outperform them on measures of teacher effectiveness. See below for enrollment and number/percentage who have completed the program over the last five years nationally and in Tennessee.

Detailed data regarding resident outcomes is provided in [Attachment 11.A.1 Annual Program Assessment Report](#). Completion rates disaggregated by ethnicity and gender can be viewed in [Attachment 11.D.1 Alder Completion Rates Report](#).

Table 1: Alder Resident Completions and Completion Rates (including CA and TN)

Academic Year	# Enrolled	# Completed	% Completed
2010-11	20	18	90
2011-12	19	17	89

2012-13	34	28	82
2013-14	29	27	93
2014-15	38	35	92
2015-16	54	45	83
2016-17	64	55	86
2017-18 *	67	49	73
Total	325	274	84%

** NOTE: Alder’s 2017-2018 overall completion rate of 73% is below its 2016-2017 rate of 86% and its historic rate of 84%. The primary reason for this drop was the mid-year exit of 12 students due to a failure to demonstrate subject matter competency before lead teaching. Eight of the 12 who exited returned and completed the program in December, 2018, and two are on track to complete in June, 2019; this will bring Alder’s total completion percentage for 2017-2018 to 88%.*

Table 2. Alder Resident Enrollment, Completion and Hiring in Tennessee

Academic Year	# Enrolled	# Completed	% Completed	# Hired
2014-15	4	4	100	4
2015-16	10	6	60	4
2016-17	7	7	100	4
2017-18	8	8	100	8
Total	29	25	86%	20

11e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.

As noted earlier, through an approved university partner in Tennessee, Alder prepares a small number of teachers (15 of Alder’s initial 110 enrollees for 2018-2019) for Aspire in Memphis. As shown in Table 2 above, of the 25 candidates who completed the program in Memphis over four years, 20 were hired.

Alder has been operating for eight years in California in partnership with University of the Pacific, which grants master’s degrees and recommends credentials for successful Alder graduates. Alder’s placement rate overall -- primarily driven by California residents -- is quite strong. Alder engages in an annual hiring analysis to see how many of its graduates are hired by the districts/regions in which they work, with a goal that 90% or more of students who finish the year will be successfully hired by the region or program in which they did their residency. In 2017-2018 98% of Alder graduates found employment as teachers following the training year, and 90% were hired by the region or program with which they trained. See year-by-year detail in table 3 below or review [Attachment 11.A.1 Annual Program Assessment Report](#).

Table 3. Alder Completion and Hiring Rates (including CA and TN)

Academic Year	# Completed	# Hired as FT Teacher	% Hire Rate in Total	% Hired at Partners
2010-11	18	18	100%	100%
2011-12	17	17	100%	100%
2012-13	28	27	96%	82%
2013-14	27	26	96%	93%
2014-15	35	34	97%	94%
2015-16	45	43	96%	82%
2016-17	55	53	96%	82%
2017-18	49	48	98%	90%
Total	274	266	97%	88%

11f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.

Alder has a strong track record of collaborating with educational partners in service of its mission. Alder was first established in 2010 as a pilot program to train excellent teachers for Aspire Public Schools, a nonprofit organization that today operates 40 of the strongest public TK-12 charter schools serving low-income and minority students in California and Tennessee. Since its founding in 2010, Alder has partnered with the Gladys L. Benerd School of Education at University of the Pacific to grant master’s degrees and teaching credentials to Alder graduates. Alder’s relationship with Pacific has evolved significantly since the program was founded in 2010. Initially, Pacific selected faculty for the program

and students received the majority of their support from Pacific. In the years since 2010, Alder has learned a great deal from Pacific and grown increasingly independent. Today Alder provides almost all services associated with being a graduate school independent from or in parallel with Pacific.

Aspire has hosted Alder residents in its schools since 2010-2011. In that time, Alder has graduated 247 residents trained at Aspire, 219 of whom have been hired by Aspire. This year, Alder enrolled 64 residents working 1:1 with mentor teachers in approximately 35 of Aspire's schools in Northern and Southern California as well as in Tennessee. As described above, the success of the program at Aspire led to the decision to become an independent entity in order to pursue partnerships with multiple TK-12 school districts and other public school systems.

Alder has been successful in establishing other partnerships: as of March 2019 Alder has nine signed agreements with TK-12 school systems in California; eight of these residency partnerships (minus Summit Public Schools) will continue in 2019-2020 and are expected to continue once Alder receives provisional approval from the CTC. A list of all signed partnership agreements is provided in [Attachment 11.F.1 Signed TK-12 Partnership Agreements](#) and the signed contracts are available at this [link](#). The signed agreements spell out the collaborative nature of the relationship between Alder and the partner; Alder does extensive work to contextualize the residency program for the needs of the partner organizations, and embeds residents within those organizations' schools and classrooms, gradually giving them more teaching responsibility as they progress throughout the year. Below is a brief history of Alder's partnerships since separating from Aspire:

- In 2017-2018, Alder began preparing residents for KIPP Bay Area Schools. Alder is now in the second year of partnering with KIPP Bay Area, with 15 initial residents training across 13 of its schools. In the first year, KIPP Bay Area hired all 6 of the residency graduates trained in its schools.
- In 2018-2019 Alder began preparing residents for Summit Public Schools and Caliber Schools, with 31 initial residents across these school sites. (Note that Alder will no longer partner with Summit next year, but Caliber will continue.)
- Also in 2018-2019 Alder is proud to have signed its first two partnership agreements with school districts after only two years operating independently from Aspire. This is an important milestone for Alder -- Alder looks forward to leveraging the learnings from these two partnerships to increase the number of school districts with whom it partners:
 - **Monterey Peninsula Unified School District** -- This agreement was signed in July 2018 after a year-long planning conversation with leaders across the district. [Christie Kieffer](#), MPUSD's partner director, has recruited a full cohort of residents for 2019-2020 and has been very engaged with Alder's program during this recruiting year, teaching courses and serving in the faculty assembly.
 - **San Lorenzo Unified School District**-- This agreement was signed in September 2018.

San Lorenzo is currently recruiting a cohort of special education teachers to participate in the teacher residency program in 2019-2020. As with MPUSD, the agreement with SLUSD came after a full year of relationship building and planning with district stakeholders.

- Other new partners who will host residents in 2019-2020 include KIPP LA Public Schools, Envision Education, and Lighthouse Community Public Schools.

Over the last year (or more, in some cases), led by partnerships and recruitment staff, Alder's team has worked closely with these organizations to plan their residencies; Alder has helped them hire directors, recruit residents, select mentors, and tailor the Alder coursework for their local needs, so that the program can start off strong in summer 2019 (with master's degrees and credentials still offered under the auspices of partner University of the Pacific while Alder pursues Provisional Approval by the Commission). These new partners will train approximately 75 new resident candidates across 37 school sites in Northern and Southern California in 2019-2020.

11g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.

At the close of each course, Alder students are surveyed on a range of questions regarding course and instructor quality. The overall average of satisfaction with courses in 2017-2018 was that 95% agree/strongly agree across all 17 course quality statements. In-person courses averaged 94% agree/strongly agree, and distance courses averaged 98% agree/strongly agree.

The National Center for Teacher Residencies, a national consortium of teacher residencies, offers mid- and year-end surveys to members, including Alder. These surveys are administered to current and former students, school leaders, and mentor teachers. Overall, the vast majority of these stakeholders are likely to recommend Alder to their peers, and are satisfied with the program- both overall and in comparison with other similar programs nationally. See table 4 below summarizing these results against the national average (gray line).

Table 4. Overall Program Satisfaction with Alder, as Reported to NCTR

Note: colored bars are Alder respondents, grey lines are national averages.



For more information, see [Attachment 11.A.1 Annual Program Assessment Report](#).

11) Institutions must submit: Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov

In February 2019, Alder publicly announced its intent to seek the Commission's Initial Institutional Approval to offer a Preliminary Credential Program. The “Third-Party Notification” statement below is posted on the [accreditation page](#) of Alder’s website, inviting stakeholders to offer input to the Commission. The statement will also be included in the issue of Alder’s email newsletter scheduled to be sent out by April 1, 2019, to over 850 Alder stakeholders.

Alder Graduate School of Education (Alder) is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow Alder to sponsor educator preparation programs in California directly. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at input@ctc.ca.gov. Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other - please specify). All identifying information will remain confidential.

Criterion 11 Attachments

- [Attachment 11.A.1 Annual Program Assessment Report](#)
- [Attachment 11.B.1 BPPE Approval Letter](#)
- [Attachment 11.B.2 Alder’s Amended & Restated Articles of Incorporation](#)
- [Attachment 11.B.3 Approved Educational Program List](#)
- [Attachment 11.C.1. WSCUC Initial Accreditation Letter](#)
- [Attachment 11.C.2 L Hume Letter of Support](#)
- [Attachment 11.C.3 C Cohn Letter of Support](#)
- [Attachment 11.C.4 PK Diffenbaugh Letter of Support](#)

[Attachment 11.C.5 B Giffords Letter of Support](#)

[Attachment 11.C.6 G Hart Letter of Support](#)

[Attachment 11.C.7 K Hakuta Letter of Support](#)

[Attachment 11.C.8 S Loeb Letter of Support](#)

[Attachment 11.D.1 Alder Completion Rates Report](#)

[Attachment 11.F.1 Signed TK-12 Partnership Agreements](#)

CRITERION 12: CAPACITY AND RESOURCES

To be granted Initial Institutional Approval, an institution must submit a Capacity and Resources plan providing evidence about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum, and a plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

12a) Copy of the most recent audited budget for the institution.

Alder received unqualified financial audits for the two years it has operated independently:

- [Attachment 12.A.1 Financial Audit for Fiscal Year 2017-2018](#)
- [Attachment 12.A.2 Financial Audit for Fiscal Year 2016-2017](#)

(Note that the institution was named Aspire University until July 1, 2017, when it was renamed Alder Graduate School of Education.)

As a result of conservative budgeting, tight enrollment management, and strong fundraising capacity, Alder has demonstrated solid financial health since its inception in 2010, operating at cost or with a net surplus each year, both while embedded in Aspire and since separating.

12b) A proposed operational budget for the educational unit.

A key strategic priority is ensuring that Alder has adequate faculty, staff, and resources to support projected enrollment. [Attachment 12.B.1 Budget & Projections](#) details the 2018-2019 \$6.4M operating budget and multi-year projections which assume that Alder is able to operate independently in 2020-2021. Included in these projections is Alder's reserve target, which represents three months of operating expenses in 2018-2019 (\$1.6M) and builds to five months by 2022-2023 (\$4M). Alder's budget is approved annually at the May board meeting, so the finance team is beginning the process of developing the 2019-2020 budget now.

Alder has demonstrated steady enrollment growth since 2010-2011 when it began with 20 residents. The average annual increase over the past four years has been 30%, and Alder projects continued average annual enrollment growth of 39% through 2022-2023 until it is operating at scale (410 paying residents after accounting for attrition). This represents a fraction of total annual teacher credentials issued by the Commission: [in 2016-17 the Commission granted 21,889 credentials](#). Alder anticipates growth to be split across its four California regions, with 80-120 residents in the Bay Area, Central Valley, Central Coast, and Southern California, respectively. It is worth noting that Alder only prepares teachers for partners with identified hiring needs and collaborates with the partners to recruit candidates in the specific need areas. (E.g. SLUSD is recruiting Special Education residents with Alder's help).

Alder's projected growth is based on the number of current and projected agreements with TK-12 partners, as each partner must commit to hosting a cohort of at least twenty residents after the first year. [Attachment 12.B.2 Alder CA Growth Plan](#) lists the TK-12 partnerships in California that Alder has secured and is pursuing as of March 2019, along with their estimated likelihood. The timing of these

agreements facilitates careful planned growth, as each provides for a year of recruitment before students are enrolled.

The projections show that once Alder is operating independently and at scale for a couple of years (410 residents), tuition revenue will provide approximately 90% of total revenue needs, with the rest supplied by philanthropy. Alder has enjoyed strong support from the philanthropic community, having raised over \$20M in funds since the teacher residency was founded in 2010.

Alder's projections assume a tuition level of \$18,000 in 2018 dollars for the one-year program that provides both a master's degree and teaching credential. This tuition is in the mid-range of tuitions for comparable teacher preparation programs. In 2018-2019 72% of Alder's California students accessed federal financial aid with average borrowing for the one-year duration of the program of \$27,000. Students also receive stipends from the TK-12 partner where they are placed in order to defray living expenses; these stipends range from \$16,500 to \$20,000. Alder is proud that approximately half of its student body is comprised of Pell grant recipients and first-generation college graduates; on average, 84% of students complete the program, which compares favorably to Alder's peers, and 97% are hired upon graduation.

12c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:

- 1) The number and type of faculty (full-time faculty, part-time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.**
- 2) The criteria or minimum qualifications for each of the positions listed above.**

Alder has been very intentional about ensuring that there are adequate instructional and support personnel budgeted to support the planned enrollment growth. As shown in [Attachment 12.C.1 Staffing Plan](#), Alder's current and projected student to staff and faculty FTE ratios are in line with national benchmarks for degree-granting institutions ([U.S. Department of Education, National Center for Education Statistics, 2017 Digest of Education Statistics, table 314.10](#)).

The staffing plan calls for a significant increase in staff over the next five years to support projected enrollment increases from 110 residents in 2018-2019 to 410 in 2022-2023; as such, Alder anticipates growing:

- a) Faculty positions from 15 FTE today to 35.3 in 2022-2023, including the addition of content specialist faculty/clinical directors, and a partner director for each cohort of up to 23 residents;
- b) Staff positions from 31.1 FTE today to 84.1 in 2022-2023, including more Alder-wide recruiters, a director of student services and more enrollment/financial aid specialists, as well as more partner recruiters and mentor teachers formally employed by Alder partner organizations but receiving professional development from Alder; and
- c) Therefore, total FTE growing from 46.5 today to 120.7 in 2022-2023.

In addition to Alder-employed faculty and staff, Alder's unique model of partnering with TK-12 school systems provides important layers of support for Alder residents, both via contractual arrangement ([Attachment 12.C.2 Partner MOU Sample Template](#)).

Job descriptions along with minimum qualifications for key Alder faculty and support roles can be found below:

- Partner directors are clinical faculty dedicated full-time to supporting a cohort of up to 23 residents. Alder contributes \$100,000 toward the compensation of one full-time partner director for each cohort of 20-23 residents. As such, directors serve as active and collaborating members of Alder's clinical faculty, while simultaneously being embedded in the TK-12 school system where their residents learn to teach. Partner directors must hold a master's degree or higher along with several other qualifications. Further description of criteria and qualifications can be found in [Attachment 12.C.3 Partner Director Job Description](#).
- Course instructors are selected to fit Alder's program, which has been designed to bridge theory and practice, and to situate coursework within the clinical experience in the field. Therefore Alder looks for different skills and qualifications for faculty who teach in-person theory courses, in-person practice courses, distance practice courses, distance research courses, and weekly seminars for residents. Alder faculty are a strategic mix of practitioner experts and doctoral-level scholars. Different courses require different faculty skills. However, all Alder course instructors must meet certain minimum qualifications based on expertise, graduate degree, and experience, which can be found in [Attachment 12.C.4 Course Instructor Job Description](#). For more on how faculty and course instructors are chosen, refer to [Attachment 12.C.5 Alder Faculty Hiring and Selection Policy](#).
- Mentor teachers work in a co-teaching model with a resident on a 1:1 basis four days a week in the classroom for the full academic year and participate in monthly, day-long seminars on mentoring and coaching. In alignment with Commission criteria for district-employed supervisors, mentor teachers must hold the corresponding clear credential to the one sought by their resident, must have at least three years' experience, and must be recognized as an excellent teacher by their school and district. Further description of mentor teacher qualifications can be found in [Attachment 12.C.6 Mentor Teacher Job Description](#).
- Program supervisors are employed to provide content-based coaching to residents when a partner director does not hold corresponding content expertise. Qualifications for program supervisors align with Commission criteria for program/university supervisors and can be found in [Attachment 12.C.7 Program Supervisor Job Description](#). In the staffing plan, program supervisors are included with adjunct faculty.

3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?

N/A

12d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.

N/A

12e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.

Alder has nine signed agreements with TK-12 school systems in California. A list of all signed partnership agreements is provided [Attachment 11.F.1 Signed TK-12 Partnership Agreements](#) and the signed contracts are available at this [link](#). Eight of these residency partnerships will continue in 2019-2020, with Alder no longer partnering with Summit, and all eight of those partnerships are expected to continue once Alder receives provisional approval from the CTC. The signed agreements spell out the collaborative nature of the relationship between Alder and the partner, and the expectations for each party. Alder does extensive work to contextualize the residency program for the needs of the partner organizations, and embeds residents within those organizations' schools and classrooms, gradually giving them more teaching responsibility as they progress throughout the year. More detail is provided in Eligibility Criterion 11 regarding the extent of each of Alder's partnerships with both school districts and CMOs.

To assess the nature of the relationship with its partners, Alder is initiating an annual survey in spring 2019. The survey is being designed to gather feedback on Alder's high-touch engagement process and service delivery model in order to leverage partner input to plan for continuous improvement. The results of this survey will be shared with the Commission as soon as they are available.

As mentioned above, Alder contributes \$100,000 toward the compensation of a full-time partner director for each cohort of 20-23 residents. This partner director is employed by the partner organization, but is also an active member of the Alder faculty. This director meets twice weekly with all other partner directors to collaborate.

In addition, Alder provides monthly full-day in-person training to the mentors of the residents in each TK-12 school system to ensure they are prepared to coach residents and provide them with meaningful feedback throughout the year. In alignment with the Commission requirements for district-employed supervisors, Alder mentors must:

- Hold the California clear credential sought by the resident
- Have at least three years of experience

- Be recognized as an excellent teacher by their school and district (exemplary teaching practice)

12f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.

The Alder faculty has selected Canvas as the platform for its online classes and its cost is embedded in the organization's budget.

Alder's unique model with 1) students located at TK-12 partner schools throughout California, 2) students pursuing almost half of their course credits online, and 3) staff members distributed across California and Memphis, requires limited facilities compared to more traditional institutions of higher education. The following facilities costs are embedded in the budget:

1. Weekly seminar venue for each cohort -- the contracts with TK-12 partners provide access to space for weekly seminars.
2. In-person classroom sessions -- currently, in-person sessions are conducted at Pacific, with Alder covering the travel and lodging expenses of residents. Alder plans to hold regional in-person sessions once it is independent of Pacific, with travel costs shifting from residents to faculty, and these costs are embedded in the budget and projections. See Criterion 8b for addresses and description of the locations in which Alder plans to hold in-person courses upon independent accreditation.

12g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

Please see the [Attachment 3.E.1 Alder Teach Out Policy & Plan](#) for more details on Alder's proposed approach should the institution be unable to continue providing its educator preparation programs.

Criterion 12 Attachments

[Attachment 12.A.1 Financial Audit for Fiscal Year 2017-2018](#)

[Attachment 12.A.2 Financial Audit for Fiscal Year 2016-2017](#)

[Attachment 12.B.1 Budget & Projections](#)

[Attachment 12.B.2 Alder CA Growth Plan](#)

[Attachment 12.C.1 Staffing Plan](#)

[Attachment 12.C.2 Partner MOU Sample Template](#)

[Attachment 12.C.3 Partner Director Job Description](#)

[Attachment 12.C.4 Course Instructor Job Description](#)

[Attachment 12.C.5 Alder Faculty Hiring and Selection Policy](#)

[Attachment 12.C.6 Mentor Teacher Job Description](#)

[Attachment 12.C.7 Program Supervisor Job Description](#)

[Attachment 11.F.1 Signed TK-12 Partnership Agreements](#)

[Attachment 3.E.1 Alder Teach Out Policy & Plan](#)