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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for University of Antelope Valley

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, University of Antelope Valley's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to University of Antelope Valley and set the Provisional Approval period to be two years.

Presenter: Poonam Bedi, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for University of Antelope Valley

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, University of Antelope Valley's responses to relevant Preconditions and the Common Standards for consideration by the Commission on Teacher Credentialing (Commission) of Provisional Approval. The University of Antelope Valley, a private, for-profit university, accredited by the Western Association of Schools and Colleges (WASC), seeks to offer two Preliminary Single Subject credential programs – one in Math and the other in Science. The Preconditions have been reviewed by staff and have been determined to be met. The Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been deemed to be aligned. If granted Provisional Approval, the next step in the process would be the review of the University of Antelope Valley's responses to the Preliminary Multiple/Single Subject Program Standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed programs will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the programs for the provisional period specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission Meeting. The process requires the satisfactory completion of five approval stages. The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

The University of Antelope Valley is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Focused Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

University of Antelope Valley

The University of Antelope Valley (UAV) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [June 2018 meeting](#). This action allowed UAV to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, UAV seeks Provisional Approval from the Commission. If approved, UAV will seek COA approval of their proposed Preliminary Single Subject: Math and Preliminary Single Subject: Science credential programs.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, UAV submitted its responses to the Initial Program Preconditions, General Precondition 9, Preliminary Multiple and Single Subject Program Preconditions, and the Common Standards. The Preconditions have been reviewed by Commission staff and have been found to be met. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of UAV's responses to the Preconditions and the Common Standards are included in this agenda item. The [complete submission of UAV's responses](#) is available on their website.

It is an important reminder that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the programs the institution proposes to offer, detailed program information will be provided in the institution's responses to the program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of approval of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV states that a focus group was conducted that included school leaders and instructors from the public-school system and the university's Board of Trustees. UAV's Board of Trustees is comprised of various leaders of the community, including the Superintendent of Antelope Valley Union High School District, executive Vice President of Learn 4 Life which is a local charter school, and higher education deans and professors including CSU Bakersfield, Antelope Valley Community College, CSU Fullerton, and CSU Northridge. The board and the university recognized the need for qualified teachers due to a massive teacher shortage, primarily in math and science disciplines. The university's knowledge of such need initiated a focus group to pursue a credential preparation program. More specifically, the university is located in Lancaster, California within the Antelope Valley area. There are five school districts that service the Antelope Valley area. The University of Antelope Valley states that it is committed to servicing its community as well as the surrounding areas. In general, the Antelope Valley is known as a commuter area, which many residents commute outside for employment and UAV notes that the proposed teaching credential program would be able to service both local and outside areas of the Antelope Valley. There are nine schools districts located within 20 miles and 60 school districts within 50 miles of Lancaster. UAV's proposed credential program has the potential to service 74 school districts in a 50-mile radius of the campus location.

UAV anticipates that it will enroll ten (10) students during the first year of operation and 20 students in the second year of operation of the Single Subject credentialing program.

The Antelope Valley Union High School District (AVUHSD) signed a Memorandum of Understanding (MOU) to partner with UAV to provide educational fieldwork experiences to UAV students of the proposed credential program. The AVUHSD includes eight traditional and three alternative high schools, three Academy Prep Junior high schools, and an online education program and serves 23,000 students in the cities of Palmdale and Lancaster, and the surrounding area.

UAV states that the AVUHSD is eager to hire the completers of the proposed program and provided signed letters of support from school administrators. UAV notes that they are also exploring future partnerships and MOUs with other school districts to provide additional opportunities to future program candidates.

(2) Practitioners' Participation in Program Design

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV notes that the university's Curriculum and Academic Policy Committee (CAPC) has organized a Credential Program Curriculum Advisory Board which is comprised of district representatives such as an assistant superintendent, site administrator, and teachers as evidenced in the member list. The Curriculum Advisory Board thoroughly reviewed and participated in the design and development of the program's philosophical orientation, educational goals, and content emphases including discussions of potential curriculum for the proposed credential programs.

General Precondition #9

(9) Faculty and Instructional Personnel Participation

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Ed. Code Section 44227.5 (a) and (b).

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV assures that all faculty and instructional personnel who will be hired to regularly teach one or more courses in the proposed educator preparation program will actively participate in the public school system at least once every three academic years, appropriate to their credential area. Every three years, UAV instructors will submit a verification of public-school participation to the Teaching Credential Coordinator.

Preliminary Multiple and Single Subject Program Preconditions

(1) Limitation on Program Length

The professional preparation coursework that all candidates required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b)(3).

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV states that the program is 40 credits, no longer than three semesters in length, and shall be no more than two years of full-time study. UAV will extend the length of the program if a candidate requires additional courses to meet the Commission's standards.

(2) Limitation on Student Teaching Prerequisites

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. Reference: Education Code Section 44320 (a).

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV's submission, including the proposed program course sequence, notes that its candidates will be allowed to enroll in student teaching after completing no more than twelve semester units of professional preparation courses, including a course on English language development.

(3) English Language Skills

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

Meets Precondition: Yes

How UAV Meets the Precondition:*

UAV's notes that the course sequence of the proposed program includes a course on teaching English learners.

*Note: Instructing candidates in teaching English Language Learners will be examined more specifically in Stage IV by BIR members who review the program submission.

(4) Undergraduate Student Enrollment

Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Meets Precondition: N/A

(5) Program Admission

The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV, as evidenced by its draft student teacher handbook, requires that applicants must either have completed a Commission-approved undergraduate Single Subject Matter Preparation Program or passed the appropriate Commission-adopted subject matter examination(s).

(6) Subject Matter Proficiency

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV asserted that meeting the subject matter requirement is an admission requirement. Applicants must demonstrate passage of the CSET by providing an official score report in all required subtests for the credential type or completion of a Commission-approved subject matter preparation program as noted in the response to Precondition 5.

(7) Completion of Requirements

A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program • Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates)

Meets Precondition: Yes

How UAV Meets the Precondition:

UAV's submission notes that the TPA Coordinator will utilize a Preliminary Credential Checklist, which was submitted, to determine that the candidate meets all legal requirements for the credential, prior to recommending the candidate for the credential.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR-trained reviewers, to be aligned. Beneath each Common Standard is information and excerpts from UAV's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

UAV states that the design of the proposed programs is grounded in Andragogic teaching philosophies that endeavor to prepare candidates to thrive in the 21st-Century world. UAV noted in its submission that andragogy, in practice, intends to instruct adult learners by answering “why do I need to know this” and by encouraging students to participate in all aspects of learning (Fornaciari & Lund Dean, 2014; Giannoukos, Besas, Galiropoulos & Hioctour, 2015; Knowles, Holton, & Swanson, 2015).

UAV asserts that the mission and vision of the proposed programs are aligned with adopted standards and frameworks for TK-12 students in California and submitted the following:

Mission: The mission of the single subject educator preparation program is to ensure that the practice of our TK-12 public education teachers has significant and positive impact on public school student achievement.

Vision: UAV's vision is to provide new educators with a high-quality course of study, grounded in current research and effective practices, which is integrated with ongoing timely support from experienced and knowledgeable mentor teachers and faculty members.

Program Learning Outcomes: Upon completion of the courses for the Single Subject credential, teacher candidates will demonstrate proficiency in the following:

- Create and maintain effective environments for diverse learning needs.
- Examine learning theories to develop ethical instructional and learning experiences for diverse pupils that meets the standards for purpose and content, actively engages pupils, and makes abstract concepts concrete and meaningful.
- Apply appropriate learning technologies to support and optimize pupil learning and create opportunities for pupils to produce material in academic language.
- Assess pupil progress by designing, implementing, and evaluating various modes of assessment.
- Work collaboratively in reciprocal partnerships with the University and the local community.

UAV described in their submission how the university actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for its educator preparation programs. This includes but is not limited to the:

- Program Review Process in which programs are reviewed biannually to ensure the program is appropriate in content, standards of performance, rigor, and length. This

process, according to UAV, allows three entities – peer review, external advisory board review, and a faculty review – to provide insight, analysis, and suggestions.

- Peer Review is conducted through the Academic Quality and Institutional Standards (AQIS) committee, which is comprised of university faculty and executive leadership. A minimum of two AQIS committee members outside of the program will conduct the review.
- Advisory Board Program Review: The external Advisory Board is composed of members from the community and/or higher education who represent the program through education and professional experience. The Advisory Board will meet with faculty, visit classrooms, and review and analyze program data collected by the Institutional Research Committee (IRC). After conducting the review, program strengths and areas of improvement will be identified.
- Faculty Review: The outcome of the Advisory Board program review is provided to faculty. Faculty are also charged with conducting a thorough assessment and review of each program to ensure the program reflects the university’s mission, vision, learning outcomes, and program adopted standards and frameworks.

The university also noted that it will provide sufficient resources for the effective operation of the teacher preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field-based supervision, and clinical experiences. UAV’s teacher preparation program falls under the oversight of the Dean of Academic Affairs and the leadership of the Credential Program Director. The Credential Program Director is responsible for the oversight of the day-to-day operations of all educator preparation programs offered by the university. The Dean of Student Affairs monitors academic progress and will report the academic progress of each candidate to the Program Director. Candidates will be provided contact information for technical support. The university’s staff members within the educational preparation program such as the Program Director, TPA Coordinator, Fieldwork Supervisor, and Faculty will also serve as resources to the candidates.

UAV utilizes its current staffing model to ensure sufficient numbers of qualified faculty members are available to fulfill all faculty roles and responsibilities. The staffing model also includes a diversity component to align with the university’s dedication to diversity and inclusion. The faculty and staff specific to the proposed programs will be monitored and evaluated by the Credential Program Director. Qualifications of faculty and other instructional personnel must include, but are not limited to:

- a) Current knowledge of the content;
- b) Knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;
- c) Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and
- d) Demonstration of effective professional practices in teaching and learning, scholarship, and service.

UAV noted in their submission that, prior to recommending a candidate for a credential, the Credential Program Director and TPA Coordinator will verify that the candidate has met all requirements for the credential being sought utilizing the Preliminary Credential Checklist. Once the TPA Coordinator has verified all requirements have been met, the TPA Coordinator formally submits the online recommendation on the California Commission on Teacher Credentialing website. Only the TPA Coordinator and program director employed by UAV will have access to submit recommendation authorizations. In the event the candidate will not receive a credential recommendation, the candidate will meet with the TPA Coordinator and Program Director to develop a growth plan. To effectively evaluate the effectiveness of the recommendation process, the university faculty and program staff members will hold monthly meetings to analyze candidate data and the recommendation process outcomes. The meeting agenda items will also include but not limited to the program's strengths, weaknesses, and feedback.

Common Standard 2 – Candidate Recruitment and Support Preparation

UAV's proposed programs will provide clear admissions requirements on the website, in handbooks, and will be articulated in advising appointments once the programs have been approved. UAV asserts their devotion to recruiting candidates that will continually diversify the educator pool in California. UAV's current institution-wide student population is 69 percent 18 to 25 years of age, 40 percent Hispanic, and 61 percent female. The Antelope Valley region population is diverse with more than 480,000 people and the university's immediate surrounding area (approximate 15-mile radius) in Lancaster and Palmdale is approximately 317,000 with approximately 4,500 high school graduates annually. UAV states that the recruiting efforts for the proposed programs will include, at minimum, attending college fairs, district partnerships, and social media with more information evidenced in the university's Recruitment Plan.

UAV's program information and personnel will be clearly identified and accessible to guide each candidate's completion of program requirements. Additionally, each candidate will have an account in the student portal. The candidate will have access to program specific documents, ability to track their progress in the program, and receive notifications from university staff. Each course has set clear competency requirements and a process to support candidates who need additional assistance. Each term has an established schedule reserved for remediation for candidates in the areas of coursework, fieldwork, and the CalTPA.

All candidates will receive regular advising from multiple sources, including but not limited to:

- Course Instructors (grades)
- Fieldwork Supervisors (e.g., observations, meetings, and evaluations)
- Master Teachers (e.g., observations, meetings, and evaluations)
- TPA Coordinator (e.g., CalTPA, progress through program, and related requirements)
- Credential Program Director (e.g., Mid-program Interview and Exit Interview)

During coursework, the candidates will be provided support in various areas including but not limited to academic advising, tutoring, and student success workshops. Faculty members will hold regular office hours and tutoring sessions for each course. In addition, faculty will provide each candidate with an academic status report at the mid-point of each course. Candidates will also have immediate access to grades, course assignments and resources via the student portal. During the fieldwork experience specifically, candidate support and advisement is coordinated by the fieldwork supervisor. Master teachers complete one mid-term TPE Evaluation and one at the completion of the semester. The fieldwork supervisor will conduct a minimum of six formal observations and one final TPE assessment at the completion of the semester. The TPA Coordinator will also meet with each of the candidates as they progress towards program completion using the Preliminary Credential Checklist and the California Teaching Performance Expectations (TPEs) that is aligned with the evaluation form. If a candidate is not meeting program requirements, the fieldwork supervisor will meet with the candidate and develop a professional growth plan a copy of which was provided. The growth plan is used for struggling teacher candidates. It records the strengths, areas of improvement, and action plan as developed by the fieldwork supervisors and master teachers of the teacher candidates in question. It is an important document that outlines what needs to be done in order for teacher candidates to advance in the credential program. If teacher candidates do not meet their expectations as outlined in the Professional Growth Plan, they risk being disqualified.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

UAV states that the institution follows the guidelines set forth in the California state standards and frameworks when preparing the programs curriculum and field experience requirements. The coursework will provide candidates with extensive opportunities to observe, acquire, and utilize important pedagogical knowledge, skills, and abilities, then utilizing these major ideas in their student teaching fieldwork placements. In addition, UAV notes that coursework and fieldwork are designed to foster teaching competencies to effectively implement research-based strategies for improving teaching and student learning and that, throughout the curriculum, candidates will learn how to use a variety of developmentally and ability-appropriate instructional strategies, resources, and technology to support the curriculum for a wide range of learners. The clinical experience placement will be determined by the Placement Coordinator who will review each candidates' profile, including the subject area, and then contact school sites under the university's MOU to assign the clinical experience placement. The Placement Coordinator and the school site administrator will coordinate a site-based placement that is aligned with the candidates needs and fieldwork requirements, including meeting the needs of the subject area, grade-level, and diversity. When a placement has been finalized, the candidate will be informed in writing, and provided with a Student Teaching Placement Form. This form will provide information regarding the candidate's school placement, master teacher, and their contact person. The student teaching is a full-time experience where the student teacher will participate in two different classroom settings throughout the duration of their clinical fieldwork. The fieldwork is composed of two eight-week placement assignments. Each placement assignment the student teacher will be placed in a diverse setting and each classroom setting will be in a different grade levels of their discipline.

UAV notes that site-based supervisors will be certified and experienced in teaching the specific content or performing the services authorized by the credential. The submission noted the minimum qualifications and responsibilities of fieldwork supervisors (full-time university employee) and the master teacher (school district employee) including respective job descriptions. The master teacher will be selected for their excellence in classroom teaching and as recommended by school site administrators. The Program Director and fieldwork supervisors collaborate closely with school site administrators to select, train, and support master teachers who demonstrate outstanding classroom performance and a passion to mentor student teachers. Fieldwork supervisors will be selected for their knowledge of cultural diversity and understanding of teaching in a multicultural setting. A fieldwork supervisor provides both assistance to and evaluation of the teacher candidate, assisting in the candidate's development, and observing the candidate's student teaching in the clinical site classroom setting. UAV will post the Fieldwork Supervisor position responsibilities and qualifications internally and on various websites such as EdJoin. Applications submitted are screened and selected at minimum by the Program Director, Dean of Academic Affairs, and at times other relevant selection committee members. The selection process for site-based supervisors will include an interview process and document submissions demonstrating position qualifications, including certifications and work experience. Upon selection and the hire of an applicant, the new site-based supervisor will undergo training to be acquainted with the university's culture and expectations. New supervisors will also attend a ten-hour orientation training prior to assuming their supervisory role. In this training they will learn the candidate's expectations, site-based supervisor expectations, policies and procedures, and best practices. UAV will conduct regular performance reviews during the first year of employment and thereafter to ensure the program maintains a site-based supervisor who will provide effective and knowledgeable support to the candidates. Each site-based supervisor is supplied with a handbook that outlines the responsibilities of the supervisory role and copies of the Fieldwork Supervisor Handbook and the Master Teacher Handbook were provided by UAV.

UAV ensures that all programs will effectively implement and evaluate fieldwork and clinical practice. Candidates meet regularly with their fieldwork supervisor and master teacher for continuous evaluation and improvement in student teaching at the fieldwork placement. The university states that fieldwork supervisors observe candidates no less than six times per semester and provide feedback on candidate progress toward mastery of the TPEs using the Student Teacher Evaluation Form. Fieldwork supervisors also meet with candidates to reflect on progress toward TPEs. Master teachers provide daily feedback on student teaching to discuss the candidate's goals, progress, and next steps. Master teachers provide support and guidance to candidates a minimum of five hours per week. Master teachers also conduct formal observations utilizing the Student Teacher Evaluation Form and provide feedback on candidate progress toward mastery of the TPEs. It will be the responsibility of the master teacher and fieldwork supervisor to ensure that the candidate will receive timely and continuous feedback on his or her student teaching performance. The previously mentioned Student Teacher Evaluation Form will provide the evaluators with opportunities to identify the strengths and weaknesses of the student teacher. The evaluation will demonstrate the candidate's competency in the various TPE areas, including subject matter, instruction, assessment, and

professionalism. The evaluator form, which was provided, outlines four ratings: proficient, satisfactory, developing, and initial. Since each candidate will have two eight-week, full-time fieldwork placements, there will be three formal evaluations in each placement. As described in UAV's submission, candidates will gradually acquire more responsibility in their clinical practice experience as the semester progresses.

Common Standard 4 – Continuous Improvement

UAV states its commitment to ongoing assessment and evaluation at the student, faculty/staff, program and institutional level, as evidenced by the university's Assessment Plan. Program assessment specifically occurs bi-annually and allows each course to undergo a peer review, external advisory board review, and a faculty review. As noted above under Common Standard 1, all three bodies perform a data-driven review that considers trends from past reviews. All three bodies can outline any suggestions and areas for improvement in the student learning process. Furthermore, the program review process includes, but is not limited to, assessing the following data: enrollment, retention, grade distribution, learning outcome, student survey results, graduate survey results, and employer survey results. The program review also allows faculty to analyze curriculum content, credit and contact hours, appropriate class workloads, course and program learning outcomes and their respective assessment methods and rubrics, and program alignment with the university's mission.

UAV's Institutional Research Committee (IRC) is tasked with compiling data from various areas institution-wide based on the university's established Key Performance Indicators (KPIs) to develop the university's annual Institutional Effectiveness Plan (IEP). The KPI data ranges from academic success, retention, student life, and facilities. The IEP data is analyzed annually for both programmatic and institutional awareness, continuous improvement, and to guide institutional planning and systematic evaluations of educational effectiveness. UAV states that the results of institutional inquiry, research, and data collection, through the IRC, are used to establish priorities at different levels of the institution. The IEP data and analysis outcome is reported to UAV's Strategic Planning Committee and the Board of Trustees. Specifically, UAV's proposed programs will regularly undergo its program assessment to monitor effectiveness in relation to the courses offered, fieldwork and clinical practice, and candidate support services.

Common Standard 5 – Program Impact

UAV asserts that multiple measures are used to assess candidate's knowledge of Commission-adopted competency requirements. Fieldwork supervisors and master teachers collaborate to ensure that candidates are effectively prepared such as documenting progress toward mastery of the TPEs through the Student Teacher Evaluation Form. For candidates that need more support, the Professional Growth Plan records the strengths, areas of improvement, and action plan as developed by their fieldwork supervisors and master teachers. Additionally, candidates complete a self-assessment, which was provided, to self-examine their goals, strengths, and areas for improvement. The self-assessment is discussed with the master teacher and the fieldwork supervisor. Another tool used to document and assess candidates on the demonstration of the knowledge and skills necessary to educate and support all students in

meeting state adopted academic standards, is each candidate's candidates digital portfolio which displays their professional work and growth. Digital portfolios include, at minimum, the signature assignments and observation notes. In order to successfully complete the proposed program and receive the UAV recommendation for a California Preliminary credential, all candidates will have had to successfully pass all coursework, credential requirements, and the CalTPA. The Preliminary Credential Checklist is a resource to both the candidate and TPA Coordinator to ensure all credential requirements have been met.

UAV notes that it will evaluate if it has a positive impact on the candidate's learning and competence and on teaching and learning using multiple measurement methods. The university faculty and program staff members will hold monthly meetings to analyze candidate data outcomes and necessary information regarding the program's strengths, weaknesses, and feedback. The program will also undergo an in-depth annual program review meeting for faculty, master teachers, and advisory members to analyze the data trends over the last year and previous data trends, including survey and employment results. The annual program review provides an opportunity for the faculty and staff to make program modifications related to curriculum, program policies and procedures, and the program's effectiveness.

Data trends will assist UAV in evaluating the effectiveness of the proposed program and its candidates. The university understands that qualified candidates will impact and benefit California schools by supplying and meeting the demands of qualified credentialed teachers that serve California students. The university will regularly monitor the programs credential pass rates as a significant data point to assess the credential program's effectiveness and the positive impact it has on its candidates and to K-12 California schools. At a minimum, the program review data will include course evaluations, fieldwork supervisor and master teacher student teacher evaluation results, program completion rates, credential achievement rates, and job placement rates. In addition, UAV's Institutional Effectiveness office will collect data from stakeholders outside of the program such as an employer survey and an alumni survey. Through the employer survey, UAV plans to contact employers to rate the program completer, at minimum of 90 days of employment, in the following areas:

- Making subject matter comprehensible to students
- Assessing student learning
- Engaging and supporting all students in learning
- Planning instruction and designing learning
- Creating and maintaining effective environment for students
- Developing as a professional educator

UAV plans to survey graduates of the program via Survey Monkey at one and five years from program graduation. The information that will be collected through the alumni survey is included, but not limited to:

- Employment status
- Current annual salary range
- During employment:
 - Moved into a leadership position

- Received any awards or recognition

Finally, UAV plans to convene an Advisory Board Committee every three years to assess the positive impact of the program. This board will be composed of credentialed teachers, employers who hire UAV program graduates, one to four alumni, mentor teachers and fieldwork supervisors, and the UAV Credential Program Director.

Staff Recommendation

The Board of Institutional Review has found the Common Standard responses to be aligned and staff has found the preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to the University of Antelope Valley.

Granting Provisional Approval would allow UAV's proposed Preliminary Single Subject: Math and Preliminary Single Subject: Science programs to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to UAV by the Commission, the period of Provisional Approval be set two years. After two years, an institution will have had an opportunity to have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. The report from the Focused Site Visit will be brought to the Commission for consideration of full approval for UAV in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission's action.