

Discussion of the Second Quarterly Report from Alliant International University February 2017

Overview of this Report

This agenda item provides information on the second quarterly report submitted by Alliant International University (AIU) addressing stipulations resulting from their spring 2016 site visit. Following its decision, the Committee on Accreditation (COA) directed AIU to provide updates to staff documenting the progress made toward meeting the goals set forth in the stipulations at quarterly intervals. The report also addresses Committee members' questions from the discussion of the [First Quarterly Report](#).

Staff Recommendation

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

Background

A site visit was held at Alliant International University on April 24-27, 2016. The [Accreditation Report](#) resulting from that visit was presented to the Committee on Accreditation at their June 2016 meeting. After discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Probationary Stipulations**.

Response to Questions

Members of the COA asked for the following four questions to be addressed in the second quarterly report. The question is presented and followed by a summary of the response from the institution.

Question 1: More information about the clinical course of study mentioned on p. 8, specifically the revised course sequence and how expectations are determined.

The clinical practice course sequence is as follows:

Clinical Practice Course Sequence

Clinical Practice I
Clinical Practice II
Clinical Practice III
Clinical Practice IV
Total: 32 weeks

To clarify, we changed the course sequence to accommodate the 8-week term format adopted by the university and to enhance assessment. The Clinical Practice sequence has been augmented with additional assessments to better facilitate the collection of formative data on

Candidates' progress toward mastery of the TPE's and TPAs. Previously Candidates enrolled in two 16-week semesters of Clinical Practice. In the 8-week term structure, they are now enrolled in 4 eight-week terms of Clinical Practice.

Clinical Practice Expectations

The program develops the expectations. The expectations are a synthesis of program and CTC competencies, assessment results, advisory committee feedback and professional tenets. The expectations are implemented and communicated to candidates by the University Field Experience Coordinator. The Coordinator assigns each Candidate enrolled in Clinical Practice a University Mentor who works with each candidate directly. The Coordinator also oversees our University Mentors and monitors the level of written feedback the Mentors provide to the Candidates pertaining to their performance assessments that are linked directly to the TPEs. The Coordinator holds training sessions for the Mentors at the beginning of each Term (training agenda). The primary objective of the Clinical Practice courses is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The clinical practice courses are designed with ongoing assessments and feedback to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Candidates work with university mentors in coordination with district support providers and/or master teachers.

Assessments of Performance used in Clinical Practice:

Electronic Journal (E-Journal) communications -The purpose of the E-Journal (Electronic Journal) is to support communication between the Candidate and the University Mentor. The E-Journal is also used as a reflection tool for Candidates to further hone their experiences as they progress in Clinical Practice. Topics addressed are related directly to the Teaching Performance Expectations (TPEs), pedagogy coursework and the Professional Development Plan. There are three E-Journals per term, 12 total over the 4 eight-week terms of Clinical Practice. Each E-Journal corresponds to a specific TPE.

Progress Assessments - University Mentors regularly assess candidate performance during classroom observations, which include review of lesson plans, observational notes and goal setting for next observation. Observations must be scheduled at the start of each Term of Clinical Practice by the candidate with their University Mentor and their District-employed Support Provider. They score candidate proficiency in all TPE domains during observational visits. Progress Assessments are provided and discussed by the University Mentor with the Candidate and are shared with the University Field Experience Coordinator for any additional input (Progress Assessment). The Mentor identifies any issues/concerns and documents in the observations and Progress Assessment documents. These are then discussed by the Coordinator and where warranted are referred to the Credential Review Committee (CRC). The Assessment schedules are:

Standard Interns Clinical Practice I-IV:

- Three (3) university mentor observations per 8-week term, **total of 12 observational visits and progress assessments** over four terms
- One (1) time each term by their District-employed support provider (4 total observational visits and assessments) for a total of 16 observational visits and assessments (Progress Assessment).

Student Teachers Clinical Practice III-IV:

- Three (3) university mentor observations per 8-week term, **total of 6 observational visits and progress assessments** over two terms
- Two (2) observational visits and assessments from their District-employed support provider/Master teacher, for a total of 10 observational visits and assessments (Progress Assessment).

Early Completion Option (ECO) Interns Clinical Practice I-IV:

- Four (4) university mentor observations per 8-week term, **total of 16 observational visits and progress assessments**
- One (1) time each term by their District-employed support provider (4 total observational visits and assessments) for a total of 20 observational visits and assessments (Progress Assessment).

Quarterly Assessment - The Quarterly Assessment is a summative scoring rubric based on the California Teaching Performance Expectations (TPEs) with the California Teaching Performance Assessments (TPAs) embedded within the required task items. The University Mentor completes one (1) Quarterly Assessment (Quarterly Assessment) per term. It is recorded in the Clinical Practice course.

Summative Assessment - The final Quarterly Assessment is a Summative Assessment in which the Candidate must achieve a proficient score of “3” or “4” in all domains of the Teaching Performance Expectations (TPEs) (Quarterly Assessment). This is recorded in the Clinical Practice course. Candidates not performing at competency (level “3” or “4”) on the Quarterly or Summative assessment are referred to the Credential Review Committee (CRC). The CRC works with the Candidate to understand any extenuating circumstances and on strategies for remediation within a specified timeframe. In cases where remediation fails, the CRC recommends dismissal.

The Clinical Practice I and II courses for student teachers are designed to prepare teacher-candidates to have the practical experience in K-12 classrooms as well as the knowledge attained from their pedagogy courses to enable them to effectively teach K-12 students. For candidates to enroll in Clinical Practice they must have the following documented in their credential files, which are maintained by the credentialing department:

- Official undergraduate transcripts
- Passing CBEST score report

- Certificate of Clearance
- Negative TB result
- Passing CSET score reports (all subtests)
- US Constitution Exam

Requirements below are Intern Specific:

- Pre-service requirement met
- Employment Verification form (from a district/charter we have an active MOU with; if not, student will not be allowed to enroll in Clinical Practice until we have one)
- Copy of offer of employment letter
- Release form

Additional ECO assessments (for ECO interns only):

- Passing APK score report
- Passing score of 3 or 4 on CalTPA1

Question 2: More information on the additional resources that will be allocated towards assessment support and training (p. 6 of the first quarterly report)

Alliant's California School of Education has recently instituted a Director of Assessment position and is in the process of hiring a second accountability officer to support its new assessment system, using Taskstream for support and training.

The System-wide Director of Assessment is responsible for:

- Overseeing the unit's assessment program, assures implementation and monitoring.
- Facilitating monthly Assessment Committee meetings with Program Directors.
- Assuring reliable and verifiable data that indicates effectiveness of various Program elements and performance of Program completers.
- Maintaining a record of meeting dates between the university and its district partners.

Responsibilities of the second accountability officer include:

- Developing and consistently maintain a Program accountability system that tracks Candidate effectiveness, sustainability, career, and excellence.
- Maintain a comprehensive data resource file and repository indicating current needs and forecasting trends in education at the international, national, state and local levels.
- Maintain and publish in an exemplary manner requisite state and federal educational reports as requested by administrative and legislative entities such as the annual CSOE Title II Report.

Taskstream incorporates a set of standard reports supporting assessment and faculty and academic administrators will be trained on the reporting capability. Faculty and staff responsible for compiling data that does not come directly from Taskstream will also be trained on how,

where and on what schedule to enter data into Taskstream. A schedule of training for CSOE program directors and staff, including Field Experience Coordinators and credentials analysts will be developed and implemented during spring 2017. The purpose of the training is so all relevant unit members will be able to input and review data, including further providing further analysis and documentation of changes and development of a *Continuous Improvement Plan*. Support is being provided through Alliant information technology department to identify required elements for integration of Taskstream with the Alliant Student Information System.

Question 3: Clarification how the documents in the shared drive will be utilized (p. 6 of the first quarterly report)

The shared drive is a virtual meeting place and documentation archive for the unit. Use of the shared drive allows for shared responsibility, collaboration, and accountability for all policies, procedures, and documents. CSOE uses this technology to support shared workspaces rather than relying solely on sequential e-mail forwarding/sharing of documents or archiving on individual computer drives.

The Teacher Education team utilize the shared drive to collect and share departmental documents, including:

- Meeting minutes and agendas;
- Program plans;
- Credential Review Committee (CRC) documentation;
- Accreditation documentation; and
- Ongoing record of collaborative meetings between Alliant and its K-12 district partners.

Team members, including faculty and staff, upload documents and collaborate on document development and content. Collaborative activities include: co-writing, editing, and reviewing. Documents are developed and discussed during group meetings and modified via group discussion.

Question 4: How will Taskstream data be analyzed to support Program Improvement across program? (p. 4 of the first quarterly report)

Each CSOE program has developed an assessment plan. The assessment plans were developed and revised to assure that data that are collected meet program standards. CTC standards have been loaded into Taskstream, and the assessment plan measures developed to assess those standards. Measures have been developed for each assessment, with both acceptable targets for candidate achievement and ideal targets for candidate achievement for each measure.

Data on assignments is recorded in the program Assessment Management System ([AMS sample](#)) area of Taskstream and will be pulled directly from the Learning Achievement Tool ([LAT](#)) area of Taskstream once the integration of the system is fully complete. Data is collected for the key,

signature assignments each term. The CSOE Accountability Officer provides an initial analysis of the data such as mean, median, distribution, and available information on disaggregation of data by student group. These data are provided in a summarized way including data visualizations and some discussion narrative for review and further analysis at the program level with the program director and faculty and relevant staff/administrators, and at the unit level by the Assessment Committee, which is comprised of the Program Directors and the Accountability Officer. This review is conducted once a month. When performance improvements are at the individual candidate level, the CRC is responsible for the implementation. When there are trends at the course /training level/developmental area or scaffolding required for a group of students to facilitate success, the CRC and the Program faculty work in concert to identify and implement the necessary improvements.

The next stage of the data analysis process is to review candidates' scores on the dimensions of the rubrics and/or evaluation forms used for the final score to determine where, if at all, there were lower scores on the rubric, such as dimensions of certain competencies, for example in writing, conceptualization, or research, and disaggregate the data by student groups. Changes to be made to support improvement based on the data is underway and will be identified and added in to the *Continuous Improvement Plan* area for each program. Integration of TPA areas are mostly complete. Changes will be tracked through the *Continuous Improvement Plan Status* areas in Taskstream. Expected completion date is **February 28, 2017**.

In summary, when the system integration is completed in February each program in Taskstream will have:

- An Assessment Plan with multiple signature assignments linked to CTC standards for the program;
- The Assessment Results by term for each of the key assignments with both the raw data (substantiating evidence) and summarized data including a summary of findings, results, and recommendations;
- A Continuous Improvement Plan; and
- A Continuous Improvement Status.
- CSOE will work with its information technology staff to bring student-specific from the student information system directly into Taskstream as part of the systems integration process as the next phase of the system implementation process.

Report Contents

The second quarterly report was received on January 8, 2017 and has been read and analyzed by staff. The report is organized into sections that address each of the stipulations. The complete report, including additional evidence, appendix links, and the conceptual framework, are on file at the Commission and available should any COA member wish to read it.

Stipulation 1:

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

2nd Quarter Response Summary:

- The University has provided additional resources to support the hiring of a new Teacher Education Program Director and a Director of Assessment for CSOE. The new Teacher Ed Program Director will begin in mid-January. These additional resources will support further enhancement of support for the Teacher Ed programs and for overall assessment for CSOE.
- Curriculum maps for each program aligning outcomes with the new Conceptual Framework and the CTC standards were completed in fall 2016.
- Initial assessment data has been presented to program directors by the Accountability officer for review starting with the Teacher Education program. Going forward in addition to program specific reviews, the Assessment Committee begins its monthly meetings in January, and data are reviewed at the unit level to inform overall school improvements. The Assessment Committee is comprised of the CSOE program directors and the Accountability Officer.
- CSOE continues to build out key areas of Taskstream including the assessment areas for each program: an Assessment Plan, the Assessment Results, Continuous Improvement Plan, and Continuous Improvement Plan Status. Signature assignments and projects, supervisor evaluations, and comprehensive or similar exams used for assessment are mapped to the Standards, and data and results plus analysis and evaluation of the results are being documented in Taskstream. Taskstream provides easy access to summarized data for quality assurance purposes. Taskstream training for the remaining staff and program directors will take place in spring 2017 to ensure a shared understanding of, engagement with, and access to the assessment system. [See Appendix: Master Key Assessment Schedule, Key Assessment Plans](#)

Stipulation 2:

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

2nd Quarter Response Summary:

- Taskstream has provided an efficient shared structure for collecting and evaluating assessment data for the unit. This assessment resource enables the programs and the unit to manage data in a manner that assures more time on analysis and discussion of aggregated and summarized data, and determining potential improvements. [See Appendix: Master Key Assessment Schedule, Key Assessment Plans](#)
- Individual candidate performance data continues to be collected, summarized, and shared with programs and analyzed to inform changes. Candidates will input artifacts

of key assignments into the Learning Achievement Tool ([LAT](#)), which is the student portfolio portion of Taskstream. Further integration of Canvas, Alliant's LMS, and Taskstream is planned to streamline the data collection and student assessment processes (an integration process). Alliant's Information Technology team is supporting the technology integration process. [See Appendix: Key Assessment Results](#)

- The first round of program-level Data Collection and evaluation using Taskstream was completed for those programs operating in 8-week academic terms. This occurred after the September-October 2016 term. The results were uploaded to the Assessment Management System area.
- The results were aggregated and discussed among CSOE faculty and staff in meetings to make programmatic, curriculum, training, and assessment improvements. Among areas discussed were how to analyze performance data, performance by student groups, performance improvements through program progression, etc. The review revealed that some Candidates did not turn in their assignments or turned them in late. Most of the candidates who did not submit the assignments also did not pass their courses. They met with the Credential Review Committee to discuss their progress, learn the academic consequences, and create a plan for success. The group is deliberating on weight of the assignments in relationship to the final grade as well. Among areas discussed were how to best analyze performance data to ensure data can be best be utilized. [Appendix: Key Assessment Results](#)
- The TPEs are embedded in the Seminar classes as well as the Clinical Practice classes. The TPEs are also addressed in all pedagogical coursework. The University Mentors discuss progress on the TPEs with the candidates and evaluate them using the Progress Assessment and Quarterly Assessment forms in Clinical Practice. These forms are collected in Clinical Practice and reviewed by the Field Experience Coordinator. See Appendix [Progress Assessment](#) and [Quarterly Assessment](#)).
- During the data analysis process, the Teacher Education team found that a few students did not complete the Key Assessments in their courses, but still earned a passing grade in their classes. This has resulted in the Teacher Education program making two improvements to our program. First, we evaluated the grading system and the weight we put on the key assessments to ensure Candidates do not skip low-weighted assignments. Second, we are implementing a policy beginning in the January 2017 term to require that Candidates achieve a passing score on all key assessment as part of the criteria for the Candidates to be recommended for their credential, without regard to the course grades and other requirements necessary to be recommended for the credential. This will be tracked via the inclusion in the Credential Analyst checklist [Appendix: Key Assessment Results](#)
- Additionally, the Teacher Education Department found that Single Subject teacher-candidates are generally scoring lower on the key assessments than the Multiple Subject teacher-candidates. An initial hypothesis is that in addition to learning the art

and science of teaching, the Single Subject teacher-candidates are spending a substantially greater amount of time learning the content of their instruction in Clinical Practice. To gain more data on the reasons for the differences, we will be sending out a survey to our teacher-candidates in both the Multiple and Single Subject Credential programs **in March** to investigate the difference between outcomes in the two programs, and then brainstorm ways to close the achievement gap. [Appendix: Key Assessment Results](#)

- The Education Specialist/SPED Credential program has determined Key Assessments that are linked to CTC Program Standards and data has been collected pertaining to those assessments. Data analysis and program evaluation derived from the assessment analytics for the Education Specialist/SPED credentials will occur in January 2017 and a summary of the assessment analytics and program improvement recommendations will be specified in the next program report. [Appendix: Key Assessment Plan: Education Specialist/SPED](#)
- In addition to Taskstream, the Teacher Education programs also initiated the use of its Learning Management System (Canvas) to facilitate, manage, oversee, and assess its teacher-candidates performance in their Clinical Practice courses, as well as monitor the level of university mentor/ district-support provider support and feedback to the teacher-candidates. The use of our Learning Management System (replacing Dropbox) has improved the quality of oversight, monitoring, and support of our teacher-candidates, as well as improving supervision and support of our university supervisors and district-employed support providers.
- The Teacher Education Department has hired a new Teacher Education Program Director and she will begin in mid-January, and it is moving its current Teacher Education Director to a new role as System-wide Director of Assessment. The System-wide Director of Assessment will be responsible for keeping the California School of Education (CSOE) accountable for meeting all CTC Program Standards and using assessment data for continuous program improvement.
- Each of the CTEL courses, in addition to smaller weekly assignments, consists of a set of major assignments. These major assignments have been designed to meet one or more of the CTEL standards. Thus, as a student progresses through the program, he/she can demonstrate that each standard has been met. For instance, Standard 4 "Language Structure and Use," is addressed in CTE 7420 Linguistics through its key assessments of linguistics exams (e.g., phonology, morphology). The complete matrix showing the key assessments in the CTEL program and their alignment with the CTEL standards is shown in an [Appendix](#) to this document.
- The School Counseling and School Psychology Programs have an assessment and evaluation system for ongoing program and unit evaluation and improvement. The program collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. The assessment process includes ongoing data

collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. This data additionally guides program development and revision. We incorporate formative assessments including Site Supervisor and candidate self-evaluations throughout the candidates Practicum experiences. These are completed at the end of each semester. Prior to being permitted to embark on their Internship experiences, candidates must complete a Program-generated Comprehensive Exam. The purpose of the Comprehensive exam is to ensure the Candidate demonstrates an Internship entry level of competence. The exam is scored pass/fail. Upon entering the Internship, the Intern is mentored, supervised, and evaluated by both Site and University Supervisors. This Practicum and Internship site and University Supervisor evaluation process is further described in response to Common Standard 8 below. At the end of the Internship, a summative assessment, the national PRAXIS II exam is completed. The program requirement/expectation is that candidates will achieve the national passing score, currently 147. Finally, at the end of the Internship, candidates complete an "exit Interview" at which time the candidate provides feedback and evaluation of the program via a Likert rating scale assessing standards identified by NCATE/CAEP.

Stipulation 3.

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

2nd Quarter Response:

- Alliant's California School of Education is now using a designated shared drive. All meetings during this academic year with our district partners and advisory boards are being documented in a systematic, ongoing manner by CSOE administrators, faculty, and staff members. The shared drive is a collaborative, shared space, and acts as a virtual meeting room for working on shared projects.
- The Teacher Education program is using the Advisory Board's advice for improving our programs. For example, one suggestion from the Teacher Education Advisory Board was to measure and coach beginning teachers on professional attitudes and behaviors. Consequently, we are in the process of developing an assessment for professional dispositions and incorporate this assessment into our digital portfolio. The assessment for measuring professional dispositions and a proactive method to improve the important aspect of being an effective teacher will be presented in the next progress report. Ongoing Advisory Council meetings with the School District have included planning curriculum and vision for the School District, planning training of new teachers, establishing policies, and arranging intern and student teacher positions and mentors.
- In addition to the CTEL Advisory Board meeting that was held, core faculty member Dr. Jin-Suk Byun has taken a position with the California Subject Matter Project (CSMP),

English Learner Institute, to bridge the Alliant CTEL program with the larger California K-12 academic community. Dr. Byun represented Alliant at the October CSMP meeting at which the primary topic was a discussion of the implementation of Common Core and its impact on English Language Learners. Discussion centered on how to protect the rights of ELLs through this implementation process, and how to prepare these students for the adjustment to the Common Core environment. The group also discussed the teaching of English through content-based instruction, including strategies and accommodations appropriate for English learners. The discussion related to the use of subject matter content expanded beyond simply English language development to include how other content areas (e.g., math, science) can utilize EL-appropriate strategies to meet the needs of this student population.

- The School Counseling/School Psychology program’s Advisory Board has continued to meet, and support and advise the programs on on-going design, development, and evaluation of data and program revisions. An example of how data are used to guide program revision is the changes we have implemented regarding the consultation portion of candidate competencies. Our Field supervisors reported a pattern of less well developed skills in the areas of consultation and collaboration. This led to the revision of *PPS 6024 Family, School, Community Collaboration* and *PPS 6020 Consultation, Program Development and Evaluation*. Revisions included updated text and reading and updated student learning outcomes. Additionally, we asked University supervisors to make this an area of increased concentration during mentoring and supervision. Another recommendation of last year’s Advisory Board meeting was the establishment of partnership with professional organizations. As a result of a concerted university effort, corporate sponsorships/partnerships have been established with the following professional organizations and affiliates:

1. San Diego Association of School Psychologists (SANDCASP)- July 19, 2016
2. California Association of School Psychologists (CASP) - July 28, 2016
3. Foothill Association of School Psychologists (FASP) - August 29, 2016
4. Los Angeles Association of School Psychologists (LAASP) - September 29, 2016
5. Orange County Association of School Psychologists (OCASP) - November 21, 2016

Stipulation 4.

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

2nd Quarter Response:

- In addition to contractual agreements with our partnering school districts through our Memorandum of Understanding to ensure that 100% of the teacher-candidates are in

Clinical Practice settings that comprise a student-body from low socio-economic backgrounds, English Language Learners, and students with IEPs, our Field Experience Coordinators require teacher-candidates to fill out a school profile showing evidence that each of those represented populations make up at least 10% of the student body. The *School Profile Form* is due in the first week of each term. [Please see Appendix: School Profile Form to view this document.](#)

- The School Counseling and School Psychology programs regularly evaluate Practicum and Internship students in a planned sequence of their field-based and clinical experiences to ensure they demonstrate the knowledge and skills necessary to educate and support all students effectively. Each program works collaboratively with site supervisors and school districts to ensure the provision of field based experiences which provide opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. As an example, this current academic year we instituted a new Practicum assessment system which incorporates both Field Supervisor and Candidate's self-evaluation. These evaluations are completed at the end of each traditional school semester. This newly implemented Practicum assessment evaluates candidates on a variety of aspects related to human diversity issues. For example, in the area of Professionalism, students are specifically evaluated in the areas of knowledge and mastery of law and ethics, professional awareness, analysis of delivery models in diverse schools, as well as personal and professional effectiveness in a diverse school setting. In social and cultural foundations, candidates are assessed on their understanding of and influence of their own culture, values, belief systems; breadth of knowledge of ethnic group cultural themes, depth of knowledge in at least one culture different from own, recognizing the limits of their own cultural and linguistic competencies, and understanding the eco-systemic influence of social, cultural, & societal factors. In Educational Foundations, students are evaluated in the areas of legal & educational requirements for bilingual education programs, awareness of elements of effective schools and effective teaching for diverse student populations. In Psychological Foundations, candidates must demonstrate competence in the area of individual differences (human exceptionalities). In the area of Assessing for Intervention, candidates are assessed in the areas of knowledge/skills in ecological assessment, knowledge/skills in authentic assessment, knowledge/skills in behavioral assessment, and knowledge/skills in the dynamic assessment of cognitive functions. In the area of Intervention, there is an evaluative focus on cultural factors influencing intervention design, collaboration & teaming skills, as well as skills in working with parents & families. Human Diversity is also a major focus of the Program generated Comprehensive exam which is completed prior to beginning their Internship experience. The exam is scored pass/fail and candidates must achieve a passing score in order to proceed into Internship. The purpose of the Comprehensive exam is to ensure the Candidate has Internship entry level professional skills in the areas of law and ethics, diagnostic/assessment skills, intervention skills, human diversity, and professionalism. Candidates achieving a passing score then enter their Internship.

Throughout the Internship the Intern is supervised, mentored and evaluated in an on-going fashion by both a Site Supervisor and a University Supervisor who also functions as an Internship Faculty Liaison to the sites and districts in which students are placed. The University Supervisor serves as the “instructor” for these two Internship courses. During the internship, candidates will meet weekly for a minimum of one hour individual supervision with their Site Supervisor. Additionally, the Intern meets at least monthly with their University supervisor to discuss their experiences as interns. These monthly process meetings are held to mentor and support skill development. As such, faculty serves as a support for interns as well as a liaison to school districts and site supervisors. University Supervisors also make periodic site visits to discuss the progress of the credential candidate. Evaluative feedback from the candidate’s Site and University supervisors is obtained and shared with the student. These evaluations occur at approximately mid Internship and at the culmination of the Internship experience. Again the focus of these regularly scheduled evaluations address the areas of law and ethics, diagnostic/assessment skills, intervention skills, human diversity, and professionalism.

- In the Teacher Education programs, candidate competence is measured in terms of the TPEs and Program Standards in signature course assessments. Taskstream is supporting both the gathering and the process of aggregating, analyzing and assessing these signature assessments, which are directly linked to CTC Program Standards and TPEs. Please see Appendix: [Key Assessment Plans](#), [Key Assessment Results](#)
- In addition to contractual agreements with our partnering school districts in our Memorandum of Understanding to ensure that 100% of the teacher-candidates are in Clinical Practice setting with a student-body from low socio-economic backgrounds, English Language Learners, and students with IEPs, our Field Experience Coordinators require teacher-candidates to fill out a school profile showing evidence that each of those represented populations make up at least 10% of the student body. The *School Profile Form* is due in the first week of each term. [Please see Appendix: School Profile Form to view this document.](#)
- The transition to Taskstream is providing a structure and process for a more thorough and more consistent analysis of student outcomes. In the CTEL program, the program standards and CTEL examination domains and competencies (KSAs) are tied directly to the program content as shown in an [appendix: CTEL course alignment and KSAs.](#)

Stipulation 5.

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

2nd Quarter Response:

- Alliant's Teacher Education Department has completed the development of a Clinical Practice online course for university supervisors and district support providers. This course explains the Clinical Practice requirements, provides model assessments, and teaches Adult Learning Theory to better assist our university mentors and district support providers teach, coach, and guide their teacher-candidates to be highly

effective K-12 teachers. The course will be introduced to university mentors and district-employed university support providers in January 2017. The Field Experience Coordinator will monitor the course.

- All Site and University Supervisors for both School Counseling and School Psychology Practicum and Internship students are Pupil Personnel Service (PPS) credentialed professionals. These Supervisors complete regularly-scheduled candidate evaluations (typically at the end of traditional school semesters). The summarized data from the Site and University Supervisors will be incorporated into our Taskstream-based Key Assessment Plan beginning in spring 2017 and it will guide program evaluation and improvement. The Practicum Evaluation of Competency is completed by the Field Supervisor as well as via the candidates' self-evaluation with recognition that professional competencies are developed over time and across multiple settings. The competency areas include: Professional School Psychology, Research/Program Evaluation, Social and Cultural Foundations, Psychological Foundations, Educational Foundations, Assessment for Intervention, and Intervention.

Preliminary Multiple Subject

Standard 1: Program Design—Not Met

Rationale for standards not met provided in report:

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

2nd Quarter Response:

- In the Teacher Education programs, candidate competence is measured in terms of the TPEs and Program Standards in signature course assessments. Taskstream is supporting both the gathering and the process of aggregating, analyzing and assessing these signature assessments, which are linked directly to CTC Program Standards and TPEs. Please see Appendix: [Key Assessment Plans](#), [Key Assessment Results](#) The Teacher Education program has improved its oversight of university mentors and district-employed support providers by delivering its Clinical Practice courses in a Learning Management System that is monitored and facilitated by the Field Experience Coordinator. (Previously, the Clinical Practice courses and assignments were being managed through a file sharing via Dropbox and email.) By using the Learning Management System, the Field Experience Coordinator are able to ensure that the university mentors and district-employed supervisors have met by the second week of the term, review the feedback given to the teacher-candidates, and monitor the level and quality of supervision given to the teacher-candidates.
- Collaborative early meetings between university mentors and district-employed support providers is required and evidence of these meetings are monitored by the

Field Experience Coordinator and submitted in the courses Learning Management System. ([Mentor/District Site Support Provider Meeting Form](#))

- Development of the training course for university supervisors and district-employed support providers is complete, and course delivery is planned for January. A report on the trainings will be issued at the next progress report.

Standard 2: Communication and Collaboration – Not Met

Rationale for standards not met provided in report:

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

2nd Quarter Response:

- Alliant's California School of Education is now using its shared drive for all meetings during this academic year with our university partners and meetings are being recorded in a systematic, ongoing manner by our administrators, faculty, and staff members. Please view Appendix: [University Partnership Meeting](#) to view meeting dates and a listing of university partners we met with, as well as Alliant personnel involved in these meetings.
- Advisory Board Update: The Teacher Education Department has had two Advisory Board Meetings since the beginning of the academic year with its district partners and we are keeping records of meetings we are having with our district partners as well. [Please see Appendix: Teacher Education Advisory Meeting Minutes](#) to view Teacher Education Advisory Board Meetings Minutes Appendix to view a [running record](#) of meetings with our district partners.
- Advisory Board Findings/Results: Our advisory board recommended additional focus on appropriate dispositions and professional attitudes resulting in positive and productive behaviors in addition to knowledge and teaching skills. In response, the Teacher Education program decided to create a Dispositional Assessment System in the teacher-candidate's coursework. In the next progress report, the Teacher-Candidate Dispositional Assessments will be created and uploaded into our Learning Management System, as well as in Taskstream.
- Support Provider Training: University Mentors are trained each term in person by the University Field Experience Coordinator. If they are unable to attend in person, they attend the training via conference call. Please view the University Mentor Training Agendas for September 15, 2016; October 20, 2016; and January 6, 2016 as evidence of ongoing support and training in [Appendix: University Mentor Training Agendas September, 2016– January, 2017](#).
- Alliant's Teacher Education Department has recently created a Clinical Practice online course for university supervisors and district-employed university support providers. This course explains the Clinical Practice requirements, provides model assessments, and teaches Adult Learning Theory to better assist our university mentors and district support providers teach, coach, and guide their teacher-candidates to be highly

effective K-12 teachers. This course will be introduced to university mentors and district-employed university support providers beginning in January 2017. The Field Experience Coordinator will monitor the course.

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

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

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

2nd Quarter Response:

- Since the course revision, 13 teacher credential candidates have taken Single Subject Methods: English and 10 teachers credential candidates have taken Single Subject Methods: LOTE. Due to the small enrollments in each course, the feedback on the class climate survey administered by the university has been limited in number. While only 30% responded, the feedback has been positive for both courses. The Teacher Education team is working to increase the number of students who participate and turn in the survey. Starting January 2017 students will receive a personal communication from their professor reminding them to fill out the survey. The Teacher Education Department will continue to monitor course survey data to ensure class quality and student survey participation.

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

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

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

2nd Quarter Response:

- The current status is:
 - **Intern Teachers:** Pre-Service EDU 6003 is offered every 8-week term for intern teacher credential candidates and is a Credit/No Credit course. EDU 6003 is recorded on the student transcript and intern credential candidates must complete Pre-Service requirement prior to beginning Clinical Practice I. Pre-Service requires intern credential candidates observe different school sites including two different grade levels. The Pre-Service instructor is responsible for assessing and grading all work in Pre-Service. At the end of the course the Program Director reviews each intern credential candidate's final grade in the course and issues a Pre-Service certificate of completion. The certificate is a mandatory requirement for Clinical Practice. The Credentialing Department collects the certificate.
 - **Student Teachers:** Student Teachers in the Multiple and Single Subject credential programs are required to complete two eight-week placements in two different grade levels. This Field Experience Coordinator reviews all student teacher placements to ensure each master teacher and each university mentor meets the

appropriate background and experience necessary to meet the supervisory qualifications which includes 3 years teaching experience in the area they are supervising or serving as a master teacher. This information is collected in week 1 of Clinical Practice: Student Teaching via the Master Teacher Placement Form in the Clinical Practice course. The Field Experience Coordinator verifies all placements.

- **Multiple Subject:** Teacher credential candidates complete 1 eight-week placement in grade levels K-2 and 1 eight week placement in grade levels 3-6. **Single Subject:** Teacher credential candidates complete one eight week placement in their subject content area in grade levels 7-9 and one eight week placement in their subject area in grade levels 10-12.
- **Advisory Board Update:** The Teacher Education Department has had two Advisory Board Meetings since the beginning of the academic year with its district partners and we are continuing to meet with our district partners as well. Please see [Appendix: Teacher Education Advisory Meeting Minutes](#) to view Teacher Education Advisory Board Meetings Minutes Appendix to view a running record of meetings with our district partners.
- **Advisory Board Findings/Results:** Our advisory board participants indicated that quality teachers require more than knowledge and teaching skills, but also appropriate dispositions and professional attitudes resulting in positive and productive behaviors. Because of this advice, the Teacher Education program decided to create a Dispositional Assessment System in the teacher-candidates' coursework. In the next progress report, the Teacher-Candidate Dispositional Assessments will be created and uploaded into our Learning Management System, as well as in Taskstream.
- **Support Provider Training:** University Mentors are trained each term in person by the University Field Experience Coordinator. If they are unable to attend in person they attend the training via conference call. ([Mentor Training Agendas](#)). They are also emailed each term and given all the necessary paperwork for them to use when they visit the candidates.
- Alliant's Teacher Education Department has recently created a Clinical Practice online course for university supervisors and district-employed university support providers. This course explains the Clinical Practice requirements, provides model assessments, and teaches Adult Learning Theory to better assist our university mentors and support providers teach, coach, and guide their teacher-candidates to be highly effective K-12 teachers. This course will be introduced to university mentors and district-employed university support providers beginning in January 2017. The Field Experience Coordinator will monitor the course.

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

Rationale for standards not met provided in report:

- *Lack of defined qualifications for District employed support provides.*
- *No training for District employed support providers.*

No policy to provide experience with teaching diverse learners (ELLs, students with IEPs, and students from low socio-economic backgrounds, when an intern is employed in a setting that lacks diversity.

2nd Quarter Response:

- The Field Experience Coordinator monitors the required assessments and assignments. This is reviewed by the teacher credential candidate, university mentor and district-employed support provider in each Clinical Practice course in our Learning Management System. The Field Experience Coordinator assures that the initial meeting between the university mentor and district-employed support provider occurs early in the Clinical Practice term ([Mentor-District Support Provider Meeting Form](#)). The site provider form is collected by week 3 of Clinical Practice. The Field Experience Coordinator ensures each university mentor and district-employed site provider meets the appropriate background and experience necessary to meet the supervisory qualifications that includes 3 years teaching experience in the area they are supervising.
- Alliant's Teacher Education Department has recently created a Clinical Practice online course for university supervisors and district-employed university support providers. This course explains the Clinical Practice requirements, provides model assessments, and teaches Adult Learning Theory to better assist our university mentors and support providers teach, coach, and guide their teacher-candidates to be highly effective K-12 teachers. This course will be introduced to university mentors and district-employed university support providers beginning in January 2017. The Field Experience Coordinator will monitor the course.

Autism Spectrum Disorder Added Authorization (ASDAA)

3 Program Standards—Not Met

Rationale for standards not met provided in report:

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

2nd Quarter Response:

Alliant completely redesigned its ASDAA program and created four new courses for a total of eight semester units. The CTC has approved the redesigned program as aligned with the standards. This was communicated to the University in the CTC's letter of October 12, 2016.

Education Specialist Clear Induction

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

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

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

2nd Quarter Response:

- The Clear Education Specialist/SPED Field Experience courses has a required document called "Site Support Provider Form" which is filled out at the first meeting between the university mentor and District-employed Support Provider and shared with both parties. Please see [Appendix: Site Support Provider Form](#) to view the Site Support Provider Form. The Field Experience Coordinator monitors the required upload of the Site Support Provider Form into our Learning Management System to assure that the initial meeting between the university mentor and district-employed support provider occurs by the second week in the Clinical Practice term.
- The Special Education Department continued with face-to-face training with its university supervisors. However, an online training course has been completed for both university supervisors and district-employed support providers, and this course is being launched on January 6, 2017 for the university mentors and on February 15, 2017 for the district-employed support providers.
- Agendas of the face-to-face/video conference university mentor training meeting for September 15, 2016, October 20, 2016, and January 6, 2017 can be found in the [Appendix](#).
- In addition to our contractual agreement with our partnering school districts in our Memorandum of Understanding to ensure that 10% of the teacher-candidates are in Clinical Practice setting with a student-body from low socio-economic backgrounds, English Language Learners, and students with IEPs, our Field Experience Coordinators require teacher-candidates to fill out a school profile showing evidence that each of those represented populations make up at least 10% of the student body. The School Profile form is due in the first week of each term. Please see Appendix: [School Profile Form](#) to view this document.

California Teachers of English Learners (CTEL)

Finding on Standards:

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

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

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

2nd Quarter Response:

In addition to the August 2016 CTET Advisory Board meeting, Dr. Jin-Suk Byun (Alliant core faculty) has taken a position with the California Subject Matter Project (CSMP), English Learner

Institute, in order to bridge the Alliant CTCL program with the larger California K-12 academic community. Dr. Byun represented Alliant at the October CSMP meeting at which the primary topic was a discussion of the implementation of Common Core and its impact on English Language Learners. Discussion centered on how to protect the rights of ELLs through this implementation process, and how to prepare these students for the adjustment to the Common Core environment. The group also discussed the teaching of English through content-based instruction, including strategies and accommodations appropriate for English learners. The discussion related to the use of subject matter content expanded beyond simply English language development to include how other content areas (e.g., math, science) can utilize EL-appropriate strategies to meet the needs of this student population.