

Update on the Third Quarterly Report for Alliant International University March 2017

Overview of this Report

This agenda item presents information on the third quarterly report submitted by Alliant International University as required by the COA.

Staff Recommendation

This is an action item; however, no action is required at this time. Staff has reviewed the third quarterly report and action plans submitted by Alliant International University pursuant to COA direction in June 2016.

Background

On June 14, 2016, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Alliant International University and its approved Preliminary Multiple Subject and Single Subject credential programs, Education Specialist: Mild/Moderate credential program, Education Specialist Induction credential program, Pupil Personnel Services: School Counseling program, and School Psychology program, and their California Teachers of English Learners credential program. Their Autism Spectrum Disorder Added Authorization was suspended until it was deemed their program documents were found to be in alignment with program standards. (On October 12, 2016, Alliant International University was notified that their ASD Added Authorization program documents had been found to be in alignment with the program standards, and could resume the program.) (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2016-08/2016-08-item-03.pdf>)

As a result of the decision of Accreditation with Probationary Stipulations, the COA placed the following stipulations on Alliant International University:

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

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

- 3) Alliant International University is to institute regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the

broader, professional community to improve teaching, candidate learning, and educational preparation.

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

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

In accordance with the stipulations placed on Alliant International University, the first three quarterly reports have been submitted, (September and December of 2016, and March, 2017), and included as Appendix A, Appendix B, and Appendix C. The documentation provided by Alliant International University has been reviewed by staff and an overview of the information that addresses the five stipulations is provided below:

Stipulation	Program Response 1st and 2nd Quarterly Report	Program Response 3rd Quarterly Report
<p>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.</p>	<p>Alliant’s Hufstedler School of Education (HSOE), now named California School of Education (CSOE) has completed a review process during which the Unit clarified its mission statement and articulated a vision, a set of guiding principles (LEAD) in a Conceptual Framework.</p> <p>The University has provided additional resources to support the hiring of a new Teacher Education Program Director and a Director of Assessment for CSOE.</p> <p>Curriculum maps for each program aligning outcomes with the new Conceptual</p>	<p>Action completed</p> <p>Action completed</p> <p>Action completed</p>

	<p>Framework and the CTC standards were completed in fall 2016.</p> <p>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.</p> <p>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.</p>	<p>Alliant’s California School of Education (CSOE) continues to collect and analyze data. Data is presented and discussed at program meetings and at the unit level during the Assessment Committee’s monthly meetings. The Assessment Committee is comprised of the CSOE program directors and the Accountability Officers.</p> <p>Taskstream is utilized to document the data and analyses. Taskstream demonstrations for the remaining staff and program directors took place in February and March of 2017 to ensure a shared understanding of, engagement with, and access to the assessment system.</p>
<p>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.</p>	<p>The University has allocated the resources for a comprehensive and unified digital assessment management system.</p> <p>Candidates are taught through quality instruction and candidate proficiency is comprehensively assessed through product and performance assessments using evaluative rubrics and</p>	<p>CSOE continues to refine the assessment and evaluation system that was implemented after the 2016 CCTC visit. The results are aggregated and discussed among CSOE faculty and staff in meetings to make programmatic, curriculum, training, and assessment improvements.</p> <p>Assessment plans for all programs are in place and</p>

	<p>guided by CTC competencies.</p> <p>A process for proactively addressing candidate performance on the California Teaching Performance Expectations (TPEs) has been completed. The TPEs/TPAs are now more clearly embedded into the curriculum.</p> <p>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.</p>	<p>data collection is consistently occurring at the end of each term.</p>
<p>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.</p>	<p>Advisory Board Agendas and Meeting Minutes are being archived from regular meetings that take place quarterly. All Programs have adopted a systemic documentation process of this regular, ongoing collaboration with colleagues in P-12 through the use of a shared drive.</p> <p>The Teacher Education Department is documenting attendance of all school district/university partnership meetings, P-12 school and university meetings,</p>	<p>All programs in CSOE have reengaged Advisory Boards. Board meetings are regularly scheduled and meetings incorporate ongoing input on curricular matters including program design. Advisory Board membership includes School District leaders as well as Program directors and full-time and adjunct faculty. Faculty and professional staff also attend School District Advisory Council meetings. These sessions have included curriculum planning and vision for the School District, planning training of new</p>

	<p>university meetings with other IHEs, and education conference attendance in a shared drive.</p> <p>Faculty are evaluated on their level of service including engagement with their communities. The level of partnership and collaboration with other stakeholders including P-12 schools, parent groups, and other IHEs is recognized and rewarded as well as documented in the Faculty Annual Reports.</p> <p>The Teacher Education Program relaunched an Advisory Board and had its first meeting on June 7th. School District administrators, Intern Support Providers, Mentoring Teachers, University Faculty and Staff, and Parents of K-12 students in partnering school districts were all represented at this meeting.</p>	<p>teachers, district policies, and arranging intern and student teacher positions and mentors.</p>
<p>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</p>	<p>The Teacher Education Department has completed the process of refining its Memorandum of Understanding (MOU) to require all Candidates to work in diverse settings to ensure that candidates have the opportunities to understand and address issues of English Learners, students with disabilities, and students from low socioeconomic backgrounds.</p>	<p>While most CSOE teacher candidates are placed in school districts that meet the 10% threshold, there may be a couple of instances where this is not the case. In these instance, per our MOU with the school district and our policy, the candidate is required to observe an ELL classroom, or a Special Education classroom, or a Title 1 school, for two full days for every 1% point below</p>

<p>educate and support all students in effectively meeting state-adopted academic standards.</p>	<p>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 <i>School Profile Form</i> is due in the first week of each term.</p> <p>Requiring all Intern Support Providers to either possess an Administrative Service Credential or a Clear Credential pertaining to the Candidates' teaching assignment, possess a Master's degree, and have a minimum of three years of experience in the area they are supervising.</p> <p>Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners in Fieldwork and core coursework using the Common Core State Standards (CCSS) and Curriculum Frameworks as their guide for lesson and unit plan objectives.</p>	<p>the 10% threshold. Further, the candidate is required to complete an observation report regarding their experience and to discuss their learning with their university mentor.</p>
<p>5) Alliant International University is to ensure that district employed supervisors are selected, trained, and supervised using criteria as required by Common Standard 8.</p>	<p>As agreed in the Memorandum of Understanding (MOU) between the school districts and Alliant, all Site Supervisors including Intern Support Providers, Induction Support Providers (Clear Education Specialist</p>	<p>Alliant's Teacher Education Department has completed the development of a Clinical Practice online course for university mentors and district support providers. This course explains the Clinical Practice requirements, provides model assessments,</p>

	<p>Credential), and master teachers must have: a minimum of three years teaching experience in the area they are supervising; possess a Clear credential in the area in which the candidate is seeking his/her credential or an Administrative Services Credential; and have earned a Master’s degree.</p> <p>The revised MOU verifies that the District Support Provider has been trained in his/her supervisory role.</p> <p>Alliant's Teacher Education Department is developing an online training course for District Support Providers and University Supervisors (in consultation and collaboration with members of its Advisory Board), which will launch in the Fall of 2016 and be completed by November 15, 2016.</p>	<p>and teaches Adult Learning Theory to better assist our university mentors and district support providers to teach, coach, and guide their teacher-candidates to be highly effective K-12 teachers. The course was introduced to university mentors and district-employed university support providers in January and February 2017, respectively.</p>
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Next Steps

The Seventh Year Report is due June 15, 2017 and will be presented to the COA in June 2017 with links to all forms and documents referenced in this report as well as links to additional evidence that will assist in demonstrating Alliant International University’s continued progress toward meeting CTC standards and addressing all stipulations.

Appendix A

Alliant International University

First Quarterly Report

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

1st Quarter Response Summary:

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

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

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

LEAD

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

- Work on incorporating the guiding principles and conceptual framework to all syllabi, instruction and assessment measures that address the new Conceptual Framework was

completed July 30, 2016.

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

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

Stipulation 2: Alliant International University is to implement an assessment and evaluation system that collects and analyzes data for ongoing program and unit evaluation and improvement in its place and provide evidence that sufficient resources have been provided for in this purpose.

Stipulation 2.

- Post the CTC visit last April, the University has allocated the resources for a comprehensive and unified digital assessment management system. Thus, the unit recently adopted Taskstream as a platform for assessment and data collection and analysis. In the platform, a Continuous Improvement plan and plan status areas have been designed to document program changes made as a result of data analysis. Alliant's Taskstream system has already been loaded with CTC Common and Program Standards and Teacher Performance Expectations (TPEs) in alignments. This step has significantly improved the management of data collection and analysis from the Excel spreadsheets that were previously utilized.
- Candidates are taught through quality instruction and candidate proficiency is comprehensively assessed through product and performance assessments using evaluative rubrics and guided by CTC competencies. The data collection is already in the process of being

uploaded to Taskstream and will be completed by October 15, 2016. This change will enable a more robust and consistent data collection, assessment, and tracking of continuous improvement. Data on individual candidate performance also can be tracked to improve student learning and summarized for program and unit outcomes.

- A process for proactively addressing candidate performance on the California Teaching Performance Expectations (TPEs) has been completed. The TPEs/TPAs are now more clearly embedded into the curriculum. Candidates are introduced to the standards in the first week of Clinical Practice Courses and the Seminars. Candidates are introduced to the TPAs in Clinical Practice in the form of subheadings of the primary TPE headings. Each of the TPEs/TPAs are also covered in the seminar courses. Candidates reflect on the standards in their e-journals and are evaluated through rubrics.
- A scoring rubric based on TPEs with the California Teaching Performance Assessments (TPAs) is embedded within the required task items in the four Seminar courses. This effort also includes a system of assessing those candidates who do not pass the CalTPA at the first attempt. These data will be documented in Taskstream, analyzed, and utilized to enhance programmatic offerings including milestones for competencies in various courses. The assessment is designed at the individual student level as well as the overarching Unit level. This project was completed August 1, 2016.
- The candidates submit their TPA task online to Canvas (the learning management system) before the deadline date outlined in the Clinical Practice and other specified courses. The formative assessment of the CalTPA task provides data to be used by candidates during their teacher preparation experience and their induction. The CalTPA coordinator shares information with Teacher Education (TE) Team (Faculty and Staff). This information helps our TE Team to make recommendations, suggestions and guidance that improve our overall program.
- The Taskstream system collects data on final pass rates of candidates' performance on the CalTPA tasks. This information is used to support the candidate's performance, overall program improvement of the coursework, as well as the unit operation, which includes the performance of faculty, adjuncts, university supervisors, and assessors.
- During our Teacher Education (TE) meetings, the CalTPA Coordinator provides information on the performance of Candidates on their TPA tasks. Candidates who do not pass or are not successful on the assessment receive the following remediation: An appropriate Individual Professional Development Plan (IPDP) for the candidate to re-submit the areas of concerns of the TPA tasks with the guidance of the CalTPA Coordinator. The IPDP/Activities take two weeks to be thoroughly discussed and reviewed, and the Candidate is provided extensive and timely feedback on TPA tasks and scoring rubrics before re submission. All candidates have access to the CalTPA handbook and TPE/TPA alignment chart developed by the program. The purpose of the IPDP is for the candidates to understand the expectations, the engagement of, and the application of the formative experiences aligned with the TPA Tasks.
- In addition to CTC Program Standards and TPEs, our assessments are organized around the CSOE Mission Statement and Conceptual Framework. The mission development process entailed the collective voice and actions of faculty and staff members, and represents a synthesis of practice within and across our programs. Taskstream links with existing University student learning and support platforms including Moodle, Canvas, My Alliant, CX, Feith, and

Cognos to enable triangulation and data verification. Additionally, more resources will be allocated towards assessment support and training.

- A second full time 1.0 FTE position has been added to the Credential Analyst office. The Accountability Officer position has been increased from 0.75 FTE to a full time 1.0 FTE and the recruitment for a second fulltime position for the office is underway.

Stipulation 3.

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

1st Quarter Response:

- Advisory Board Agendas and Meeting Minutes are being archived from regular meetings that take place quarterly. All Programs have adopted a systemic documentation process of this regular, ongoing collaboration with colleagues in P-12 through the use of a shared drive.
- The Teacher Education Department is documenting attendance of all school district/university partnership meetings, P-12 school and university meetings, university meetings with other IHEs, and education conference attendance in a shared drive. Moreover, Alliant faculty are asked to report their attendance of these meetings as they reconcile their Faculty Workload Agreements at the end of each academic year and report them on their faculty Annual Reports to the University. Faculty who collaborate with P-12 schools and other IHEs are awarded credit on their Faculty Workload Agreements. In addition, faculty share, learning and action items gathered from these meetings that can influence the operation of the unit in program meetings. These are then also discussed at the unit level Program Director (PD) meetings and implementation plans and timelines are designed as appropriate.
- In addition to the annual evaluation of faculty on the dimensions of Scholarship and Teaching, faculty are evaluated on their level of service including engagement with their communities. The level of partnership and collaboration with other stakeholders including P-12 schools, parent groups, and other IHEs is recognized and rewarded as well as documented in the Faculty Annual Reports.
- The Teacher Education Program relaunched an Advisory Board and had its first meeting on June 7th. School District administrators, Intern Support Providers, Mentoring Teachers, University Faculty and Staff, and Parents of K-12 students in partnering school districts were all represented at this meeting. In the links below is a list of the Advisory Board Participants, the June 7th Meeting Agenda, and a copy of the invitation to join the Advisory Board. The Teacher Education Advisory Board is scheduled to meet quarterly.

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

Stipulation 4.

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

1st Quarter Response:

- The Teacher Education Department has completed the process of refining its Memorandum of Understanding (MOU) to require all Candidates to work in diverse settings to ensure that candidates have the opportunities to understand and address issues of English Learners, students with disabilities, and students from low socioeconomic backgrounds; and
- Requiring all Intern Support Providers to either possess an Administrative Service Credential or a Clear Credential pertaining to the Candidates' teaching assignment, possess a Master's degree, and have a minimum of three years of experience in the area they are supervising.
- All student teachers are required to be placed at a school site that has a student body that is comprised of a minimum of 10% English Language Learners, students with IEPs, and students from low socio-economic backgrounds. Intern teachers who attain teaching contracts at a school site that does not meet the 10% student body criteria in those areas, must observe an English Language Learning classroom, or a Special Education classroom, or a Title 1 school, for two full days for every percentage point below the 10% threshold. This is established at the outset through the MOUs with School Districts.
- Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners in Fieldwork and core coursework using the Common Core State Standards (CCSS) and Curriculum Frameworks as their guide for lesson and unit plan objectives. The Alliant Lesson template requires all Candidates to reflect on and implement EL and special needs instruction.
- In addition to implementing stronger communication processes with district partners through regular meetings and the revised MOUs, Alliant has better aligned the systematic collection of evidence of progress on the TPEs and TPAs between the academic courses and field work.
- From the first course in the academic sequence, Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners. The Alliant Lesson Template is used throughout academic courses (EDU 6005 Psycho-Educational Development of Diverse Learner Classroom Application, TEL 7170 Technology in the Curriculum, etc.) and requires all Candidates to reflect on and implement EL and special needs instruction. In addition, Candidates must document the Common Core State Standards and California Curriculum Frameworks in each lesson plan and unit plan.

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

Stipulation 5.

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

1st Quarter:

- As agreed in the Memorandum of Understanding (MOU) between the school districts and Alliant, all Site Supervisors including Intern Support Providers, Induction Support Providers (Clear Education Specialist Credential), and master teachers must have: a minimum of three years teaching experience in the area they are supervising; possess a Clear credential in the area in which the candidate is seeking his/her credential or an Administrative Services Credential; and have earned a Master's degree.
- The revised MOU verifies that the District Support Provider has been trained in his/her supervisory role.
- Alliant's Teacher Education Department is developing an online training course for District Support Providers and University Supervisors (in consultation and collaboration with members of its Advisory Board), which will launch in the Fall of 2016 and be completed by November 15, 2016.

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

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

Preliminary Multiple Subject

Standard 1: Program Design—Not Met

Rationale for standards not met provided in report:

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

1st Quarter:

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

required to share Candidate evaluations so as to provide the best guidance to candidates. Creation of an online course for District Support Providers is underway.

Standard 2: Communication and Collaboration – Not Met

Rationale for standards not met provided in report:

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

1st Quarter:

- The CSOE implemented a new policy requiring documentation of attendance of all school district/university partnership meetings in a shared drive. Evaluations and prioritizations of the learning from these meetings are discussed in unit assessment meetings. CSOE continued recognition on Faculty Workload Agreements for Service for attendance at meetings with university partners. This Credit for Service for faculty is taken into account when faculty apply for contract extensions or rank promotion.
- An Advisory Board was reestablished and had its first meeting on June 7th. K-12 administrators, district employed support providers, K-12 teachers, as well as Alliant faculty, staff, and administrators all attended the meeting on June 7, 2016. The Advisory Board will meet every three months and is already scheduled to meet again on Sept. 6, Dec. 6th, March 7th, and June 7th.
- In collaboration with members of our Advisory Board, the program is developing an online course to train university supervisors and district support providers on their advisory roles, which will be completed in Fall 2016.
- In addition, there are mandatory meetings between university supervisors and district support providers for the purpose of joint Candidate evaluations.

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

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

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

1st Quarter:

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

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

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

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

1st Quarter:

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

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

Rationale for standards not met provided in report:

- Lack of defined qualifications for District employed support 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.

1st Quarter:

- Alliant's MOUs with partnering school districts require District employed support providers to have a Clear Credential in the area they are supervising; a minimum of 3 years teaching experience in the area they are supervising; and a Master's degree. Moreover, the district confirms through the MOU that the District employed support providers were trained in their supervisory roles.
- The Teacher Education program is implementing an online training course for District employed support providers and Alliant University mentors. The training is being developed

collaboratively by Alliant faculty and members of the Teacher Education Advisory Board.

- Candidates are placed at school sites that have a student body that is comprised of a minimum of 10% English Language Learners, students with IEPs, and students from low socio-economic backgrounds. Candidates at a school site that does not meet the 10% student body criteria in those areas must observe an ELL classroom, or a Special Education classroom, or a Title 1 school, for two full days for every 1% point below the 10% threshold. Candidates required to observe classes in more diverse settings must write an observation report regarding their experience and discuss the experience with their university supervisors. Further, Candidates are expected to review their specific classrooms to ensure that they comprise of English Language Learners, students with IEPs, and students from low socio-economic backgrounds. In instances where this is not the case, Candidates must observe a classroom with these demographic mix and discuss their experiences with their university supervisors.

Autism Spectrum Disorder Added Authorization (ASDAA)

3 Program Standards—Not Met

Rationale for standards not met provided in report:

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

1st Quarter:

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

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

Education Specialist Clear Induction

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

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

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

1st Quarter:

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

California Teachers of English Learners (CTEL)

Finding on Standards:

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

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

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

1st Quarter:

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

Appendix B

Alliant International University Second Quarterly Report

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 CTET 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 CTET 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 CTET program, the program standards and CTET examination domains and competencies (KSAs) are tied directly to the program content as shown in an [appendix: CTET 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 providers.*
- *No training for District employed support providers.*

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

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 CTET 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.

Appendix C
Alliant International University
Third Quarterly Report

Stipulation 1: that the institution has designed and implemented 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.

Alliant’s California school of Education (CSOE) continues to collect and analyze data. Data is presented and discussed at program meetings and at the unit level during the Assessment Committee’s monthly meetings. The Assessment Committee is comprised of the CSOE program directors and the Accountability Officers. Taskstream is utilized to document the data and analyses. Taskstream demonstrations for the remaining staff and program directors took place in February and March of 2017 to ensure a shared understanding of, engagement with, and access to the assessment system. Staff and program directors will also receive training.

The CSOE Conceptual Framework and the “LEAD” guiding principles/competencies are integrated into all programs. All programs have completed the mapping of signature assignments and projects, clinical field evaluations, and comprehensive or similar exams used for assessment to the Standards.

Stipulation 2: that an assessment and evaluation system has been implemented that collects and analyzes data for ongoing program and unit evaluation and improvement in its place and provided evidence that sufficient resources have been provided for in this purpose.

CSOE continues to refine the assessment and evaluation system that was implemented after the 2016 CCTC visit. The results are aggregated and discussed among CSOE faculty and staff in meetings to make programmatic, curriculum, training, and assessment improvements. Among areas of continued review and refinement are the analysis and use of performance data, disaggregation of performance by student groups, performance improvements through program progression, and the seamless transfer of data from the Learning Management System to the Taskstream Assessment Management System. Assessment plans for all programs are in place and data collection is consistently occurring at the end of each term. An additional Teacher Education program director for the General Teacher Education programs began employment in January 2017 specifically focusing on curriculum and assessment in the General Teacher Education. A second Accountability Officer began in February 2017 who will also be the

CSOE Systemwide Director of Assessment; she will support assessment across all programs.

Stipulation 3: that 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 has been implemented.

All programs in CSOE have reengaged Advisory Boards. Board meetings are regularly scheduled and meetings incorporate ongoing input on curricular matters including program design. Advisory Board membership includes School District leaders as well as Program directors and full-time and adjunct faculty. Faculty and professional staff also attend School District Advisory Council meetings. These sessions have included curriculum planning and vision for the School District, planning training of new teachers, district policies, and arranging intern and student teacher positions and mentors. Faculty are provided with academic service recognition on their annual reports for membership in local disciplinary associations and in activities that interest with the profession and professional standards to identify current needs and best practices.

Stipulation 4: that clear protocols have been established 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.

CSOE's Memorandum of Understanding (MOU), our contractual agreement with our partnering school districts, now ensures that teacher-candidates are in Clinical Practice settings that are comprised of a diverse student body, with a minimum of 10% student-body from low socio-economic backgrounds, English Language Learners, and students with IEPs.

While most CSOE teacher candidates are placed in school districts that meet the 10% threshold, there may be a couple of instances where this is not the case. In these instance, per our MOU with the school district and our policy, the candidate is required to observe an ELL classroom, or a Special Education classroom, or a Title 1 school, for two full days for every 1% point below the 10% threshold. Further, the candidate is required to complete an observation report regarding their experience and to discuss their learning with their university mentor.

In addition, candidates take EDU6005 Psycho-Educational Development of Diverse Learner and Classroom Application. This course explores the educational practices which work effectively with special populations as well as state regulations which call upon the teacher to meet the needs of a diverse student population. The course explores the influence of cultural and social factors on development, such as the impact

of ethnicity, of language background, of gender, and of socioeconomic status. Effective and appropriate of research based information is the cornerstone of this course. Candidates also take EDU 6063, Principles, Practices, and Socio-Cultural Issues of Teaching English Language Learners. This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs are examined in the context of state and federal legislative mandates pertaining to the education of English Language Learners. Students learn how to effectively use materials, methods, and strategies for assessing a student's English proficiency level and providing instruction that leads to grade-level English listening, speaking, reading, and writing skills. The California English Language Development Standards are reviewed and lesson planning based on the Standards is a focus of this course. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

Stipulation 5: that the institution has ensured that district employed supervisors are selected, trained, and supervised using criteria as required by Common Standard 8.

CSOE has continued to assure that the conditions in the MOUs with partnering school districts that require District employed support providers **to have a Clear Credential in the area they are supervising; a minimum of 3 years teaching experience in the area they are supervising; and a Master's degree** are met. The district confirms through the MOU that the District employed support providers were trained in their supervisory roles. The Accountability office reviews any new MOUs against these set criteria. The Field Experience Coordinators also ensure Clinical Practice sites meet the 10% requirement outlined in the MOU through the school profile form. This is also discussed with Districts. The Accountability Office also keeps track of ELL and SPED percentages for public school districts in our MOU database.

Alliant's Teacher Education Department has completed the development of a Clinical Practice online course for university mentors 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 to teach, coach, and guide their teacher-candidates to be highly effective K-12 teachers. The course was introduced to university mentors and district-employed university support providers in January and February 2017, respectively.

Stipulation 6: that evidence is provided that all program standards for the Multiple/Single Subject, CTEL, Autism Spectrum Disorder Added Authorization and the Clear Education Specialist Induction programs that were not fully met at the time of the accreditation visit are addressed and fully aligned.

Multiple and Single Subject Program: The revised MOUs establish the conditions for supervision by school site support providers as well as the requirement that candidates can teach all students. The program requires both student teachers and intern teacher candidates to teach across grade levels. The programs reestablished a Teacher Education Advisory Board which held its third meeting in March 2017. The syllabi for the Single Subject Methods English and LOTE courses were revised and are being delivered in the revised format. Online clinical training, as described above, has been offered to district support providers as well as university mentors.

ASDAA Program: Alliant completely redesigned its ASDAA program and created four new courses in an eight-semester unit program. The redesigned was approved by the CTC as aligned with the standards as stated in the CTC's letter of October 12, 2016. While there are currently no candidates in the ASDAA program, an assessment plan with key assignments and associated evaluative rubrics has been completed. CSOE will implement the new ASDAA for a new class in Fall 2017.

CTEL Program: The program's Advisory Board has been reengaged, and one of the program's core faculty is working on the California Subject Matter Project.

Education Specialist Clear Induction: the revisions in the MOU ensure the district and university support parameters, and the induction support provider and the university mentor share candidate evaluation reports to provide collaborative feedback to candidates. CSOE has continued to implement "Site Support Provider Form" for the Clear Education Specialist Field Experience courses. The Form is completed at the first meeting between the university mentor and District-employed Support Provider and shared with both parties. Additionally, CSOE has continued with face-to-face/video conference university mentor training meetings. These initiatives have led to better recognition of both site and university support for candidates and has enhanced collaboration with school districts at the outset.

The online training was launched for district site support providers.