

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
The Master's University**

**Professional Services Division  
March 2020**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at The Master's University. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation (with 7<sup>th</sup> Year Report)** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met with Concerns</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met with Concerns</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	5	1	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution: The Master’s University**

**Dates of Visit: February 9-11, 2020**

**Accreditation Team Recommendation: Accreditation (with 7<sup>th</sup> Year Report)**

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
February 20, 2012 <a href="#">Team Report</a>	<a href="#">Accreditation</a>
March 27, 2011 <a href="#">Team Report</a>	<a href="#">Accreditation with Stipulations</a>

**Rationale:**

The unanimous recommendation of **Accreditation (with 7th Year Report)** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All General Preconditions and Preconditions for the Preliminary Multiple Subject and Single Subject credential programs have been determined to be **Met**.

Program Standards

All program standards for the Preliminary Multiple Subject credential program were **Met**. All program standards for the Preliminary Single Subject credential program were **Met**, except for Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs), which was **Met with Concerns**.

Common Standards

Common Standards 1, 3, and 5 were **Met**. Common Standard 2: Candidate Recruitment and Support, and Common Standard 4: Continuous Improvement, were **Met with Concerns**.

#### Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation (with 7th Year Report)**. The review team recommends that the institution provide a 7th Year report within one year of the date of COA action to provide an update on those standards which were met with concerns.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject Credential  
Preliminary Single Subject Credential

In addition, staff recommends that:

- The Master's University response to the preconditions be accepted.
- The Master's University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- The Master's University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

### Team Lead:

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### Common Standards:

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### Common Standards:

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### Programs Reviewers:

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### Staff to the Visit:

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Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission  
Program Review Submission  
Course Matrix  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty and Adjunct Vitae  
Faculty Evaluation Documents  
Job Postings and Descriptions  
Candidate Files

Assessment Materials  
Candidate Handbooks  
Budget Reports  
Survey Results  
Precondition Responses  
Assessment Management System  
Recruitment Materials  
TPA Results and Analysis  
Meeting Agendas and Minutes  
Supervisor Orientation Materials  
Candidate Professional Development Lists  
Memorandum of Understanding

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	9
Completers	12
Employers	8
Institutional Administration	3
Program Coordinators	2
Faculty	9
TPA Coordinator	1
Field Supervisors – Program	2
Field Supervisors – District	13
Credential Analysts and Staff	3
Advisory Board Members	6
<b>TOTAL</b>	<b>68</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## **Background Information**

The Master's University and Seminary (TMUS) was founded on May 25, 1927 as Los Angeles Baptist Theological Seminary. In 1946, the seminary became a graduate-level school and a separate undergraduate liberal arts program was implemented and the name Los Angeles Baptist College was adopted.

In May 1961, the institution moved from its original location in downtown Los Angeles to the Placerita Canyon area of Santa Clarita, California. In 1974, the seminary division of the institution moved to Tacoma, Washington. In 1975, Los Angeles Baptist College (LABC) received its initial regional accreditation from the Western Association of Schools and Colleges (WASC). In 1985, the name of the college was changed to The Master's College (TMC), and The Master's Seminary division began in 1986 at a separate location in Sun Valley, California (17 miles south of the main campus). In 2016, the board of directors voted to change the name of the institution to The Master's University and Seminary, reflecting the growth in number of graduate degrees and the development of a School of Online Learning.

The university currently offers traditional undergraduate degree programs (BA/BS/BM) in 13 fields of study encompassing 57 distinct emphasis areas, and 4 online undergraduate degree programs. TMU offers two fifth-year California teaching credential programs (Single Subject and Multiple Subject). At the graduate level, the university offers master's degrees in Business Administration (MBA), Biblical Counseling (MABC), Biblical Studies (MABS), and Education (M.Ed.).

Currently, the university has 871 undergraduate students enrolled across all traditional undergraduate programs, 124 students in the one on-campus graduate program, 261 students in online bachelor degree programs, and 125 students in online graduate degree programs.

## **Education Unit**

In 1978, TMU (then LABC) received initial approval from the California Commission on Teacher Credentialing to offer fifth-year programs leading to multiple and single subject teaching credentials.

The Master's University's Pearl C. Schaffer School of Education is the Education Unit, and functions as a single department. The unit offers the following programs in the face-to-face/on campus format:

- 1) One undergraduate degree program with two emphases; BA in Liberal Studies/General Emphasis (current enrollment = 40 students); BA in Liberal Studies/Teacher Education Emphasis (current enrollment = 35 students).
- 2) Two post-BA credential programs (5th year, cohort-style, 30-unit programs); Preliminary Multiple Subject Teaching Credential (current enrollment = 10 students); Preliminary Single Subject Teaching Credential (current enrollment = 3 students)

The School of Education works closely with key academic departments on campus that have teacher education emphases in their major, and thus their major students are potential candidates for the Single Subject Credential program. These key academic departments are English, History, Music, Mathematics, Science, and Kinesiology/Physical Education (KPE).

In conjunction with TMU’s School of Online Learning, the unit offers a fully online 33-unit Master of Education in Teaching degree (not leading to a credential). Credential program completers may transfer in some of their credential coursework to the M.Ed., creating a smooth pathway from bachelor’s degree to credential program to M.Ed. degree.

There are three full-time faculty and 6 adjunct faculty in the School of Education; each teaches in the credential programs.

The overwhelming majority of credential program candidates are drawn from the TMU undergraduate programs, but other candidates are welcome. In 2019-20, 7 out of the 10 Multiple Subject and 3 out of the 3 Single Subject candidates were former TMU undergraduate students.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Preliminary Multiple Subject	2	10
Preliminary Single Subject	8	3

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject and Single Subject**

#### Program Design

The Preliminary Multiple Subject Credential program (MS) and Single Subject Credential program (SS) are part of the teaching credential programs in the Pearl C. Schaffer School of Education at The Masters University (TMU). The SS program offers specific subject area credentials in English language arts, history social science, music, home economics, world languages, mathematics, art, physical education, and science. The MS and SS programs are led by the dean of the education program and a lead faculty member in each program. Both programs are typically completed over the course of two full-time semesters, totaling 30 units. The MS and SS programs are on-ground, traditional teacher education programs that include fieldwork and coursework. The credential programs serves approximately 10-15 candidates per year, drawing most of their enrollment from undergraduate programs at TMU.

The dean and a lead faculty member guide the MS program together, and the dean and a separate faculty member lead the SS program. The lead faculty members serve the role of program coordinator for their respective programs. The dean takes the responsibility for many aspects of the program, including hiring instructors, teaching courses, and making programmatic decisions. Program lead faculty also identify instructors to be hired, support candidates, teach courses, and participate in programmatic decision making. Interviews with faculty, including university supervisors, indicate that there is a strong system of communication amongst faculty, and between the university and the field. This communication is usually via email and "hallway conversations," but also includes meetings at the beginning of each semester, and orientation for adjunct faculty at the start of each year. Interviews with faculty, university supervisors, and master teachers confirm that the program is in regular communication across faculty and between the university and the field.

Both the MS and SS programs are organized across two semesters, with 3 prerequisite courses required prior to beginning the program. TMC values a cohort model in which candidates take courses together and are placed at school sites with others when possible. Candidates concurrently take coursework and participate in fieldwork throughout the year, beginning field placements before the start of the TMU academic year, and concluding near the end of the P-12 school year. This provides candidates the opportunity to participate in a complete P-12 school year as part of their fieldwork. Candidates participate in 4 fieldwork placements across the year. In the SS program, candidates complete two 7-week, half-day placements in both a junior high and high school in the fall, and then return to each of those placements for an 8-

week term in the spring. In the MS program, candidates complete two 7-week, half-day placements in both upper and lower elementary classrooms in the fall, and return to those same classrooms for an 8-week term in the spring. Candidates are supervised by their master teachers in the fall and by a university supervisor and their master teachers in the spring. Interviews with candidates and program completers demonstrate that candidates feel well-supported in their fieldwork by university supervisors and master teachers. They also find the coursework to be rigorous, and the faculty supportive.

Changes have been made over the past two years to ensure the program is meeting program standards and ensure candidate competency on the updated TPEs. TMC implemented a formal orientation for candidates, master teachers, and adjunct faculty at the beginning of the program, designed to communicate program expectations and any new program information. The documentation of this orientation was confirmed in interviews with adjunct faculty and master teachers. Additionally, the program hired more instructional personnel, including student teaching supervisors to support candidates in their fieldwork and meet the observation requirements in the program standards. New adjunct faculty made it possible to create dedicated MS and SS sections of two courses: Teaching Strategies for English Learners and Differentiation for Exceptional Learners. This allowed the instructors of the courses to focus on preparing candidates with strategies specific for the grade levels in which they are preparing to teach. Finally, the program revived the Community Advisory Panel (a group consisting of representatives from partner districts, private school representatives, faculty, and current candidates) to facilitate better communication with their partners.

Decisions made by program leadership about program design, coursework, and fieldwork are informed by feedback from stakeholders across the program. TMC solicits formal input from candidates via end-of-semester course evaluations, exit interviews, and program completer surveys (as required by the Commission). Faculty and master teachers have an explicit opportunity to provide feedback at the orientation, and are informally told they can provide feedback throughout the year. Master teacher input is also formally solicited during the annual CTC master teacher survey. The Community Advisory Panel, which meets bi-annually offers stakeholder representatives, including district partners, opportunities to give feedback to the program. While many informal opportunities for feedback are provided to all stakeholders, it was not clear how feedback is used systematically to inform program decisions and improvement.

#### Course of Study (Curriculum and Field Experience)

A review of program documents and syllabi, and confirmed by interviews with program faculty, program completers, and current students, indicates that courses in the credential programs are developmentally sequenced to align with fieldwork experiences. Candidates begin coursework and fieldwork after completing 3 prerequisite courses. Candidates in the SS program complete the following prerequisites: Foundations of Education, The History and Philosophy of Education, and either Curriculum Instruction and Learning Theory or Cultural Diversity in Teaching. These courses are required before candidates begin taking regular

courses and participating in fieldwork. MS candidates complete courses in Children's Literature, Foundations of Education or an equivalent course sequence, and History and Philosophy of Education. In both programs, these prerequisites total 9 units. Most candidates complete these courses as undergraduate students.

In the fall semester, candidates participate in two fieldwork placements alongside their coursework. For both MS and SS programs, candidates are in fieldwork placements before the start of the school year, and continue in placements until winter break as fully described in the previous section. As outlined in program documents and confirmed in interviews with master teachers, candidates, and program completers, there is a gradual release of responsibility for candidates to continually assume more classroom duties in their fieldwork placements. This model typically begins with observation and progresses to include responsibility for small group or individual instruction, co-teaching and planning, and whole group instruction. Interviews with master teachers reveal that candidates are well prepared to assume increasing responsibility in their fieldwork placements.

In the spring semester, candidates revisit their fall placements for two eight-week segments of full-time student teaching. As they progress in the placement, candidates take up increasing responsibilities, culminating in a 4-week segment in which they assume daily responsibility for classroom instruction. In these spring placements, SS candidates are in a junior high and high school placement, and MS candidates are in a lower and upper elementary placement. A week off between placements allows candidates time to work on the TPA.

Candidates receive support from, and are evaluated by, their master teachers and university supervisors. Program documents and interviews with master teachers, program supervisors, and candidates confirm that candidates are well supported by the program in their fieldwork placements. In the fall, candidates are evaluated twice by their master teachers. In the spring, they are observed at least 5 times per placement by a program supervisor and have a midterm and final evaluation in their spring placements that is conducted by both the master teacher and the program supervisor. The program uses formal evaluation instruments aligned to the TPEs for these observations and evaluations. In addition, the candidates self-assess using the same evaluation instrument.

Program documents state and interviews with faculty, candidates, and program completers confirm that course assignments and fieldwork are closely connected. Course assignments require candidates to connect their fieldwork and coursework through analyzing and describing their fieldwork experiences and designing and analyzing lesson and unit plans to use in their fieldwork. Throughout the year, candidates take a practicum/colloquium course to help them process their fieldwork experiences and develop materials for student teaching. As responsibility in fieldwork increases, candidates' work focuses more on lesson design and application of coursework, than on coursework assignments.

In the fall, all candidates take a Practicum course, in which they design lessons and unit plans that are closely related to their subject-specific teaching courses. Instructors across both courses collaborate to support candidates with these planning assignments. Candidates also take courses in teaching English language learners and exceptional learners. These courses were recently separated between MS and SS candidates in order to help candidates focus on specific strategies for English learners and exceptional learners appropriate to their grade levels. A review of syllabi and interviews with faculty, program completers, and candidates confirm that other courses also address the needs of English learners and exceptional learners in assignments and topics. Program completers report feeling prepared to teach exceptional learners, learners from diverse backgrounds, and English learners.

Additionally, candidates take a course in reading methods for either elementary or secondary schools. Finally, candidates take courses in subject-specific pedagogy for single subject or multiple subject teaching. Program documents and interviews with faculty and students do not make clear how the program addresses the subject-specific pedagogy TPEs for SS candidates. The program offers a single course in subject specific pedagogy for all SS candidates, regardless of their content area. While faculty stated that they can hire adjuncts to support candidates in various content areas, there was limited evidence that the coursework specifically addresses the subject-specific TPEs for each content area.

### Assessment of Candidates

Candidates receive information about program expectations and requirements at the beginning of the program and throughout the year. Current and former candidates reported receiving frequent updates and feedback on their progress from faculty and supervisors. Candidates are assessed throughout the program, using a variety of assessments. In the fall, instructors evaluate candidate performance on course assignments connected to fieldwork. Fieldwork in the fall is primarily assessed by the master teacher through an evaluation instrument that also helps the program determine if the candidate is prepared for student teaching in the spring. In the spring, candidates are observed and assessed in their fieldwork by program supervisors at least 5 times per placement, using a formal observation tool that is connected to the TPEs.

Candidates receive feedback on their performance through inductive conversations and formal observation notes. Additionally, both the master teacher and the program supervisor complete a midterm and final evaluation of the candidate's performance in their fieldwork that is aligned to the TPEs. There is frequent communication between course instructors, program supervisors, and master teachers to discuss student progress and identify any students who are struggling so that supports can be implemented. It is clear from interviews with program supervisors and master teachers, program completers, and current candidates that there is a structure and process in place to support students who may be struggling in the program. Program completers and candidates report feeling well supported through a rigorous program.

Candidates are also assessed through the CalTPA, which they complete in the spring. Throughout the fall, candidates participate in formative TPA experiences on which they receive feedback that they can use when completing the spring TPA. The program has officially been using the redesigned CalTPA since the 2018-19 school year, so data is limited. The data provided reveals scores that are close to state averages on most rubrics.

## **Summary of Credential Program Findings**

### **Preliminary Multiple Subject**

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject Credential Program.

### **Preliminary Single Subject**

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Single Subject Credential Program, except for the following:

#### **Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs) – Met with Concerns**

In the single subject program, the program's organized coursework did not clearly provide multiple opportunities for candidates to learn the subject specific pedagogy Teaching Performance Expectations. The program offers a single course in subject specific pedagogy for all SS candidates, regardless of their content area. While faculty stated that they can hire adjuncts to support candidates in various content areas, there was limited evidence that the coursework specifically addresses the subject-specific TPEs for each single subject content area.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard**

The mission of the Pearl C. Shaffer School of Education at The Master's University is: "To equip and empower effective educators- developing Christ-like, professional practitioners who are called to ensuring life-changing learning for all students." The research of the profession clearly undergirds the curriculum offered in the School of Education with program leadership, faculty, and adjuncts all making mention of research by Hattie, Fisher and Frey, and Tomlinson as informative and foundational to their courses and teaching.

Meeting agendas and minutes demonstrate the School of Education regularly meets with master teachers, program supervisors, and the Community Advisory Panel to share information and gather input. Additionally, as a small faculty and staff, it is clear that faculty and staff share in the organization, coordination, and decision making for the educator preparation programs. Interviews with relevant stakeholders such as principals and the Community Advisory Panel reveal the School of Education is intentional in their outreach and inviting of collaboration. It is clear that the School of Education involves a wide range of stakeholders in the organization, coordination, and decision making related to field-based and clinical experiences. Involvement of a variety of stakeholders in the organization, coordination, and decision-making related to other aspects of programs such as curriculum, advising, and recruitment was not as clear.

Interviews with program leadership, faculty and adjuncts demonstrated that they are regularly collaborating with colleagues in P-12 settings, local community colleges, and other members of the educational community. This was confirmed by interviews with principals and master teachers and by the job description that lists this collaboration as an essential function of the position.

The School of Education moved into a newly constructed building in September 2019. Additionally, several years before the site visit, program supervisor responsibilities were moved from full-time faculty to other individuals hired by the School of Education to allow full-time faculty to dedicate more time to student advising, teaching, scholarship, and service. Interviews with program leadership and with university leadership indicate that the school is provided with sufficient resources for effective operation of the credential programs. Mention was made in interviews of how the school could benefit from a budget process that is more clear and transparent and clearly differentiates credential program revenues and expenditures from undergraduate Liberal Studies revenues and expenditures.

The Dean of the School of Education serves on the university's Academic Leadership Team. Interviews with program leadership, faculty within the School of Education, and with university leadership spoke to the competence of the dean to represent the needs of educator preparation programs in a manner to garner institutional support.

The quality of faculty, adjuncts, and university supervisors came through clearly in interviews with candidates and completers as well as in interviews with P-12 partners. The School of

Education participates in the university’s faculty evaluation system to inform the assignment, retention, and goals of its full-time faculty. The dean of the school reviews course evaluation information for adjunct faculty and student feedback on university supervisors on an annual basis to inform assignment and retention decisions. Additionally, student feedback on master teachers and information gathered from university supervisors is considered when making decisions about master teacher assignments.

The credential analyst demonstrated the review of information gathered in Taskstream and course grade information that occurs before a student can be recommended for his or her credential. Additionally, the dean of the school verified that she reviews each recommendation before it is submitted to the Commission to ensure candidates recommended have met all requirements.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b><i>No response needed</i></b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	<b>Inconsistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<b>Consistently</b>

**Finding on Common Standard 2: Met with Concerns**

**Summary of information applicable to the standard**

Candidates are supported in all educator preparation programs to ensure their success. The credential analyst is designated as the official advisor for all candidates enrolled in the programs. Advisement and support for candidates begins with new candidate orientation every fall semester. A slide presentation and agenda for the orientation was provided. The credential analyst monitors all candidate progress in coursework, clinical practice and through the various assessments taken. Taskstream is utilized in keeping track of each candidate’s progress. A demonstration of the Taskstream system was provided by the credential analyst. A clearly defined process is in place should a candidate experience academic difficulty or need additional

assistance. Candidates in need of additional assistance are properly linked up with one of the faculty advisors for support. Evidence regarding candidates' progress is in place, showing how candidates' Taskstream accounts are reviewed at five predetermined checkpoints throughout the program.

A program improvement plan is developed for any candidate experiencing difficulties in the program. A completed improvement plan was reviewed on-site. At the end of the first semester all candidates' progress is reviewed by the dean, credential analyst, and program lead faculty before the student can advance to student teaching spring semester. Evidence reviewed during site visit as well as during interviews verified this action. During the spring semester clinical practice (student teaching), candidates receive support from the credential analyst, program lead faculty, program supervisor, and master teacher.

Throughout the candidate's program, program lead faculty (full time professors) make themselves available to advise and support candidates. The dean has strengthened communication and marketing with other university academic departments, and has worked on strengthening the relationship with the resource center at the local community college. While the university has begun to expand its overall marketing and recruitment efforts to include more on-campus events, visits to college fairs (such as the National Hispanic College Fair in Los Angeles), church visits, transfer fairs, and other events and to increase undergraduate recruiting efforts through digital marketing, name purchasing, direct marketing, and referral/recommendation marketing; recruitment efforts specific to the School of Education and its credential programs have been limited.

### **Rationale for the Finding**

Recruitment and admission of candidates to diversify the educator pool in California is a work in progress. Interviews with faculty, staff, and administrators indicated that this area needs attention. The education unit currently recruits and admits candidates primarily from their undergraduate student body.

Recruitment visits are made to appropriate undergraduate department/majors to provide credential program admission requirements. However, all agree that a robust plan needs to be developed toward the goal of increasing candidates to diversify the educator pool. To support this goal of purposeful recruitment and admission of candidates to diversify the educator pool in California, the School of Education will consider visiting more undergraduate departments, creating credential admission marketing materials, and engaging in more recruitment outreach beyond the undergraduate population. The dean is in the early stages of collaborating with program faculty and university administration on a strategic plan to address recruitment needs specific to the School of Education and its credential programs. The Master's University administration indicates a willingness to provide positive support for this effort.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

There is a planned sequence of coursework and clinical experience that allows candidates to develop the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards that is grounded in current research on effective practice. Coursework is closely integrated with fieldwork experiences that allow candidates to learn,

practice, and demonstrate competencies required of the credential they seek. There are orientation sessions provided for program supervisors and master teachers as evidenced by agenda documents and interviews with personnel.

Evidence of appropriate school settings chosen for the candidates that allowed for practice in diverse preK-12 student populations was observed in documentation and triangulated by interviews with faculty and staff. Evidence of collaboration between the university and stakeholders in choosing master teachers and school sites was also evidenced during interviews. In addition, the program informally analyzes fieldwork and clinical practice placement data annually to inform proposed changes to coursework, signature assignments, and placements.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Inconsistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data, as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Inconsistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

#### **Finding on Common Standard 4: Met with Concerns**

##### **Summary of information applicable to the standard**

The School of Education has developed an assessment plan and regularly collects data. Mapping of a data review schedule in the Unit Assessment System graphic includes both formal and informal assessment and feedback. Multiple sources of data include the Commission’s program completer and master teacher surveys, aggregated data from individual development plans for program completers and CalTPA average scores by rubric ratings. The full-time faculty review multiple sources of data at the end of each year.

The university recently began utilizing AEFIS software (Assessment, Evaluation, Feedback & Intervention System), a web-based assessment management platform that facilitates the collection and application of real-time assessment data, in implementing a five-year program review system for all departments, including the Liberal Studies, General Education, and School of Education. The updated format of data specific to the credential programs (including revised

CalTPA and surveys) is not compatible with the AEFIS system yet, so this data is sent directly to university assessment staff. They are in the process of updating the AEFIS system to allow for input of this new data.

**Rationale for the Finding**

While the annotated list of data sources included informal feedback from the local community advisory panel, there was little evidence of use of feedback from stakeholders to inform decision-making for candidate efficacy or program rigor in a formalized way. Additional program assessments were indicated on the annotated list of data sources; however, while data has been reviewed, it was difficult to ascertain how analysis is used to improve candidate efficacy and program effectiveness. A feedback loop to ensure that decisions made from data-informed discussions was implemented or that progress towards goals were analyzed was not evident from the documentation. However, it was obvious from discussion with faculty and staff that because of the small size of the program, candidate data is discussed and decisions have been made based on the data and implemented but not necessarily documented or approached in a systematic way.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

The School of Education ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Each program is implementing assessments to verify that candidates have these knowledge and skills. A review of course syllabi, course assignments, signature assignments, TPE and CalTPA data reflects this evidence.

The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. Comments from the field, Community Advisory Panel members and school personnel shared how credential candidates from TMU were highly prepared and ranked up in the top of prepared teachers from teacher preparation institutions. Candidates

from TMU were very caring and knew how to prepare strong and comprehensive lesson plans. Finally, while the demonstration of positive impact was very strong, program leadership acknowledged that the evaluation of impact could be strengthened going forward.

### **INSTITUTION SUMMARY**

The School of Education at TMU exhibits a clear commitment to provide thorough preparation to their candidates with regard to both academics and dispositions. The rigorous nature of the program was expressed by completers, master teachers, and members of the Community Advisory Panel. Additionally, P-12 partners mentioned the work ethic of the candidates from TMU while in their clinical experiences and of the completers from TMU that they hire in their districts or at their school sites. It was a clear refrain from master teachers and principals that they prefer to host student teachers from TMU because of the quality preparation the candidates receive and the communication and support provided by the School of Education.

The quality of the teacher preparation programs at TMU was clear through interviews with candidates, completers, and P-12 partners. Due to the small nature of the program, much of the collaboration and process occurs through relationships. As the School of Education looks to the future, taking steps to systematize purposeful recruitment of candidates to diversify the educator pool in California, processes of decision-making based on data, and subject specific pedagogy instruction and support will help strengthen the credential programs.