

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation
Visit for Professional Preparation Programs at
Academy of Art University**

**Professional Services Division
May 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Academy of Art 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** is made for the institution.

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

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

Program Standards

Program	Total Program Standards	Met	Met with Concerns	Not Met
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: Academy of Art University

Dates of Visit: April 26-28, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

On April 24, 2013 the Academy of Art University (AAU) submitted documentation and was granted Initial Institutional Approval by the Commission. AAU followed the next step in the process by submitting the Initial Program Documents requesting approval to offer the Single Subject Art Credential. On August 7, 2013 the Committee on Accreditation approved the request. In the fall of 2015 AAU began to offer the Preliminary Single Subject Art credential in San Francisco. This is the first accreditation site visit for the Academy of Art.

Rationale:

The unanimous recommendation of **Accreditation** 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 Single Subject credential programs have been determined to be **Met**.

Program Standards

All program standards for the Preliminary Single Subject credential program were **Met**, except for Program Standard 3: Clinical Practice, which was **Met with Concerns**.

Common Standards

Common Standards 1, 2, 3, 4, and 5 are Met.

Overall Recommendation

Based on the fact that the team found one program standard for the Single Subject program is met with concerns, the team recommends **Accreditation**.

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 Single Subject, Traditional

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Academy of Art University (AAU) be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Academy of Art University (AAU) 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

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae

Candidate File
Assessment Materials
Candidate Handbooks
Budget Reports
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis

Interviews Conducted

Stakeholders	TOTAL
Candidates	3
Completers	6
Employers	3
Institutional Administration	3
Program Coordinators	1
Faculty	3
Adjunct Faculty	3
TPA Coordinator	1
Advisers/Admission	3
Field Supervisors – Program	2
Field Supervisors – District	2
Credential Analysts and Staff	1
Advisory Board Members	3
TOTAL	34

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 Academy of Art University, formerly Academy of Art College and Richard Stephens Academy of Art, is a privately-owned for-profit art school in the heart of San Francisco. It was founded as the Academy of Advertising Art by Richard S. Stephens in 1929. Teacher training began in 2015 with the goal to ensure excellent art educators in public school settings. The Academy’s relatively new credential program has two basic pathways within the School of Art Education. The traditional program where candidates enter the Academy’s 30-unit credential program after obtaining a Bachelor’s degree and a blended Bachelors of Fine Art (BFA)/credential program for the BFA in Art Education students. Five of the BFA undergraduate Art education classes count towards the credential program. Candidates in both pathways have the option to add a Master’s degree which most candidates elect to complete.

Education Unit

The university sponsors only one preliminary educator preparation program leading to a Preliminary Single Subject credential. The program is very small running only 1-3 candidates per year. When asked how they could afford to continue offering the credential program the response was how could they not continue. In the eyes of AAU the teaching of Art is a profession that requires engagement of the three H’s – Head, Hands and Heart. Their goal is to prepare art teachers who “. . .will effectively inspire the next generation of artists.”

Table 1: Program Review Status

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Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Single Subject	1	2

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the COVID-19 virus pandemic which required the team to shelter in place and conduct the site visit in a virtual environment.

PRECONDITION FINDINGS

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

PROGRAM REPORT

Preliminary Single Subject

Program Design

The Academy of Art University's School of Art Education offers a BFA and MA in Art Education, MA in Teaching as well as the K-12 Art Teaching Preliminary Single Subject Credential Program. The credential program is small with an average cohort of 1-3 students per semester. Three (about 50%) of the credential candidates in the last two years went through the blended BFA/Art Education credential program and 80% of the interviewed completers continued on to earn the MA in Teaching.

Learning activities in courses, coupled with candidates' student teaching practicum, allow an opportunity to move from theory to practice as candidates practice and explore effective traditional and innovative instructional strategies and practices in Art Education. Having the one art credential program in an arts university allows all classes in the credential program to focus on the unique pedagogies of the visual arts. The pedagogical approach engages "Head, Hands, and Heart" and supports the CA VAPA standards, Studio Habits of Mind, Social Emotional Learning, and the 21st Century Learning Skills.

There are ongoing informal meetings with faculty regarding candidate progress. One instructor said they were "always" talking about the candidates. They discuss how candidates are progressing and bring in feedback from the candidates about their needs and concerns. The Program Director has access to the online LMS - Learning Management System which includes student's grades and conducts on-going monitoring of candidate performance so that she can communicate with faculty during meetings. The current size of the program affords faculty the opportunity to discuss individual candidates and progress in-depth. The Program Director has used this data to monitor more closely students in the undergraduate BFA in Art Education whose academic performance may put their admission into the credential program at risk, and regular communication with these candidates and faculty has improved credential program admission potential.

AAU institutionally has two course evaluations, one at mid-point and one at course completion. Program faculty reported that the Director examined the mid-point evaluations and met with faculty to discuss candidate performance and course adjustments to enhance program outcomes.

The Program Director has regular weekly meetings with university administration. Although most of these meetings are ad hoc, it was clear that there is access and purposeful communication between program staff and administration. The casual nature of the meetings

is due to current size of the program, but the institution has several tools in regular use for data collection and evaluation. These are Tableau, a data visualization program, which allows prismatic evaluation of data in real time; Departmental Action Teams (DATs), which create outcome-oriented meetings for faculty and records and stores a record of the outcomes; and Curriculum Leadership Teams (CLTs), which look at specific curricular issues. Faculty reported the efficacy of DAT and that it is used frequently for collaboration and evaluation.

The Program Director and Academic Vice President of Liberal Arts meet regularly to review data in Tableau. In an attempt to increase the program size the Director has reviewed data to see who is entering and who is not entering the program. The institution uses the data collected in these systems as each department undergoes regular 5-year reviews.

The current size of the program means that most of the data collected, communicated, and acted upon is qualitative. The institution has the means in place to effectively assess quantitative data in the future once they have an adequate number of candidates to collect valid and reliable data.

The Academy's Credential program is 30 units and can be completed in three full time semesters. Five undergraduate Art education classes in the BFA in Art Education program count towards the Credential program, which for candidates in that program reduces the post bachelors program to 18 units which can be completed in two semesters. Each semester requires coursework and fieldwork.

"Observation" and "Assisting" for early fieldwork are placements secured by the candidate and must be approved by the program coordinator. Student teaching placements are arranged by the program coordinator/director who works collaboratively with school districts to identify qualified district employed supervisors (DES). The efforts of the experienced DES and other school district personnel enlarges and integrates candidates' learning. Learning activities in courses, coupled with candidates' student teaching practicum, allow an opportunity to move from theory to practice as candidates practice and explore effective and innovative instructional strategies and practices in Art Education. Candidates noted that the program is "rigorous," stretches them to be more effective educators, and is effective in providing classroom management strategies. Interviews with candidates and completers indicated that the program faculty were very high quality. They also noted that their regular meetings with the program coordinator were focused on their performance and that they left feeling motivated to continue.

The courses are structured around modules that parallel the candidates' fieldwork requirement. The credential program courses are online using an asynchronous modality, with the exception of the seminar for fieldwork. The synchronous meetings occur biweekly to assist candidates with challenges in fieldwork. AAU requires and provides training to all faculty who teach online in order to assure quality.

The program courses include an emphasis on teaching in a diverse society, English language learners, and special needs students along with technology and academic literacy in an art classroom for all.

Prior to 2019, AAU assessed the CALTPA “in house.” In 2018 AAU faculty took a lead in becoming and training Cycle 1 and Cycle 2 assessors. From this year forward, all AAU art credential candidates will submit the CALTPA through the centralized system.

Using data, the program director determined that potential undergraduate candidates in the BFA program were having challenges maintaining the academic standards required for admission. The director therefore instituted a closer system of communication with faculty regarding support for potential candidates.

One and half years ago the university determined that the credential program would be offered exclusively online. In order to facilitate transforming courses to an online format, specialized faculty were hired to revise and teach courses. These include the coursework in educational psychology, working with emergent bilinguals, and working with students in special education.

The program welcomes and inputs advice from the advisory board. For example, the advisory board suggested that the program produce a recruitment video using candidate work. Although the advisory board is relatively new, communication with stakeholders is strong. They communicate with a variety of stakeholders, from school district partners, program completers, and outside organizations. It is hoped that means for stakeholder input can be systemized in the future.

Other input occurs informally through CALTPA assessment training meetings with colleagues in similar programs and in conversations with the VAPA Department in the San Francisco Unified School District and arts education colleagues in the San Francisco Bay Area.

Course of Study (Curriculum and Field Experience)

The 150 hours of observation and assisting is spread out over two semesters, is arranged by the candidate, and approved by the Director. During the 150 hours the program informs candidates to seek out a variety of placements in order to expose themselves to the full P-12 settings which their credential includes. Within the program handbook specific directions are provided regarding the expectations of observation and assisting.

The 450 hours of student teaching occurs in the 16-week final semester and is arranged by the program. All student teaching placements are in a middle or high school in one of their three partner districts. Within the program handbook specific directions are provided regarding the expectations of student teaching. The program tracks placement sites to ensure requirements are met.

Observation in fieldwork (95 hours) is integrated into 5 courses. Assisting in field work (55 hours) is integrated into 3 courses with the remaining 450 hours is included in a portion of student teaching. For example, in ARE 611 candidates need to specifically observe special education student/teacher interactions in their observation placement. The guidelines provided in the Handbook for Observation, Assisting, and Student Teaching describe what courses align with fieldwork and the protocols for reflection and assessment. Current candidates report that they were provided with assignments on what to observe and provided with prompts that guided conversations between the candidate and their DES.

Completers consistently reported that program faculty provided strong modelling of pedagogy throughout the program and that specific assignments in coursework, especially in the fieldwork seminar were designed to be implemented in and scaffolded through the fieldwork. Regular communication between the instructor of ARE 641 and the university supervisor buttressed the coursework/fieldwork continuum.

During the 150 hours of Observation and Assisting, candidates are assessed through their corresponding coursework. There are specific assignments in the courses connected to fieldwork. During the 450 hours of student teaching, candidates check-in daily with their district employed supervisor (DES). There is a formative and a summative assessment completed by the university supervisor. The formative assessment is done mid-way through the student teaching experience and the summative is done at the end of the program. There are rubrics in place for supervisor classroom observations based on the AAU instructional model, the TPEs, the CalTPA and the CA VAPA standards.

Program completers (working under the old common standards) reported a minimum of 4 observations during their student teaching placement. Completers also stated that they were strongly supported throughout their student teacher placement. One completer noted the “probing” questions that were asked. Interviews with completers who were under the current common standards indicated that 6 observations were completed during the 16 weeks of the student teaching placement. The university supervisor and DES stated they communicated weekly on supervised observations, candidate performance, and areas for focus including targeted goals based on TPES. The DES and the program director worked together to determine when solo teaching would occur.

Assessment of Candidates

Candidates are supported throughout their credential program by individual check-ins with the program director at mid-point and at the conclusion of each semester. In addition, there are two formal meetings with faculty each semester.

All candidates are required to present a mid-point review where rubrics are used to determine candidate progress. This occurs prior to student teacher and is aligned to the PLOs and TPEs. It should be noted the mid-point review is a university wide system and is used for program and university level evaluation. Candidates present their instructional unit and defend it to the

faculty. Candidates also showcase their art portfolio to ensure a breadth and depth of art skills as well as highlights and reflections from their initial fieldwork experiences. This helps assure that candidates are ready for student teaching as faculty assess their strengths and areas of concern.

The program has a thorough matrix of the TPEs that indicates where courses are introduced, practiced, and assessed. The program also supplies assessment supports for candidates during fieldwork. Their Practice Assessment Tools (to support the CalTPA) and Student Teaching Evaluation Rubric V1 are institution specific instruments that support the formative growth of candidates. The latter assesses and integrates program standards, the TPEs, and California Visual Arts Standards. There is a formative and a summative conference during the Student Teaching plus the candidates also meet twice weekly in a synchronous online format with Program Director.

The fieldwork seminar class clearly lays out week by week expectations and benchmarks for the student teaching experience and leads to the four-week solo teaching experience. Candidates are also given appropriate support regarding progress towards completion of the CalTPA. This includes access to the Handbook, explaining the CalTPA rubrics, and formative experiences aligned with the CalTPA. The program has a 100% pass rate on the CalTPA. Candidates report that they meet individually with the Program Director to prepare an Individual Development Plan (IDP) for use in their Induction Programs. The program is successful in having 90% of their candidates find employment as art teachers directly after recommendation.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that **all program standards are met** for the Academy of Art University Single Subject Art Credential Program except for the **Standard 3D: Clinical Practice: Selection of District-Employed Supervisors which is Met with Concerns**

Rationale:

The portion of the standard that was met with concern states, “The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.”

Although the program did provide informal supervisor training and also provided an outline for DES training, there was no evidence from multiple interviews that the training as outlined was fully implemented. The standard requires a minimum of 10 hours of initial orientation to the

role of district employed supervisor, effective supervision approaches, current instructional practices and program expectations. The team was unable to confirm that 10 hours of content were completed by each DES.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Academy of Art University (AAU) School of Education communicates a research-based vision that merges traditional and creative disciplines and with underpinnings of the Harvard Project Zero research and a focus on Studio Habits of Mind. This vision is represented through their online and print material assuring candidates develop a deep understanding of the art and science of teaching in a creative classroom, meshing the traditional and innovative approach to art education. Interviews with candidates and faculty affirmed they understand and can articulate the institution’s shared pedagogical foundation that teaching art requires engagement of the Head, Hands and Heart and have developed a strong focus on implementing California’s K-12 standards and frameworks. In addition, institutional support exists to address the needs of the credential program. Interviews with both university and program leadership affirmed financial and human resources, as well as recruitment and professional development opportunities are availed and utilized.

Faculty, staff and relevant stakeholders from the P-12 community systematically collaborate to improve educator preparation and implementation of California’s adopted standards and frameworks utilizing their advisory council, roundtables and K-12 workgroups. Interviews with participants confirm the groups have created effective relationships between the AAU credential program and the Bay Area schools resulting in the procurement of cooperating teachers for clinical practice, professional development for both AAU teacher education candidates and veteran teachers, and teacher grants for art education.

Interviews with faculty, candidates and leadership confirm the diverse faculty at AAU are qualified and knowledgeable of art education content, the California Visual and Performing Arts standards and in teaching and learning for K-12 students who represent diverse abilities and cultures. Candidates reported they were prepared by instructors who modeled teaching pedagogy candidates would use in their own classrooms. Candidates also shared that upon entry into the program they receive a checklist of credential recommendation requirements that are later verified as complete for each candidate, facilitated by the program director and monitored by the credential analyst.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	No response needed
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The unit accepts applicants for its educator preparation based on clear criteria that includes multiple measures of candidate qualifications. Candidates must pass the appropriate standardized testing and have a minimum of B- average for specific courses in the BFA program to maintain their status.

To diversify the candidates within AAU, the Director of the School of Art Education attends credential fairs or recruitment events sponsored by the USD of San Francisco, Oakland and Richmond to make the effort to attract and encourage students from diverse backgrounds to consider applying to the Academy of Art Credential Program. The diversity of the Candidates although a small program included both genders, candidate of color and first-generation college Candidates. The Head of Advisors administrator indicated that the diversity of the candidates in the program is significant.

Candidates interviewed reported that when they spoke to other people about the AAU’s program prior to applying, the comments included that the quality of the program was outstanding. One of the candidates indicated that the broad spectrum of the courses offered for the BFA with the teacher credential was the reason the candidate chose the program as it afforded him the opportunity to expand his knowledge through various mediums that they deemed essential for an Art education teacher.

The Head of Advisors administrator indicated that the support of all candidates was personalized and ongoing from initial interest in the program through the completion of the teacher-credentialing program. The advisory support and assistance throughout the program is geared to ensure completion.

Candidates interviewed reported that the supervisors, faculty and AAU administrators provided candidates with significant support. Monitoring of candidates is done through the new program Tableau. Candidates in the teacher education program are regularly provided completion status updates. Additional support of each candidate is personalized by individual meetings with the administration to ensure that each candidate is current in all of their work. The support indicated by the Candidates includes the field experience in at least three different settings that provide the groundwork for the student teaching experience. The collaboration between all those involved in the program is evident and highly regarded by all constituents.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Candidates develop and demonstrate knowledge and skills to work with P-12 students through a sequence of coursework integrated with fieldwork and clinical experiences to provide a comprehensive program. This planned sequence helps to prepare candidates in strong foundational knowledge, theory, and practice.

Interviews and documentation confirmed that Universal Design for Learning (UDL) frames the coursework in the program for the teacher credential. Through the integration of visual art and media based on a Social Emotional Learning (SEL) approach for all teaching experiences, a strong foundation for the development of the teacher candidate is realized. District site administrators indicated the teachers they hired were extremely knowledgeable and were systematic in their approach in the classroom with a solid foundation in teaching.

The fieldwork is directly connected to the coursework through the intentional use of visual language and expressing one’s self using art. Faculty indicated that educational psychology, 21st century skills and critical thinking, all instrumental in the development of an effective educator, is intertwined within the courses. Candidates indicated that the courses required prior to the student teaching provided them the knowledge that was necessary for a successful clinical experience. The field experience allowed Candidates to observe and reflect through guided modules in at least three different locations ranging from elementary through secondary locations. Candidates indicated they located some of the field experience settings and the administrators of the program suggested additional field experience locations for the 150 hours of practicum hours before the full time teaching semester. The full time student teaching semester was arranged by the Director and the first 12 weeks of that field experience laid the groundwork for the 4-week solo student teaching.

As the program is very small, there is a great deal of collaboration between the program director, supervisor and field experience faculty. Teacher candidate meetings with the supervisor are very important as this small program does not lend itself to working with peers unless there are peers in the school in which they student teaching. As the Art credentialed teacher is unique for many schools, the relationship with the program administrators,

supervisor, and candidates is essential. That relationship is nurtured throughout the program and in particular within the clinical practice of student teaching.

In the student teacher setting, candidates indicated that supervisors modeled specific methodologies to address the diverse needs of the students in the classroom. Opportunities to practice what they learned was provided during the solo teaching with P-12 students. As one candidate indicated, the modeling by the supervisor was essential for the candidate in order to process the strategy. Candidates indicated that they had more than one placement and one supervisor and that this allowed them to have a broader clinical experience.

Instrumental to the clinical practice is the use of site-based supervisor. All of the supervisors have at least 10 years of successful teaching experience. The supervisors indicated that the candidates from AAU are well prepared.

Although evidence exists that informal instances of supervisor training did occur, there was no specific evidence that supervisors were oriented to the supervisory role, evaluated and recognized in a systematic manner.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Both the unit and the teacher education program, considering the very small number of candidates in the program, regularly and systematically collect, analyze, and use candidate and program-completer data. The teacher education program has a continuous improvement process at both the unit level and within the teacher education program that identifies program and unit effectiveness and makes appropriate modifications based on findings. AAU education

unit regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services through three categories: Candidate Preparedness, Quality of Supervised Practice, and Feedback from Stakeholders. This feedback is monitored and analyzed by various members of the staff including the TPA coordinator, university supervisor, director, district supervisor, AAU faculty, CTC survey, and meetings with the community partners.

All departmental data collection is created at the university level for each department. The School of Art Education and The Academy of Art uses the software Tableau to analyze data that allows monitoring of teacher candidate progress. Examples indicated how the Tableau will be used as the program begins to grow. The unit head and the director actively analyze the data. As noted in interviews with the administrators of the program the education unit is implementing a comprehensive continuous improvement process as a collaboration between the University BFA program and the School of Art Education develops. In addition, the Departmental Action Meetings (DAT), were initiated to provide an opportunity for faculty to convene purposeful meetings that include topics such as faculty trainings, curriculum development, and assessment discussions with next steps.

For the Education Unit, Candidate Program Learning outcomes are assessed at the mid-point review. Student teaching cannot commence without passing the mid-point review. The review includes an evidenced based presentation of the candidate's growth within the program.

As indicated by interviews with faculty, administrators, district and program supervisors, and upper division administration, the teacher education program has numerous ad hoc collaborative meetings where the discussions revolve around candidate successes and challenges, curriculum development based on staff input, as well as candidate input and review of data throughout the program. Although not as systematic as other institutions, it is evident that the process provides qualitative data that provides the impetus for continuous refinement of the program. One refinement of the program included the revamping of the field experience modules to increase the capacity of the candidates to apply appropriate pedagogy and methodology for a successful solo student teaching experience.

As the program grows, formalization of the collection of data and the dissemination of the data results may be useful and provide the system a tool to determine over the span of numerous years the ability to track trends and make data driven decisions as the program moves forward.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

Completer and candidate interviews confirmed they felt exceptionally prepared to serve as professional school personnel and to demonstrate knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. District employed supervisors (DES) also reported the exceptional performance of their student teacher candidates from AAU. Clinical practice observation data based on the Teaching Performance Expectations and passing results on the CalTPA all support and affirm that candidates meet the Commission adopted competency requirements as specified in the program standards.

The unit has made a positive impact on the teaching and learning of art in California schools by developing effective teacher candidates and community partnerships. Interviews with employers affirmed the positive impact teachers prepared at AAU have in their schools. Several employers specifically affirmed their AAU teachers’ ability to provide engaging and authentic learning spaces, classroom management abilities and tremendous support of students with unique needs. Additionally, advisory board members described partnerships between AAU and unified school districts resulting in teacher professional development opportunities and youth art programs such as the Academy’s Pre-College Art Experience program, the Teacher Art Grant program, 2020 Create showcase of youth art, and Boys and Girls Club of San Francisco Art Program, improving art instruction for students in the Bay area schools and community organizations.

INSTITUTION SUMMARY

The strengths of the program at the Academy of Art University were expressed in multiple interviews by a variety of stakeholders including current candidates, completers, faculty members, and employers. The continuous reference during interviews to the extensive support and exceptional preparation of candidates were noted as valuable to both the candidates and the K-12 schools and districts. Of particular note was the breadth and depth of course content and their holistic approach of developing both the artist and the educator in both traditional

and creative disciplines. One additional strength evident in all programs was the comprehensive preparation of candidates. The excellent preparation of candidates was supported in repeated statements from employers who indicated that the AAU completers were first on their list to interview when they had a need for new teachers.

One area for growth is the need for a more systematic way to 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. This would allow data trends to be identified across the years as candidate numbers increase. Data is collected and an initial plan has been developed by AAU for a systematic process but full implementation across the unit is pending due to the limited candidate population.

An additional area of growth is the need for the program to provide district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, and to ensure that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.