

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Pepperdine University Professional Services Division May 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Pepperdine 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

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject, with Intern	6	6	0	0
Preliminary Single Subject, with Intern	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: Pepperdine University

Dates of Visit: March 21-23, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: April 2012 Link to team report: Pepperdine University	Accreditation with Stipulations
Date: June 2013 Link to team report: Pepperdine University	Accreditation

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 preconditions were found to be **met**.

Program Standards

All program standards were determined to be met with the exception of the following:

Preliminary Single Subject, with Intern

Program Standard 3c: Criteria for the Selection of Program Supervisors which was **met with concerns**.

Common Standards

All Common Standards were determined to be **met**.

Overall Recommendation

Based on the fact that the team found all Common Standards and program standards to be met with the exception of one program standard in the Preliminary Single Subject, with Intern program, which was 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 Multiple Subject, with Intern
Preliminary Single Subject, with Intern

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Pepperdine University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Pepperdine 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:

Anne Weisenberg
California State University, Stanislaus

Programs Reviewers:

Virginia Panish
University of California, Irvine

Common Standards:

Rebekah Harris
Azusa Pacific University

Staff to the Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

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 Files
Assessment Materials

Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	101
Completers	29
Employers	11
Institutional Administration	4
Program Coordinators	3
Faculty	26
TPA Coordinator	2
Fieldwork Coordinator	3
Field Supervisors – Program	13
Field Supervisors – District	9
Credential Analysts and Staff	4
Advisory Board Members	15
Program Advisors	3
TOTAL	223

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Pepperdine University is religiously affiliated with the Churches of Christ. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcome. Pepperdine University has been accredited by WASC since 1949. Since its beginning, the discipline of education has played a prominent role in the academic program of Pepperdine University. With the growing emphasis on improving educational techniques in the public and private school systems statewide, Pepperdine University met increasing demands for leadership and transformed its existing Department of Education into a professional School of Education. The school was formally established on January 1, 1971. In January 1981 after the decision to phase out the School of Professional Studies was made and the Division of Psychology became part of the Graduate School of Education. In March 1982, the Graduate School of Education officially changed its name to the Graduate School of Education and Psychology.

Education Unit

Pepperdine University offers teaching credentials in its teacher preparation program. The teacher preparation program at Pepperdine University has three pathways: an undergraduate student teaching pathway, a graduate student teaching pathway, and a graduate intern pathway. The undergraduate pathway is within Seaver College and is integrated into the bachelor's degree so that teacher candidates can work toward a bachelor's degree and a teaching credential simultaneously. The graduate pathways are within the Graduate School of Education and Psychology. Currently, the graduate pathways are within the Master of Arts in Teaching program. Pepperdine University offers Preliminary Multiple and Single Subject credentials, both with an intern preparation pathway.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple Subject, with Intern	31	91
Preliminary Single Subject, with Intern	23	45

The Visit

Due to the COVID-19 pandemic this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject, with Intern Preliminary Single Subject, with Intern

Program Design

The Pepperdine University Teacher Preparation Program (TPP) is guided by a research-based vision that aims to develop resilient and reflective teachers who are committed to nurturing the whole child. The program's undergraduate pathway and graduate pathway, which includes an intern pathway, are under the leadership of the undergraduate and graduate program directors. The undergraduate pathway has a director of clinical practice and graduate pathway has a director of fieldwork, in addition to a body of faculty. The graduate intern program has low enrollment and is integrated within the graduate pathway and has shared leadership and infrastructure. Within the undergraduate pathway and graduate pathway, communications flow regularly between all personnel and the program directors. When communicating with the institution, each pathway reaches out to its respective associate or divisional dean. To ensure that the undergraduate pathway and graduate pathway are in alignment with teaching standards and expectations, the program directors arrange meetings where all TPP personnel are present once a semester.

Interviews with the TPP coordinators and faculty confirm the structure of the unit and the programs. The program coordinators and directors of clinical practice and fieldwork work closely together to coordinate and facilitate the curriculum, instruction, fieldwork and credentialing processes. In addition to the biannual meeting held by the coordinators and directors, both graduate and undergraduate pathways hold monthly meetings where they discuss data, placements, program improvement and candidate issues. Interviews confirm that the TPP leadership meets with an advisory council made up of district and school administrators, current candidates, and completers, once a year to solicit feedback about potential program improvements. Support staff, including the certification manager, associate program director and program advisors, work closely with the coordinators, directors, and faculty to support the program, candidates, and facilitate a systematic credentialing process.

Course of Study (Curriculum and Field Experience)

The undergraduate and graduate candidates progress through three phases of coursework and fieldwork. The pathways begin with courses in literacy and social foundations and a clinical experience consisting primarily of classroom observations. In the second phase of clinical experience, which involves partial takeover of the classroom, candidates take courses on teaching methods and teaching English learners. In the final term of clinical experience, candidates transition to full-time student teaching and also conclude with courses in advanced teaching methods and teaching students with exceptional needs. Program documentation and

interviews with TPP leadership confirm that the goal underlying the progressive structure of the curriculum is to provide a developmental approach to gaining the knowledge and skills to acquire competency as a new teacher.

Interviews and documentation confirm that the undergraduate and graduate coursework and fieldwork are designed in three phases and in a complementary fashion (or “paired”) to inform one another. Clinical Experience 1, 2, and 3 correspond to three field placements specific to the candidate’s subject area and are informed by coordinated coursework. Program completers and current candidates in both pathways confirmed that their experiences in their methods courses and student teaching helped them develop key competencies. They felt well prepared to differentiate instruction for all students, plan and implement different models of teaching, address language demands, employ strategies to get to know students and teach the whole child, use formative and summative assessments to inform their instruction, and address the social and emotional needs of their students. Most completers and current multiple and single subject undergraduate candidates also indicated they received sufficient support in developing academic content knowledge, however, within the single subject graduate program, interviews with candidates and supervisors indicated that this support was inconsistent due to a mismatch of disciplinary expertise with assigned supervisor. Program 3c: Criteria for the Selection of Program Supervisors requires that “supervisors should be expert in the content area of the candidate being supervised.”

Interviews with the coordinators, directors, and faculty confirmed that several changes have been implemented in the last two years in response to a review of program data. Both the undergraduate pathway and graduate pathway added a course on teaching students with exceptional needs in the past two years. In the graduate pathway, a course on action research was also replaced by a course on researching contemporary issues and, in response to program completer data, the curriculum in that course centered on inquiries related to working with families and communities. In the undergraduate pathway, partnerships were established with three professional development schools to increase options for placements in diverse contexts and to provide unique fieldwork opportunities, including overnight field trips and family nights. These partnerships have also resulted in collaborative research between faculty and school site personnel. Interviews with faculty and a review of recent syllabi confirm that the teaching methods course was split into one for multiple subject candidates and one for single subject candidates as opposed to a general group that periodically split into subject-specific groups. The directors of clinical practice and of field experience are responsive to the complex nature of school contexts and often communicate with school administrators, induction coordinators, and mentor teachers in order to make adjustments to communications, curriculum and fieldwork support. For instance, the directors of field experience and clinical practice consulted with principals and induction coordinators about how to structure fieldwork during the pandemic.

Assessment of Candidates

Candidate progress is measured formatively and summatively throughout the program, during clinical practice experiences, coursework, and is tracked by the certification manager. A review of syllabi and interviews with faculty confirm that course curriculum and assignments are aligned with the Teaching Performance Expectations (TPEs), and candidates are required to demonstrate growing competency through assignments in these courses. Key assessments include philosophy of teaching essays, lesson and unit planning in methods classes, and literacy and special needs case studies. In the undergraduate pathway and graduate pathway, the frequency and type of clinical practice evaluation depends on the clinical experience course a candidate is enrolled in. In Clinical Experience 2, candidates must upload lesson plans which are carried out during student teaching throughout the term. One is peer-reviewed, one is observed and reviewed by the mentor teacher, and one is observed and reviewed by faculty, and the rest are solely reviewed by faculty. There are also six visits from university field supervisors (UFS) who, alongside mentor teachers, observe class sessions and provide feedback on teaching practices and lesson planning. In Clinical Experience 3, candidates are required to complete four weeks of full take-over. Throughout the semester, UFSs conduct six visits to observe, evaluate, and support candidates in their placements and mentor teachers conduct six formal evaluations. A review of documents confirms that the evaluation rubrics completed by both UFS and mentor teachers are aligned with the TPEs and interviews confirm that all evaluations, which are available through LiveText, are reviewed by methods instructors, field coordinators and program directors. The candidate and mentor teacher engage in a debrief after each observation and the candidate has access to all evaluations through the LiveText system. Program leaders confirm that candidates who are struggling to demonstrate growing competence on the TPEs are required to meet with faculty and the director of clinical practice and field experience to develop a plan for improvement.

In addition to clinical practice visits and evaluations, candidates are assessed in their coursework through a variety of measures aligned with the TPEs. They consist of written assignments such as reflections, papers, research projects, and case studies as well as presentations and class participation. When completing the edTPA, candidates are also assessed on how thoroughly they complete their tasks in a timely manner. Candidates are informed of how they will be assessed through course syllabi. Faculty make sure to model examples of effective teaching and assignment completion so that candidates have a clear understanding of how they can meet program expectations.

In addition to candidates' coursework, program staff monitors candidate progress as they satisfy credential-related requirements and exams. During an interview, the certification manager shared the tracking sheet used to monitor each candidate's completion of subject matter competence, CBEST, Certificate of Clearance, TB testing, RICA, edTPA, Constitution test/requirement, and CPR certification. The certification manager keeps candidates in both pathways informed about program requirements and deadlines by visiting courses at the beginning of each semester and emailing and meeting with candidates. They also advise and provide support to candidates who are working on passing their subject matter exam(s) or

edTPA. Candidates spoke highly of the tutoring they receive preparing for the CSET. Current candidates confirmed the central role program staff played in keeping them informed about requirements and helping them meet deadlines. In monthly meetings with the coordinators, field and clinical directors, and faculty of each pathway, the certification manager shares information about candidates' progress on various requirements and the director of clinical practice and director of field experience share information about the progress of candidates on the TPEs, especially if there is a concern about a particular candidate. Candidates who are struggling with meeting requirements or competencies are counseled by both the certification manager and the director of clinical practice or director of field experience.

Findings on Standards -Preliminary Multiple Subject, with Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject, with Intern program.

Findings on Standards -Preliminary Single Subject, with Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Single Subject, with Intern program except for the following:

Standard 3c: Criteria for Selection of Program Supervisors – Met with Concerns

Interviews with candidates and supervisors revealed that single subject candidates were not consistently matched with a supervisor that has content area expertise as described in the standard language: Supervisors should be expert in the content area of the candidate being supervised.

INSTITUTION SUMMARY

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. These values were evident in both pathways in the TPP.

2021 marks the 50th year of teacher preparation at the Graduate School of Education and Psychology. Teacher preparation spans over both the Graduate School of Education and Psychology (GSEP) and Seaver College. They offer both a multiple subject and single subject credential program with intern preparation pathways.

Candidates, faculty, cooperating teachers, and district partners all praised the efforts of the unit for their work on producing competent completers who are well prepared to teach in California's public school system. The faculty, staff, administration, and partners all share a passion for developing and retaining the best trained educational teachers that are ready to serve and create inclusive schools and classrooms. Institutional support has been consistent and the commitment to maintain this support is evident based on interviews with institutional leadership and deans. The dean's and director's commitment has resulted in continuous funding to sustain the current initiatives, to create opportunities for new initiatives, and to hire and support a diverse faculty and recruit and support diverse candidates financially. Employers of program completers, many that are alumni, reported that program completers are well prepared, great collaborators, and raise the level of the teaching community at their sites, most importantly were able to provide much needed technological support during this past year of virtual learning. They are eager to hire completers and retain the close working relationship they have with the teacher preparation programs. They cited many examples of how completers have a positive impact on their schools and student outcomes, especially with the focus on parent involvement. Candidates and completers have gained a lot of practical experience with ongoing opportunities to match theory to practice in a variety of settings. Candidates praised the effectiveness of the program, faculty, and advising. The team encountered an engaged unit of professionals dedicated to candidate success, and to developing educators who strive for lives of purpose, service, and leadership.

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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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
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

Pepperdine University’s TPP vision statement aligns with the university’s mission. They are committed to preparing students for lives of purpose, service, and leadership. They are interested in servant leaders/scholars and interviews from a variety of stakeholders illustrated that they are successful in this. The TPP is offered as three pathways: undergraduate student teaching, graduate student teaching, and graduate intern, housed under two different colleges. Although there are different pathways, there is ongoing communication and collaboration between the deans and associate/divisional deans to ensure that each program receives the proper resources and support needed to operate effectively. There are also three staff members that act as the bridge to bring both pathways together.

A review of documents and interviews with program leaders, faculty, employers, and advisory council members reveal that TPPs collaborate regularly as a program, as a unit, and with outside stakeholders to ensure they are preparing educators to teach in public school settings. They collect and analyze data for program improvement purposes. Minutes and recordings from meetings show that they meet and collaborate with a variety of stakeholders. Interviews of the advisory council members verified they did meet, but their role and responsibilities seemed a little unclear. Interviews with employers and advisory council members did make it very clear that there is collaboration and a place to share the successes of the university’s teachers.

Pepperdine University, as a university, is making efforts to strengthen their diversity and is devoted to making its efforts more visible. Their goals are to build an ethnically diverse and gender-balanced faculty and administration; and increase the recruitment and retention of students from underrepresented groups in order to achieve a more diverse student body. Scholarships are available to assist diverse students in completing their credentials. To support diversity, faculty in the TPP participate in activities related to diversity that include dialogues on diversity, training series, and diversity and inclusion training.

The credential recommendation process is monitored by the certification manager. The sources of information are regularly cross-checked and any discrepancies are communicated with candidates for resolution.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	Inconsistently
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 TPP provided information on multiple measures of candidate qualifications considered for admission via the university website which clearly list admission requirements for the undergraduate pathway and the graduate pathway. Interviews with faculty and staff responsible for the admission process confirmed the collection and review of these required items as part of the admission process.

Interviews and documents indicate that the undergraduate pathway only recruits students already attending Seaver College. The faculty and administrators of the undergraduate pathway use activities such as teaching a first-year seminar, holding an undergraduate convocation/chapel service, and having an information table in the cafeteria to create awareness of the program. As a result, the diversity of the pool of candidates the undergraduate pathway is recruiting is dependent on the work of the admissions area of Seaver College. Some of the steps that the admissions area of Seaver College has taken are featuring the undergraduate teacher preparation program amongst its different major and program offerings and developing the Posse Scholars Program to recruit outstanding young leaders from diverse backgrounds. Limited evidence or information was provided about how the undergraduate pathway collaborates with the admissions area of Seaver College to purposefully recruit and admit candidates to diversify the educator pool in California. The graduate pathway, housed within the Graduate School of Education and Psychology, recruits heavily at area California State University schools, which are very diverse. Additionally, Pepperdine University’s West Los Angeles graduate campus helps recruit diverse students from communities near the campus. The graduate teacher education program has also done work to reduce the number of units required to complete the program, expand scholarship opportunities (e.g., Urban Fellows Grant, CSET Support Scholarships, Dean’s Technology

Scholarship), and remove the Graduate Records Examination (GRE) as an admissions requirement to reduce barriers to attendance for all candidates, especially candidates from diverse backgrounds.

For the undergraduate pathway, two faculty serve as advisors, and a director of clinical practice supports the placement process. For the graduate pathway, a staff academic advisor supports candidates throughout their academic program, and a director of field experience supports the placement process. Additionally, the certification manager tracks and communicates with both undergraduate and graduate candidates around credential requirements. Candidates and completers from both pathways shared about the community and relational feel of the programs, that they felt well supported, and that the programs were responsive to their advising needs.

Faculty, staff, university field supervisors, and mentor teachers indicate that there is close communication about candidates, and their progress toward demonstrating competency and performance expectations is regularly discussed in meetings or over email. If candidates are struggling in certain areas within coursework or clinical practice, this information is shared by the mentor teacher, university field supervisor, and/or faculty member, and they meet to develop a plan for support.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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

The undergraduate and graduate pathways each have a three course clinical experience sequence that candidates take while enrolled in methods and other related courses. In interviews faculty, candidates, and completers shared examples of assignments from courses that were carried out in clinical experience such as an ethnographic project on English learners, a literacy case study, and lesson planning in courses that can be applied in clinical experience.

Interviews with employers and mentor teachers spoke to the relationships that exist between the teacher preparation programs and their P-12 partners. Additionally, interviews with faculty and administrators revealed that the programs are purposeful in their partnerships to ensure candidates have opportunities to experience issues of diversity that affect school climate and have significant experience in California public schools with diverse student populations. For the undergraduate pathway, the Malibu location and Southern California geography and traffic pose challenges for placements where candidates can experience the diversity of California’s student population. As a result, partnerships have been cultivated with three Professional Development Schools with diverse populations, and the director of clinical practice carefully reviews California school dashboard data and builds collegial relationships with P-12 educators to ensure candidates are placed at school sites with student diversity. The graduate pathway voiced some similar challenges at times for candidates at the Calabasas location and also shared about how care is taken to collaborate with P-12 partners to ensure placements can occur in diverse settings.

Personnel in the TPP rely on the relationships and trust they have cultivated with area administrators and districts to inform the selection of mentor teachers. The program communicates with the administrator (or in some districts with an individual in the district office) around the certification and experience requirements of a mentor teacher but focuses on the need for mentor teachers who positively impact student learning and approach students from an asset based perspective. The program asks administrators to reflect on whether they have teacher leaders who fit these criteria, and the administrator will recommend the mentor teacher to the teacher preparation program. As the candidate and university field supervisor work with mentor teachers, areas of strength or concern shared via surveys or feedback with the director of clinical practice or director of field experience are noted and used to inform decisions around continuing placements with the school site and/or mentor teacher. Interviews with mentor teachers reflected that they completed a form about training or professional development they previously participated in related to serving as a mentor teacher and attended a two hour orientation provided by the teacher preparation programs. Additionally, mentor teachers indicated they felt well supported by the university field supervisors and the program when questions or issues arose related to their responsibilities as a mentor teacher for a Pepperdine candidate. Interviews with candidates spoke of the help and support mentor teachers provided related to teaching their specific subject area, but also revealed that some single subject candidates wished their university field supervisor had more expert knowledge in their content area.

The teacher preparation programs use two surveys distributed to candidates as they complete the program to evaluate their mentor teacher and university field supervisor. The director of field experience and the director of clinical practice shared that information from these surveys has been used to inform decisions about continued placement at a school site or with a particular mentor teacher and to provide additional training and support to university field supervisors around technology. The TPP also collect evaluation data from the formal observations of candidates and logs related to clinical experience via LiveText. The director of field experience and director of clinical practice shared that they look for trends and information to inform program improvement via the clinical experience data collected in LiveText but indicate there are challenges to aggregating the data in a meaningful way.

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

Common Standard 4: Continuous Improvement	Team Finding
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

Review of documents and interviews of staff, faculty, and administrators, indicated that the unit has an assessment schedule to address continuous improvement. The assessment schedule shows a timeline for assessment activity. The unit assessment system includes the roles of the certification manager and the senior director of institutional effectiveness in data collection, analysis, and sharing data. After analyzing the data, notable findings are presented at TPP meetings along with recommendations for improvement. Data are also shared with the advisory council. The data are examined for growth and areas of need; then recommendations for course changes, program improvement and strategic planning are made. Improvements subsequently manifest themselves in modifications to course content, focus on best practices, and focusing on specific Teaching Performance Expectations.

Different data are gathered at different points throughout the year, this includes California Comprehensive Evaluation of Teacher Preparation survey, the Commission on Teacher Credentialing program completer surveys, edTPA data, RICA, course evaluations, and surveys of mentor teachers. During the visit, the team had opportunities to view examples of the different data and the Annual Student Achievement Report (ASAR) which is based on the learning outcomes which match the TPEs. The team was able to confirm that the assessment process is being used and will be continued in a consistent manner to support improvement efforts. The ASAR has been implemented in the last year and will continue to be implemented.

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

Data and interviews provided evidence that candidates meet the Commission-adopted standards in each pathway of the programs and that they demonstrate the knowledge and skills necessary to educate all students in state-adopted standards.

The programs seek evidence to demonstrate the positive impact the candidates have on teaching and learning. Examples of evidence collected include data from one-year out program completers, alumni and employer surveys, edTPA, clinical practice observation data, and master teacher surveys. Findings from these multiple sources indicate high scores and reflect that programs have positively impacted candidates’ professional development and growth and their readiness to serve in California K-12 schools.

Information gathered from interviews with principals, employers, and mentor teachers include evidence that the candidates have a positive impact on teaching and learning. For example, candidates are ‘sought after’ by school district employers because they are well prepared; able to work with diverse students especially urban schools, have a high level of professionalism, are reflective, receptive to feedback, collaborative; and engage in continuous learning. They feel that Pepperdine completers have an understanding of their purpose and have taken on extra initiatives to promote more family and community involvement.

Employers commented that Pepperdine graduates have higher retention rates compared to completers from other institutions. In reviewing the documents presented, evidence supporting the positive impact on candidates includes grants to create STEM labs at schools and action research projects focusing on family involvement, participating in summer school activities, filling in gaps in the Multi-Tiered System of Support (MTSS) during virtual learning, and providing technology support to mentor teachers.