

Preconditions Not Met

*Table 1: Plan to Address Preconditions Not Met*

Precondition	Action Completed	Person(s) Responsible	Research/Notes
<p><b>Teacher Induction Program Precondition 2:</b>  <i>The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participants' enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.</i></p>	<p>The new applicant has been contacted and oriented to the program; as well, a qualified site mentor has been secured and began in May, 2021.</p>	<p>JHB/LK            Completed 4.29.21</p>	<p>The Clear Induction Program has only one entry point during the year (fall semester). The candidate wanted to begin with elective coursework in order to enroll immediately and took one class without being assigned a mentor. As soon as this was discovered, the associate dean reached out to the candidate to orient her to the program and support her in assigning a mentor immediately.</p>
<p><b>Teacher Induction Program Precondition 3 – Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring</b></p>	<p>Beginning Friday, May 7, 2021, all candidates enrolled in GED 6013B and GED 6014B submit hourly logs on Friday of each week.</p> <p>This requirement was added to all syllabi (GED 6013A/B/C and GED 6014A/B/C) and is monitored by the GED 6013/6014 instructor. The mentoring time between the candidate and the site mentor shall not be less than one hour per week.</p>	<p>JHB/LK            Completed 4.29.21</p>	<p>Current candidates reported that they had received one hour of mentoring per week; however, completers had not always received one hour per week of mentor support. Based on previous completer feedback, new program co-directors were assigned during the 2019-2020 academic year.</p>

Precondition	Action Completed	Person(s) Responsible	Research/Notes
<i>coordinated and/or provided by the mentor.</i>			
<b>Teacher Induction Program Precondition 5:</b> <i>The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.</i>	Review of all mentor applications has been completed, and no administrators/evaluators are serving as mentors for current induction candidates.	JHB/LK Completed 4.29.21	The candidate in question was being mentored by a program specialist at her school, who unbeknownst to us, also was her supervisor. Neither the principal nor the site mentor alerted us to this fact; this will be moot as we are not admitting any more candidates to this program.

There are currently four candidates in our Teacher Induction Program. Three are in year two of the program and one is in year one but qualifies for ECO. Detail on each, including their location, is displayed below.

Candidate A AA	Gompers Charter School	Year 2
Candidate B KH	Training, Education, and Resource Institute	Year 2
Candidate C ES	PLNU Preschool	Year 2
Candidate D ML	City Tree Christian School	Year 1/ECO

#### *SOE Perspective and Plan of Action for Teacher Induction*

SOE's immediate response to learning Teacher Induction Preconditions 2, 3 and 5 were deemed *Not Met* by our review team was to analyze each precondition and the circumstances that led to the review team's conclusion. The feedback we received from the review team and what we have learned from program mentors, adjuncts, leadership, current candidates, and completers led SOE to take corrective actions to ensure the policies and processes intended to meet these preconditions are consistently applied and followed. As displayed in Table 1 (above), the SOE has identified and addressed each issue (Precondition), collected additional context/information (Research/Notes), taken corrective action (Action Completed), and identified individuals responsible for following through. We believe these steps address Teacher Induction Preconditions 2, 3 and 5 bring them into alignment with the preconditions.

On May 12, 2021, the SOE submitted a proposal to PLNU's Graduate and Extended Studies Committee requested to close the Teacher Induction Credential program to new candidates. On September 15, 2021, the SOE plans to request an "inactive status" for the clear teacher induction program. Point Loma Nazarene University will provide a teach-out plan for the five current candidates in the program, who have an anticipated finish date of August 27, 2022. No new candidates will be allowed to enter the program after May 1, 2021 and the five candidates will be informed in writing of the university's plan to withdraw the program from active status once the SOE has received permission from the university to close the program.



## Program Standards Not Met

Table 2: Plan to Address Program Standards Not Met

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
<p>Reading and Literacy AA</p> <p>Program Standard 4: Integrating Curriculum through Fieldwork</p>	<p><i>Candidates are required to work with individuals and/or small groups of students at both early and intermediate levels of literacy acquisition.</i></p>	<p>A required fieldwork component of experiences in both grades K- 3 and 4 - 8 has been emphasized in GED 6096 and GED 6097. The instructor has been provided information as to the requirement and its implementation when the course is next offered in Spring of 2022.</p>	<p>JHB Completed 4.29.21</p> <p>An orientation during the first session of GED 6096 (first course in sequence) has been developed to better explain the focus group students and explain all program requirements to the candidates.</p> <p>PM/LK Completed 5.12.21</p>	<p>Although the syllabi noted that two fieldwork placements were required, the course instructors did not require two levels of placement. Both the faculty have been instructed to require two separate levels of placement when the course sequence is offered in January, 2022.</p>
<p>Adaptive Physical Education AASE</p> <p>Program Standard 5: Assessment of Students</p>	<p><i>Each candidate understands and uses multiple sources of information to make a decision about eligibility for services for adapted physical education services.</i></p>	<p>Assessment modules to be included in GED 6022: Advanced Studies in Special Education Assessment and Analysis of Behavior will be developed for fall semester.</p> <p>A stand-alone assessment course for the APE candidates will be considered with faculty and external advisor input.</p>	<p>JK/SJ To be completed by 8.1.21</p> <p>JK/SJ Decision to be made by 9.1.21</p>	<p>While GED 6022 does require candidates to explore and employ multiple sources of assessment in the AASE being sought, the SOE has decided to add a module specifically addressing needs for teachers serving children identified with APE services.</p>
<p>Adaptive Physical Education AASE</p> <p>Program Standard 8: Field Experience in a Broad Range of Service Delivery Options</p>	<p><i>Candidates engage in clinical practice that includes experiences with a diversity of grades/ages or experiences with a broad range of service delivery</i></p>	<p>Candidates are placed in 20-hour placement increments where the FW coordinator ensures that each candidate is placed in elementary and secondary settings (SPE6057CPA-D).</p>	<p>JK Completed 4.1.21</p>	<p>At the time of the program review, candidates were in their first course and could verify only 20 hours of fieldwork as of 4.21.21.</p>

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
	<i>options for physical education.</i>	<p>Rubrics on A-D fieldwork syllabi developed to include language that ensures that a broad range of grades/ages and settings are assessed.</p> <p>The fieldwork coordinator has been tasked to monitor a broad range of fieldwork placements.</p>	<p>JHB Completed 5.1.21</p> <p>JHB Ongoing from 4.1.21</p>	
<p>Teacher Induction</p> <p>Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System</p>	<i>It could not be validated how the site administrator is consulted in the development of the Individualized Learning Plan (ILP). It is not clear how the program ensures dedicated time for regular mentor and candidate interactions.</i>	<p>Beginning Friday, May 7, 2021, all candidates enrolled in GED 6013B and GED 6014B began submitting hourly logs on Friday of each week.</p> <p>This requirement was added to all syllabi (GED 6013A/B/C and GED 6014A/B/C) and is monitored by the GED 6013/6014 instructor. The mentoring time between the candidate and the site mentor shall not be less than one hour per week.</p>	JHB/LK Completed 4.29.21	
<p>Teacher Induction</p> <p>Program Standard 4: Qualifications, Selection and Training of Mentors</p>	<i>It is unclear what qualifications are required for mentors. It is also unclear how confidentiality is maintained, as it appeared some candidates are paired</i>	A review of all mentor applications was completed on 4.29.21, and no evaluators/administrators are serving as an induction	JHB Completed 4.29.21	

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
	<p><i>with an administrator. There is no convincing evidence that the program is providing ongoing training and support for mentors, and responses were inconsistent that mentors received the initial training as described in the program design.</i></p>	<p>mentor for a current candidate.</p> <p>The program will produce a video during the summer of 2021 to describe the ILP and its purpose to support beginning educators, professionalism, and long-term educator professional development and growth.</p>	<p>LK/JHB</p> <p>To be completed by 5.31.21</p>	
<p>Teacher Induction</p> <p>Program Standard 6: Program Responsibilities for Assuring Quality of Program Services</p>	<p><i>It is not clear how the program regularly assesses the quality of services provided by mentors to candidates; it is not evident how the program provides a coherent overall system of support through the collaboration, communication, and coordination between the program, mentors, and school and district administrators.</i></p>	<p>An assignment will be included in Canvas that requires the candidate to provide feedback on the quality of mentor services in GED 6013A/B/C.</p> <p>Beginning on May 17, 2021, the GED 6013/6014 instructor and/or Associate Dean commenced monthly check-ins with the mentor and site administrator to address concerns, quality, and support of teacher induction candidates.</p>	<p>JHB</p> <p>To be completed by 7.1.21</p> <p>JHB/LK</p> <p>Ongoing</p>	

The SOE studied the six standards deemed unmet by the review team individually and at the program level as we worked toward addressing them. As of May 15, 2021 all four of the six had been addressed with the remaining two planned to be addressed by September 1, 2021. Table 2 (above) details each of the unmet standards, the review team's finding, SOE's research/notes and action taken to address each of the unmet standards in a systematic and sustainable manner.

## Program Standards Met with Concerns

Table 3: Plan to Address Program Standards Met with Concerns

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
<p>Preliminary Multiple and Single Subject Credential</p> <p>Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations</p>	<p><i>Candidates confirmed that they were not aware of the TPEs, their purpose or how they were practiced throughout the program.</i></p> <p><i>Similarly, candidates were not aware of the TPA, its purpose, elements of the assessment and how each assignment in each course prepared them for the TPA.</i></p>	<p>A video was distributed to all summer quad 1 and 2 MAT preliminary and multiple subject instructors directing them to highlight the TPEs and TPAs in their course overview and emphasize assignment alignment with the specific TPE or TPA; as well, they were directed to review the MAT scope and sequence (showing alignment of each TPE/TPA) in each syllabus.</p> <p>Beginning in September, 2021, bi-monthly adjunct meetings will be added to the SOE master calendar with the following agenda template of discussion items:</p> <ul style="list-style-type: none"> <li>• Course progression</li> <li>• IPA Matrix</li> <li>• Data review</li> </ul> <p>All signature assessments will be reviewed by program faculty during the 2021-22 academic year and revised to support TPA development.</p>	<p>JHB Completed 5.10.21</p> <p>DEE Calendared 5.17.21</p> <p>DEE Calendared 5.17.21</p>	
<p>Preliminary Multiple and Single Subject Credential</p> <p>Program Standard 3: Clinical Practice</p>	<p><i>University supervisors indicated that an orientation and on-boarding process is not available. Some university supervisors</i></p>	<p>Beginning in September, 2021, monthly program supervisor meetings will be added to the SOE master calendar with the following agenda template of discussion items:</p> <ul style="list-style-type: none"> <li>• Course progression</li> </ul>	<p>DEE Calendared 5.17.21</p>	



Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
	<p><i>indicated that on their own they choose to sit in courses to learn about the program's curriculum and content that prepares candidates.</i></p> <p><i>Other university supervisors, who do not attend classes, stated they learn about the content of the courses via the candidates, either via conversations about an assignment, or after seeing the implementation of the assignment. One supervisor learned about the program's content from the clinical practice interview with the candidates.</i></p>	<ul style="list-style-type: none"> <li>• IPA Matrix</li> <li>• Candidate TPA support</li> <li>• Data review</li> </ul>		
<p>Reading and Literacy AA</p> <p>Program Standard 5: Planning, Organizing, and Providing Literacy Instruction</p>	<p><i>Candidates are not provided opportunities to practice or demonstrate ability to interpret results of disaggregated school-wide assessment data as outlined in this requirement.</i></p> <p><i>Candidates had not been provided opportunities to be prepared to learn and</i></p>	<p>During the summer of 2020, the GED 6028/P course was revised to include updated, multiple digital literacies.</p> <p>The course coordination meeting was held on May 17, 2021 and the course instructor has added requirements for RLAA candidates to use disaggregated school-wide data and multiple digital literacies for 21<sup>st</sup> century skills in the project.</p>	<p>BS Completed 7.2020</p> <p>DEE Completed 5.17.21</p>	<p>The revised course has only been offered beginning in Summer of 2021, so any current candidates or program completers had not yet participated in the revised assignments.</p>

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
	<p><i>use the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st century skills necessary for success in today's global economy.</i></p>	<p>The program director for RLAA MV has contacted the instructor for GED 6028 with the names of RLAA candidates who will complete their project in an area of literacy development.</p>	<p>DEE Completed 5.17.21</p>	
<p>Adaptive Physical Education</p> <p>AASE Program Standard 13: Instructional Strategies and Adaptation</p>	<p><i>The documentation provided for the new version of the program shows that candidates will demonstrate these competencies in a video recorded lesson to be evaluated by the instructor. Interviews with candidates enrolled in the revised program verified that candidates have not demonstrated these competencies four months into the new program.</i></p>	<p>In the GED 6050 course, candidates design a UDL lesson plan that includes appropriate instructional strategies and adaptations. In the corresponding fieldwork course, SPE6057CPC candidates turn in the UDL lesson plan to instructor, get feedback then implement the UDL lesson plan in the field, where they practice appropriate instructional strategies and adaptations. Finally, candidates get feedback from their host teacher regarding how their curriculum planning, content standards, lesson, and behavior management were implemented. Candidates will upload a video of this lesson being taught to Canvas and review with instructor.</p> <p>During the GED 6056 course, APE candidates identify the IDEA disability category for that the student qualifies and identifies characteristics associated with a lack of appropriate motor behavior and neurological or other physiological-based conditions. The candidate completes the assignment by</p>	<p>JK/JV Completed 4.1.21</p>	<p>At the time of the CTC program review, no current candidates had completed any revised APE coursework yet.</p>

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
		<p>sharing five instructional strategies, five adaptations, and five behavior management strategies that would be used for the student. Candidates also reflect on how instructional strategies and adaptations were discussed and included in the comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning.</p> <p>In the SPE 6057D fieldwork course (completed in conjunction with SPE6075 coursework), candidates complete the following:</p> <ul style="list-style-type: none"> <li>• A review of the various progress monitoring systems (including what is used by the host teacher)</li> <li>• Using the data collected during the SPE6057 course assignment (interviewing two focus students and a review of their goals and services), the candidate chooses a progress monitoring system; uses it to track the progress of the two focus students, review of progress (baseline, progression, regression), make recommendations as to number of service hours, review the placement for LRE, and create a rubric to measure</li> </ul>		

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
		student's progress towards goals.		
Teacher Induction Program Standard 1: Program Purpose	<i>It is not clear how the program has implemented a robust mentoring system as described in the standards below to help each candidate work to meet the California Standards for the Teaching Profession.</i>	All mentors have been individually oriented to program requirements and their role as a mentor to a beginning professional; as well, the mentor orientation has been updated.  A module will be added to GED 6014A/B/C about professionalism and long-term educator professional growth.  A "just in time" column was added to the weekly time log.	LK/JHB Completed by 5.7.21  LK/JHB To be completed by 6.30.21  LK Completed 4.29.21	
Teacher Induction Program Standard 2: Components of the Mentoring Design	<i>It was not clear how the site administrator is consulted in the development of the ILP nor was it clear how they ensure mentoring support includes both "just in time" support and longer-term analysis of teaching practice to help candidates develop enduring professional skills.</i>	An assignment was included in all syllabi beginning in May, 2021 (Summer semester) that requires a triad of mentor, candidate, and administrator to meet at the beginning and end of each semester to review and revise the ILP based on the beginning educator's needs.	LK Completed 4.29.21	
Pupil Personnel Services Standard 1:	<i>Evidence suggests that the program lacks coherence and a consistent developmental approach. Additionally,</i>	An additional faculty line has been requested to support with advising and training of adjuncts.	DEE Completed 5.3.21  DEE	The program is being revised to align with the new PPS standards; courses and fieldwork aligned to the revised standards will be

Program Standard	Review Finding	Action(s) Completed	Person(s) Responsible	Notes
Program Design, Rationale and Coordination	<p><i>current and former candidates reported inconsistent advising which created anxiety and confusion about the program's educational plan.</i></p> <p><i>While adjunct faculty are given a strong orientation to the course they are teaching, they lack a clear sense of where the course fits within the overall curriculum.</i></p>	<p>Beginning in September, 2021, monthly program supervisor meetings will be added to the SOE master calendar with the following agenda template of discussion items:</p> <ul style="list-style-type: none"> <li>• Course progression</li> <li>• Candidate support</li> <li>• Data review</li> </ul> <p>Beginning in September, 2021, bi-monthly program adjunct meetings will be added to the SOE master calendar with the following agenda template of discussion items:</p> <ul style="list-style-type: none"> <li>• Course progression</li> <li>• Data review</li> </ul>	<p>Calendared 5.17.21</p> <p>DEE Calendared 5.17.21</p>	<p>offered beginning in Fall, 2021.</p>

*SOE Perspective and Plan of Action for Program Standards Met with Concerns*

SOE views the standards that were *Met with Concerns* as opportunities to improve existing practices. Our study and planning to improve the ways in which we meet these standards is displayed in Table 3 (above). SOE's continuous improvement efforts on these six standards prompted multi-faceted responses some of which could be implemented in the short term while others will take a bit longer to address. As of May 15, 2021 a plan to address each element of each of these standards had been articulated, a number of those actions have been completed while all others have been calendared.