

# Report of the Required 7<sup>th</sup> Year Report by The University of San Diego

February 2022

## Overview

This report provides information on the 7th year report for the University of San Diego (USD).

## Recommendation

This is an information/action item. Because there were no stipulations, no action is required beyond accepting the report from USD.

## Background

USD hosted an accreditation site visit in October 2020. The Committee on Accreditation (COA) granted a status of **Accreditation** to the institution at its January 28, 2021, meeting. The full team report may be found here: [USD 2020 Site Visit Report](#).

The COA also [required USD to submit a 7th year report](#) addressing the following topics related to the multiple subject, single subject, and education specialist programs:

1. (a) Verify consistent implementation of the new procedures related to clinical practice placements, (b) training for supervisors, and (c) inclusion of supervisors in program improvement for the dual credential program.
2. Strengthen the process and systematize the collection of feedback from community partners.

## Full Report

The full 7<sup>th</sup> year report is provided at [this hyperlink](#). The table below includes the topics for the report to address and a summary of actions taken by USD:

### Summary of Actions taken by The University of San Diego

Topics to Address	USD Summary of Actions
1(a) Verify consistent implementation of the new procedures related to clinical practice placements	USD addressed this topic by hosting mandatory candidate orientations and through the use of new clinical placement surveys and handbooks. In addition, the clinical placement experience now includes a bi-weekly in-person seminar course designed to support the requirements of student teaching semester(s) and the completion of the CalTPA.  Please see the <a href="#">full report</a> for further details.

Required Action	USD Summary of Actions
1(b) Consistent training for supervisors	<p>USD addressed this topic by implementing a new tailored training experience for supervisors through PD4MT that meets the 10-hour training needs of supervisors and mentor teachers. New supervisors also attend an initial program orientation. At the beginning of each semester, all supervisors attend a kick-off meeting to update them on any programmatic updates and to involve them in conversations about best practices and procedures.</p> <p>Please see the <a href="#">full report</a> for further details.</p>
1(c) Inclusion of supervisors in program improvement for the dual credential program.	<p>USD addressed this topic by having supervisors provide qualitative and quantitative data on teacher candidates throughout the semester via lesson observation forms and EdThena. This student-level and programmatic-level data is reviewed in aggregate annually by faculty. Feedback on mentor teacher and placement sites is provided at the end of each semester and reviewed bi-annually by faculty with an eye toward strengthening school partnerships and student teaching experiences.</p> <p>In addition, supervisors are invited to attend meetings of a recently created Advisory Success Board (detailed below), to meet with the Director of Field Experiences where their recommendations, suggestions, and concerns are elicited on an array of topics such as curriculum development, curriculum revision, emerging trends in the field, and focused development of competencies like classroom management, and to recommend future mentor teachers.</p> <p>Please see the <a href="#">full report</a> for further details.</p>

Required Action	USD Summary of Actions
<p>2) Strengthen the process and systematize the collection of feedback from community partners.</p>	<p>USD addressed this topic by instituting the Department of Learning and Teaching (DLT) Teacher Education Advisory Success Board in order to systematize and strengthen the process for collection of feedback from P-12 community partners.</p> <p>This new advisory board is made up of various community partners such as Cooperating Teachers, Teacher Practitioners, School District Personnel, K-12 School Principals and Vice Principals, HR Directors, and District K-12 coaches. In addition, internal stakeholders that are involved include university field supervisors, adjunct faculty, full time faculty, the Department Chair and the Assistant Dean of Assessment and Accreditation.</p> <p>The first meeting for the new board took place in November of 2021 and led to valuable feedback and recommendations that the program planned to use to develop action items at a January 2022 faculty retreat. The board will continue to meet twice per year.</p> <p>Please see the <a href="#">full report</a> for further details.</p>