

Report of the Accreditation Revisit to Point Loma Nazarene University

May 2022

Overview of this Report

This item is the accreditation team report for the March 28-30, 2022 revisit to Point Loma Nazarene University. The initial visit took place April 18-21, 2021. This item provides the report of the revisit team including the standard findings for the two Common Standards, the standard finding for the program standards for the Reading and Literacy Added Authorization program, the Pupil Personnel Services: School Counseling program, the Teacher Induction Program, and the Adapted Physical Education program; and, the revisit team's recommendations regarding the stipulations and the accreditation status.

Recommendations

1. That the stipulations from the 2021 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Stipulations** to **Accreditation**.

Background

An accreditation team conducted a site visit at [Point Loma Nazarene University on April 18-21, 2021](#). On the basis of the accreditation team report in 2021, the Committee on Accreditation made the following accreditation decision for Point Loma Nazarene University and all of its credential programs: **Accreditation with Stipulations**.

The stipulations placed on [Point Loma Nazarene University in June 2021](#) read as follows:

2021 Stipulations

That by June 1, 2021, Point Loma Nazarene must:

1. Provide evidence that demonstrates compliance with the Teacher Induction Preconditions 2, 3, and 5 by rectifying the issues that are out of compliance and providing a letter submitted by Point Loma Nazarene leadership that confirms compliance and alignment to the identified preconditions.

That within one year of the site visit, the institution must submit a report, including evidence documenting the following:

2. That it provides support and assistance to preliminary credential candidates in a consistent manner at the Bakersfield and Mission Valley campuses.
3. That it provides evidence of a clearly defined process and identifies specific personnel who support candidates who need additional assistance to meet program requirements and competencies in all programs.
4. That it provides evidence that the School of Education (SOE) assessment system collects data on candidate and mentor/site-based supervisor needs for all programs and makes appropriate modifications based on findings to provide a level of support that leads to candidate success.

5. That candidates in the preliminary programs are aware of the Teaching Performance Expectations (TPE) and their purpose and, where appropriate, the Teaching Performance Assessment (TPA) requirement.
6. That university supervisors are trained in and knowledgeable about the program's curriculum and assessments and are provided with an orientation to the program's expectations.
7. That for the Reading and Literacy Added Authorization (RLAA):
 - a. candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.
 - b. candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
 - c. candidates know the critical aspects of and can facilitate student and teacher use of multiple digital literacy for 21st century skills necessary for success in today's global economy.
8. That for the School Counseling Program:
 - a. candidates receive consistent advising and are provided with a plan that clearly delineates their path to program completion.
 - b. adjunct faculty are provided with the larger context of the School Counseling program so that they understand how each course fits within that context.
9. That for the Adapted Physical Education Added Authorization (APE) program:
 - a. candidates understand and use multiple sources of information to make decisions about eligibility for services for adapted physical education.
 - b. candidates are provided with the skills to assess students from diverse backgrounds and with varying language, communication, and cognitive abilities.
 - c. candidates are provided field experiences that lead to an extended culminating placement in which they work toward assuming full responsibility for providing services in the adapted physical education credential added authorization and are of sufficient duration for candidates to demonstrate the TPEs for adapted physical educators.
 - d. candidates are offered instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities and then are provided the opportunity to demonstrate their skills and ability through coursework and fieldwork.
 - e. candidates are provided the opportunities to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings.
10. That for the Teacher Induction Program:
 - a. the program implements a robust mentoring system as described in the standards to help each candidate work to meet the California Standards for the Teaching Profession.
 - b. the mentoring system provides both "just in time" and longer-term analysis of teaching practice to help candidates develop enduring professional skills.

- c. site administrators are consulted in the development of the Individualized Learning Plan.
 - d. the program describes how its design contributes to candidates’ retention in the profession.
 - e. candidates receive dedicated, consistent time for regular mentor interactions and that time meets requirements set forth in preconditions.
 - f. mentors receive training and support in the program’s design so that they are aware of the ILP and its purpose.
 - g. the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors.
 - h. the program develops a system of support through collaboration, communication, and coordination between the program, mentors, schools, and district administrators.
11. That within one year Point Loma Nazarene University host a revisit to confirm all stipulations have been addressed.

2022 Revisit Findings and Recommendations

The findings of the 2022 Revisit Team are as follows:

Common Standard Findings

Common Standard	Initial Visit April 2021	Re-visit March 2022
2) Candidate Recruitment and Support	Met with Concerns	Met
4) Continuous Improvement	Met with Concerns	Met

2022 Revisit Team Recommendations

Stipulations	Revisit Team Recommendation
<p>1. That by June 1, 2021, Point Loma Nazarene must provide evidence that demonstrates compliance with the Teacher Induction Preconditions 2, 3, and 5 by rectifying the issues that are out of compliance and providing a letter submitted by Point Loma Nazarene leadership that confirms compliance and alignment to the identified preconditions.</p>	<p>Evidence was provided at June 2021 COA meeting.</p> <p>Point Loma inactivated their Teacher Induction Program.</p>
<p>2. That it provides support and assistance to preliminary credential candidates in a consistent manner at the Bakersfield and Mission Valley campuses.</p>	<p>That the stipulation be removed.</p>
<p>3. That it provides evidence of a clearly defined process and identifies specific personnel who support candidates who need additional assistance to meet program requirements and competencies in all programs.</p>	<p>That the stipulation be removed.</p>
<p>4. That it provides evidence that the School of Education (SOE) assessment system collects data on candidate and mentor/site-based supervisor needs for all programs and makes appropriate modifications based on findings to provide a level of support that leads to candidate success.</p>	<p>That the stipulation be removed.</p>
<p>5. That candidates in the preliminary programs are aware of the Teaching Performance Expectations (TPE) and their purpose and, where appropriate, the Teaching Performance Assessment (TPA) requirement.</p>	<p>That the stipulation be removed.</p>
<p>6. That university supervisors are trained in and knowledgeable about the program’s curriculum and assessments and are provided with an orientation to the program’s expectations.</p>	<p>That the stipulation be removed.</p>
<p>7. That for the Reading and Literacy Added Authorization (RLAA):</p> <ul style="list-style-type: none"> a. candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition. b. candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development. c. candidates know the critical aspects of and can facilitate student and teacher use of multiple digital literacy for 21st century skills necessary for success in today’s global economy. 	<p>That the stipulations be removed.</p>

Stipulations	Revisit Team Recommendation
<p>8. That for the School Counseling Program:</p> <ul style="list-style-type: none"> a. candidates receive consistent advising and are provided with a plan that clearly delineates their path to program completion. b. adjunct faculty are provided with the larger context of the School Counseling 	<p>That the stipulations be removed.</p>
<p>9. That for the Adapted Physical Education Added Authorization (APE) program:</p> <ul style="list-style-type: none"> a. candidates understand and use multiple sources of information to make decisions about eligibility for services for adapted physical education. b. candidates are provided with the skills to assess students from diverse backgrounds and with varying language, communication, and cognitive abilities. c. candidates are provided field experiences that lead to an extended culminating placement in which they work toward assuming full responsibility for providing services in the adapted physical education credential added authorization and are of sufficient duration for candidates to demonstrate the TPEs for adapted physical educators. d. candidates are offered instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities and then are provided the opportunity to demonstrate their skills and ability through coursework and fieldwork. e. candidates are provided the opportunities to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings. 	<p>That the stipulations be removed.</p>
<p>10. That for the Teacher Induction Program:</p> <ul style="list-style-type: none"> a. the program implements a robust mentoring system as described in the standards to help each candidate work to meet the California Standards for the Teaching Profession. b. the mentoring system provides both “just in time” and longer-term analysis of teaching practice to help candidates develop enduring professional skills. c. site administrators are consulted in the development of the Individualized Learning Plan. 	<p>This program was not reviewed. Point Loma inactivated their Teacher Induction Program effective June 2021.</p>

Stipulations	Revisit Team Recommendation
<ul style="list-style-type: none"> d. the program describes how its design contributes to candidates' retention in the profession. e. candidates receive dedicated, consistent time for regular mentor interactions and that time meets requirements set forth in preconditions. <ul style="list-style-type: none"> f. mentors receive training and support in the program's design so that they are aware of the ILP and its purpose. g. the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors. h. the program develops a system of support through collaboration, communication, and coordination between the program, mentors, schools, and district administrators. 	

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

Institution: Point Loma Nazarene University

Dates of Revisit: March 28-30, 2022

Accreditation Team Recommendation: Accreditation

Rationale:

In preparation for the 2022 revisit, the institution prepared a table that outlined steps taken to address the stipulations and all standards deemed less than fully met at the 2021 visit. The report included comprehensive supporting evidence for each part of the narrative. After examining the written documentation and conducting interviews at the campus, the revisit team is recommending that the stipulations placed on Point Loma Nazarene University by the Committee on Accreditation in June 2021 be removed. In addition, the team has determined that the two Common Standards less than fully met at the initial site visit are now **Met** and the Program Standards less than fully met are now **Met**, with the exception of Program Standard 11 of the Adapted Physical Education Added Authorization Program which is **Met with Concerns**.

2022 Revisit Team Finding

Based on the fact that the team found Common Standard 2 and Common Standard 4 to be **Met**, **and that all Program Standards are Met**, with the exception of Program Standard 11 of the Adapted Physical Education Added Authorization program which is **Met with Concerns**, the team recommends that all stipulations be removed and that the accreditation decision for Point Loma Nazarene University (PLNU) be **Accreditation** with a follow up report to the COA in sixth months addressing Program Standard 11 for the Adapted Physical Education Added Authorization program that is still found to be **Met with Concerns**.

Further, staff recommends the following:

- That PLNU be permitted to propose new credential programs for approval by the Committee on Accreditation.
- That PLNU 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.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Preliminary Multiple and Single Subject with Intern
Preliminary Education Specialist Mild to Moderate Disabilities with Intern
Preliminary Education Specialist Moderate to Severe Disabilities with Intern
Reading and Literacy Added Authorization

Education Specialist Added Authorization: Early Childhood Special Education
Education Specialist Added Authorization: Autism Spectrum Disorder
Education Specialist Added Authorization: Emotional Disturbance
Education Specialist Added Authorization: Orthopedic Impairments
Education Specialist Added Authorization: Other Health Impairments
Education Specialist Added Authorization: Traumatic Brain Injury
Preliminary Administrative Services
Clear Administrative Services Induction
Adapted Physical Education Added Authorization
PPS School Counseling with Intern

Accreditation Team

Team Lead

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Revisit Team Members

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Staff to the Accreditation Team

Sarah Solari Colombini, Consultant

Interviews Conducted

Stakeholders	TOTAL
Institutional Administration	15
Program Coordinators	1
Faculty	12
Field Supervisors – Program	13
Student Success Advisors	4
Candidates	94
TOTAL	139

Note: In some cases, individuals were interviewed by more than one team member due to the multiple roles the individual fills.

Background

Point Loma Nazarene University (PLNU) moved to online instruction in March of 2020 in response to the COVID-19 pandemic. Remote instruction continued for candidates in the educator preparation programs offered through Point Loma until February of 2021 when some candidates resumed in-person instruction and others continued to receive instruction remotely. As of September of 2021, all candidates transitioned to in-person instruction.

Stipulations and the Common Standards

The stipulations for PLNU are focused on both Common Standards and specific Program Standards. Common Standard 2: Candidate Recruitment and Support and Common Standard 4: Continuous Improvement have stipulations assigned to elements within each common standard. There are also program specific stipulations for the following programs: Teacher Induction, Reading and Literacy Added Authorization, School Counseling, and Adapted Physical Education.

At the June Committee on Accreditation (COA) meeting, Point Loma Nazarene University submitted a request to move its Teacher Induction Program to Inactive Status effective June 21, 2021. This was approved by the COA.

The Visit

The re-visit took place through technology and proceeded in accordance with all normal accreditation protocols.

2021 Evidence Reviewed and Revisit Findings
Common Standard 2

2021 Site Visit Decision	2022 Revisit Decision
Met with Concerns	Met

2022 Revisit Evidence:

Evidence provided in document review and through interviews with candidates, staff (Student Success Advisors, institutional leadership), and campus leadership confirmed that the unit provides support and assistance to preliminary candidates in a consistent manner at the Bakersfield and Mission Valley campuses. Evidence provided by the unit and interviews with the Student Success Advisors and School of Education Operations Manager confirm that processes and personnel have been clearly identified to support candidates in meeting program requirements and competencies in all programs. The improvements in processes by the Student Advising Office are commendable, especially in the development of a system to track candidate requirements across programs as well as campuses, that is viewable by program leadership, faculty, and staff.

The unit provided evidence of improved student support (reclassification of advisors) and improved communication strategies intended to improve the support available to candidates and inform candidates of these supports. Candidates confirmed through interviews that they were aware of the specific personnel who were able to assist them when they needed additional guidance or support in meeting program requirements and that the support that they received met their needs.

Document review confirmed that candidates are presented with information on the Teaching Performance Expectations (TPE) and Teaching Performance Assessment (TPA) requirements in a systematic manner. Interviews with candidates confirmed that they became knowledgeable of the TPEs and TPA starting with orientation and throughout coursework and fieldwork experiences as well.

The unit provided documentation of university supervisor training and the elements of that training. University supervisors confirmed through interviews that the orientation, monthly meetings, and ongoing training and support provided have made them knowledgeable about the program’s curriculum, expectations, and assessments. Evidence provided by the unit and interviews with university supervisors confirm the training that has been embedded in regularly scheduled meetings has been effective in increasing knowledge about program curriculum, assessments, and in providing overall orientation to program expectations.

Standard Finding

Based on the information provided by Point Loma Nazarene University and the interviews conducted during the revisit, the team finds Common Standard 2 to be **Met**.

Stipulation(s)

- 2. That it provides support and assistance to preliminary credential candidates in consistent manner at the Bakersfield and Mission Valley campuses.
- 3. That it provides evidence of a clearly defined process and identified specific personnel who support candidates who need additional assistance to meet program requirements and competencies in all programs.
- 5. That candidates in the preliminary programs are aware of the Teaching Performance Expectations (TPE) and their purpose and, where appropriate, the Teaching Performance Assessment requirement.
- 6. That university supervisors are trained in and knowledgeable about the program’s curriculum and assessments and are provided with an orientation to the program’s expectations.

Team Recommendations regarding Stipulations

The team recommends that Stipulations 2, 3, 5, and 6 be removed.

Common Standard 4

2021 Site Visit Decision	2022 Revisit Decision
Met with Concerns	Met

2022 Revisit Evidence:

The evidence provided by the unit confirms the development of a process to assess candidate experiences in fieldwork placements as well as the perceptions of the district-employed supervisor. A plan for the systematic collection, review, and identification of implications for continuous improvement is evident and has been implemented on a small scale to establish a baseline. There is a plan to scale up the process as evidenced by the development of a survey applicable to all educator credentialing programs in the unit. The degree to which the process informs modifications that promote the longer-term outcomes relative to candidates’ success has yet to be determined. That being said, the process that is being developed is thoughtful, intentionally designed, and inclusive.

Standard Finding

Based on the information provided by Point Loma Nazarene University and the interviews conducted during the revisit, the team finds Common Standard 4 to be **Met**.

Stipulation(s)

- 4. That it provides evidence that the School of Education (SOE) assessment system collects data in candidate and mentor/site based supervisor needs for all programs and makes appropriate modifications based on findings to provide a level of support that leads to candidate success.

Team Recommendation regarding Stipulation

The team recommends that Stipulation 4 be removed.

Reading and Literacy Added Authorization

2021 Site Visit Decision	2022 Revisit Decision
Standard 5: Planning, Organizing, and Providing Literacy Instruction – Met with Concerns	Met
Standard 4: Integrating Curriculum through Fieldwork – Not Met	Met

2022 Revisit Evidence:

Document review and interviews with candidates, institutional leadership, and program faculty confirmed that candidates work with students at both early (PreK-3) and intermediate (4+) levels of literacy. Candidates spoke highly of their experiences in fieldwork at the different levels which they believed improved their teaching in each area of focus. Candidates reported the ability to interpret results of disaggregated schoolwide assessment data to propose changes in instructional practices through grade and school level discussions and professional development. Many candidates shared examples of intervention strategies that they proposed to school leadership as a result of their review and analysis of disaggregated data. In addition, candidates were able to share their knowledge of the critical aspects of digital literacy for 21st century learning skills necessary for student success in today’s global economy. Candidates provided examples of the value of their digital literacy skills obtained through coursework in improving student learning in their classrooms.

Standards Findings

Based on the information provided by Point Loma Nazarene University and the interviews conducted during the revisit, the team finds program standards 4 and 5 of the Reading and Literacy Added Authorization program to be **Met**.

Stipulation(s)

7. That for the Reading and Literacy Added Authorization (RLAA):
- a. candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.
 - b. candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
 - c. candidates know the critical aspects of and can facilitate student and teacher use of multiple digital literacy for 21st century skills necessary for success in today’s global economy.

Team Recommendation regarding Stipulation 7

The team recommends that Stipulation 7a through 7c be removed.

Pupil Personnel Services: School Counseling with Intern

2021 Site Visit Decision	2022 Revisit Decision
Standard 1: Program Design, Rationale, and Coordination – Met with Concerns	Met

2022 Revisit Evidence:

The evidence provided by the unit and interviews with the Student Success Advisors, SOE Operations Manager, the PPS Fieldwork Placement Coordinator, adjunct faculty, university supervisors, and candidates confirmed that candidates receive consistent advising and are provided with a plan that is clear and informative about their path through the program. Examples of processes that were identified by advisors, faculty, and candidates in interviews included the weekly newsletter with advising tips and reminders, ease of accessing a Student Success Advisor, and the PPS program coordinator for information and advice, and the additional information regarding deadlines, and tips included on the program plan. Evidence provided by the unit and interviews with the fieldwork placement coordinator, adjunct faculty, and university supervisors confirmed that adjunct faculty and university supervisors are provided with the larger context of the PPS School Counseling program. Specific examples include the detailed minutes from the adjunct meetings and the comments from the interview with the adjunct faculty and university supervisors about their commitment to working together collaboratively as a team.

Standard Finding

Based on the information provided by Point Loma Nazarene University and the interviews conducted during the revisit, the team finds program standard 1 of the Pupil Personnel Services: School Counseling with Intern program to be **Met**.

Stipulations

- 8. That for the School Counseling Program:
 - a. candidates receive consistent advising and are provided with a plan that clearly delineates their path to program completion.
 - b. adjunct faculty are provided with the larger context of the School Counseling program so that they understand how each course fits within that context.

Team Recommendation regarding Stipulation 8

The team recommends that Stipulation 8a and 8b be removed.

Adapted Physical Education

2021 Site Visit Decision	2022 Revisit Decision
Standard 11: Motor Behavior as Applied to Adapted Physical Education – Met with Concerns	Met with Concerns

Standard 13: Instructional Strategies and Adaptation – Met with Concerns	Met
Standard 5: Assessment of Students – Not Met	Met
Standard 8: Field Experience in a Broad Range of Service Delivery Options – Not Met	Met

2022 Revisit Evidence:

The team reviewed updated and new documentation in the form of syllabi, rubrics, screenshots from courses within the learning management system, and email templates. The team interviewed the fieldwork coordinator, two adjunct faculty, and group of current candidates. Interviews confirmed that candidates understand and utilize multiple sources of information to make decisions about eligibility for services for adapted physical education. Candidates and faculty referenced processes used to determine eligibility that included observations, interviews, and data yielded from assessments. The interviews, in conjunction with documentation, confirmed that candidates acquire the skills to assess students from diverse backgrounds and students with varying language, communication, and cognitive abilities. Faculty reported providing candidates with individual feedback about assessment administration on a variety of assessment tools used with students with disabilities. Interviews with the fieldwork coordinator, adjunct faculty, and candidates confirmed that newly designed fieldwork experiences lead to a culminating placement in which candidates work toward assuming full responsibility for providing services in the adapted physical education added authorization and that these experiences are of sufficient duration for candidates to demonstrate the TPEs for adapted physical educators. The same evidence demonstrated that candidates are provided the opportunities, both in coursework and their clinical practice, to demonstrate instruction strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings. Candidates reported the requirement to video themselves providing instruction for the purpose of reflection and analysis about their instruction practice.

Although abundant evidence was found of instruction and assessment in concepts of motor development, evidence of instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities was not found in any of the documentation or through interviews. As such, no evidence was found of opportunities for candidates to demonstrate their application of these principles in coursework or fieldwork.

Standards Findings

Based on the information provided by Point Loma Nazarene University and the interviews conducted during the revisit, the team finds program standards 5, 8, and 13 of the Adapted Physical Education program to be **Met** and Standard 11 to be **Met with Concerns**.

Rationale:

While evidence of candidates receiving instruction in motor development was provided, documents reviewed, and interviews conducted with candidates and faculty did not yield evidence of instruction in motor learning or motor control.

Stipulation(s)

9. That for the Adapted Physical Education Added Authorization (APE) Program:
- a. candidates understand and use multiple sources of information to make decisions about eligibility for services for adapted physical education.
 - b. candidates are provided with the skills to assess students from diverse backgrounds and with varying language, communication, and cognitive abilities.
 - c. candidates are provided field experiences that lead to an extended culminating placement in which they work toward assuming full responsibility for providing services in the adapted physical education credential added authorization and are of sufficient duration for candidates to demonstrate TPEs for adapted physical educators.
 - d. candidates are offered instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities and then are provided the opportunity to demonstrate their skills and ability through coursework and fieldwork.
 - e. candidates are provided the opportunities to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings.

Team Recommendation regarding Stipulation(s)

The team recommends that Stipulation 9a through 9e be removed.

Teacher Induction Program – Inactive effective June 21, 2021

2021 Site Visit Decision	2022 Revisit Decision
Standard 1: Program Purpose – Met with Concerns	<i>Inactive program</i>
Standard 2: Components of Mentoring Design – Met with Concerns	<i>Inactive program</i>
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System – Not Met	<i>Inactive program</i>
Standard 4: Qualifications, Selection and Training of Mentors – Not Met	<i>Inactive program</i>
Standard 6: Program Responsibilities for Assuring Quality of Program Services – Not Met	<i>Inactive program</i>

2022 Revisit Evidence:

The Teacher Induction Program was not reviewed at the Revisit since the program has been inactivated and closed to any new candidates. PLNU submitted evidence at the June 2021 COA meeting verifying that it was in alignment with the preconditions and has submitted evidence addressing the stipulations even though the program is inactive and will close once all candidates have completed the program. The evidence that PLNU submitted addressing each of the stipulations 10a through 10h demonstrates that PLNU has met each of them. Mentor logs, samples of individual learning plans, and triad meeting documentation were included as evidence that the induction program was meeting program standards.

Standard Finding

There is no finding for this standard. PLNU made this program inactive effective June 21, 2021 and is teaching out the remaining candidates. Once all remaining five candidates have completed the program, PLNU intends to withdraw the program.

Stipulations

10. That for the Teacher Induction Program:

- a. the program implements a robust mentoring system as described in the standards to help each candidate work to meet the California Standards for the Teaching Profession.
- b. the mentoring system provides both “just in time” and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
- c. site administrators are consulted in the development of the Individualized Learning Plan.
- d. the program describes how its design contributes to candidates’ retention in the profession.
- e. candidates receive dedicated, consistent time for regular mentor interactions and that time meets requirements set forth in preconditions.
- f. mentors receive training and support in the program’s design so that they are aware of the ILP and its purpose.
- g. the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors.
- h. the program develops a system of support through collaboration, communication, and coordination between the program, mentors, schools, and district administrators.

Team Recommendation regarding Stipulation 10

PLNU plans to withdraw this program once candidates have been taught out of the program.

Accreditation Recommendation

Based on the fact that the team found Common Standard 2 and Common Standard 4 to be **Met** and that the program standards for the Reading and Literacy Added Authorization, the Pupil Personnel Services: School Counseling with Intern, and that all Standards for the Adapted Physical Education program were found to be **Met**, with the exception of Standard 11: Motor Behavior as Applied to Adapted Physical Education, the team recommends that the

accreditation decision for Point Loma Nazarene University to be **Accreditation** with a follow up report to the COA in six months addressing Program Standard 11 for Adapted Physical Education Added Authorization that is still found to be **Met with Concerns**.