

# Discussion of the 1st Quarterly Report from Hope International University

October 27, 2022

## Overview of this Report

This agenda item provides the first quarterly report submitted by Hope International University (HIU) addressing stipulations resulting from their April 2022 site visit. Following its decision of *Accreditation with Stipulations* at the [June 2022](#) meeting, the Committee on Accreditation (COA) directed HIU to provide updates to staff at quarterly intervals culminating in an April 2023 revisit documenting the progress made toward addressing stipulations in the April 2022 Accreditation Report. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

## Staff Recommendation

It is staff's recommendation that the Committee on Accreditation accept this report from Hope International University. Staff will continue to work with the institution to provide assistance and review each quarterly report from the institution until the revisit scheduled for April 2023.

## Background

Hope International University (HIU) offers three educator preparation programs, Preliminary Administrative Credential (PASC), Preliminary Multiple Subject Credential (PMSC) and the Preliminary Single Subject Credential (PSSC). An accreditation site visit for HIU took place on April 24 - 26, 2022. Following discussion and deliberation of the report and its recommendations at their June 2022 meeting, the COA determined that the institution be granted *Accreditation with Stipulations*. Nine Common Standards stipulations, one PMSC stipulation, and one PASC stipulation were placed on the institution. Those stipulations are listed below.

1. That within one year, for the Preliminary Multiple Subject/Single Subject Credential program, the institution provides evidence:
  - a. that site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner
  - b. that candidates are systematically placed in settings that reflect the diversity of California classrooms.
  - c. that candidates have significant experience in public schools.
  - d. that the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.
  - e. that each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
  - f. that master teachers possess the current knowledge and skills for candidate supervision and program expectations.

- g. that candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.
  - h. that recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.
  - i. that data collected during clinical supervision can be aggregated and disaggregated.
- 2. That within one year, for the Preliminary Multiple Subject Credential program, the institution provides evidence:
  - a. that candidates are demonstrating competence in teaching Physical Education and Health.
- 3. That within one year, for the Preliminary Administrative Services Credential program, the institution provides evidence:
  - a. that site-based supervisors are evaluated in a systematic manner.
- 4. That within one year, Hope International University host a focused revisit.

### **First Quarterly Report Contents**

Following the April 2022 site visit, HIU's program staff and administration met to discuss the stipulations; this report contains both the actions which have already been taken and those which are planned for the future in order to address each of the stipulations. The first quarterly report from HIU was received on October 4, 2022 and includes efforts and activities which had been completed up to that date. The table provided below is a summary of the actions take thus far; the full report can be found on the [HIU website](#).

### **Next Steps**

The second quarterly report is scheduled to be presented to the COA at its January 2023 meeting. Staff will continue to monitor Hope International University's progress in addressing its stipulations.

**Steps Taken by Hope International University to Address Stipulations  
Plans for Addressing Stipulations and Evidence**

<b>PMSC/PSSC Stipulations: Provide evidence that</b>	<b>Q1 Plans</b>	<b>Q2 Plans</b>	<b>Q3 Plans</b>
<p>a) site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner</p>	<p>HIU is addressing this stipulation in three ways: raising awareness, implementation, and documentation.</p> <p>To raise awareness for all parties involved that Master Teachers will receive training, including the specified 10 hours, HIU has modified the agreement documents relevant to a student placement. The Master <a href="#">Teacher MOU</a> now includes language regarding training as does the <a href="#">Student Teaching Agreement</a>.</p> <p>For the specified 10 hours of training, HIU has developed a <a href="#">Program Orientation Agenda</a> which addresses two hours of the training. For the remaining eight hours, HIU is using the <a href="#">Intersegmental Project</a> developed by the California Council on Teacher Education (CCTE). For professional development beyond the 10 hours, HIU has created the <a href="#">Master Teacher Professional Development Inquiry Form</a> to determine the individual training needs of each Master Teacher.</p>		

PMSC/PSSC Stipulations: Provide evidence that	Q1 Plans	Q2 Plans	Q3 Plans
	<p>When the Master Teacher completes the Program Orientation, it is documented on <a href="#">HIU's Student Teaching Observation form</a>. The full 10 hours is documented on the <a href="#">Student Teaching Placement Tracking spreadsheet</a>. Master Teacher training is tracked by the Credential Analyst.</p> <p>Currently training for Master Teachers requirements are documented on the student teaching documentation of their respective candidate. For Quarter 2 HIU will design a more efficient system for tracking all Master Teacher training.</p> <p>This training protocol began with the fall term. Quarter 2 and 3 reports will provide data and information regarding the results of the Master Teacher Professional Development Inquiry Form and pursuant training beyond the specified 10 hours.</p>		

PMSC/PSSC Stipulations: Provide evidence that	Q1 Plans	Q2 Plans	Q3 Plans
<p>b) candidates are systematically placed in settings that reflect the diversity of California classrooms.</p>	<p>HIU has addressed this stipulation in a variety of ways.</p> <ol style="list-style-type: none"> <li>1. HIU has created a new position to help with Clinical Practice placements and establishing MOUs. See pg. 3 for job description for <a href="#">Student Teaching Placement Coordinator</a>.</li> <li>2. The Dean is developing a “List of Approved Schools” (public and private) which reflect the diversity of California classrooms. Beginning with Quarter 2, all fieldwork and clinical placements will be chosen from this vetted list. There is a process for placement in a school not on the list which shows the school also meets HIU requirements. Students can use the <a href="#">Special Request for Fieldwork Observations form</a>.</li> <li>3. The <a href="#">Student Teaching Agreement</a> has been revised to ensure all requirements for the Student Teaching placement have been met, including a diverse classroom.</li> <li>4. The Master Teacher MOU has also been revised to include a reference to the requirement for diversity. <a href="#">See pg. 2 of a Sample MOU</a>.</li> <li>5. All Syllabi now include a <a href="#">statement</a> about required fieldwork needing to be completed at one of the vetted schools.</li> <li>6. To document that they are in diverse classroom, candidates are required to document students demographics on the <a href="#">Fieldwork Observation Verification form</a>. These forms are uploaded to a class in HIU’s Canvas platform where they are reviewed and documented to count toward the candidates 600 hours.</li> </ol>		

PMSC/PSSC Stipulations: Provide evidence that	Q1 Plans	Q2 Plans	Q3 Plans
c) candidates have significant experience in public schools.	<p>To ensure their candidates have significant experience in public schools, HIU has done the following:</p> <ol style="list-style-type: none"> <li>1. All Syllabi now include a <a href="#">statement</a> about required fieldwork needing to be completed in public schools which are on the “List of Approved Schools” currently being developed. There is a process for placement in a school not on the list which shows the school also meets HIU requirements. Students can use the <a href="#">Special Request for Fieldwork Observations form</a>.</li> <li>2. Candidates in private school Student Teaching placements are required to complete an 8-week placement in a public school and 8-week placement in a private school. This is documented in the <a href="#">Multiple Subject Credential Handbook</a> and <a href="#">Single Subject Credential Handbook</a>.</li> <li>3. To document that they are in an appropriate classroom, candidates are required to document students demographics on the <a href="#">Fieldwork Observation Verification form</a>. These forms are uploaded to a class in HIU’s Canvas platform where they are reviewed and documented to count toward the candidates 600 hours.</li> </ol>		

<b>PMSC/PSSC Stipulations: Provide evidence that</b>	<b>Q1 Plans</b>	<b>Q2 Plans</b>	<b>Q3 Plans</b>
<p>d) the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.</p>	<p>To confirm that each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program, HIU has implemented a new tracking system. The Canvas platform will be used as a repository through a new “course” EDU5998 - COE Clinical Practice/Observation Tracking which the institution has established as a means to document fieldwork and clinical practice hours. The “assignments” in this new course correspond with assignments in credential courses which require fieldwork or clinical practice. All candidates are enrolled in this class and are required to upload course fieldwork/clinical practice assignments from all other courses to the correlating assignment in EDU5998.</p> <p>At the end of each term, the Graduate Dept Chair will review all submissions to the Canvas course and award points for each assignment that meets the fieldwork/clinical placement requirements (1 point = 1 hour). Upon completion of the program, 600+ pts earned in the course will be used as evidence that 600+ hours have been completed for each candidate.</p> <p>The full quarterly report contains a video demonstration of the EDU5998 course.</p>		

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<p>e) each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population.</p>	<p>HIU is addressing this stipulation in two ways:</p> <ol style="list-style-type: none"> <li>1. Current candidates who are under teaching contracts at private schools were individually counseled with their administrators that the candidate must complete at least 150 hours of student teaching in a public school.</li> <li>2. Policy was changed and documented in <a href="#">Multiple Subject Credential handbook</a> and <a href="#">Single Subject Student Credential handbook</a> that future candidates who wish to student teach in a private school placement must have a minimum of 150 hours of teaching in a public school.</li> </ol> <p>The Dean is currently compiling a list of public schools which meet CTC and institutional requirements for fieldwork and clinical practice. Once this list is complete, HIU will develop a process for tracking the 150 hours including those hours completed during Quarter 1. Future quarterly reports will include information on this process.</p>		

PMSC/PSSC Stipulations: Provide evidence that	Q1 Plans	Q2 Plans	Q3 Plans
f) master teachers possess the current knowledge and skills for candidate supervision and program expectations.	<p>HIU has developed three protocols to ensure Master Teachers possess the current knowledge and skills for candidate supervision and program expectations.</p> <ol style="list-style-type: none"> <li>1. The <a href="#">Student Teaching Agreement</a>, which is signed by the Master Teacher, Administrator, HIU Supervisor and Student Teacher confirms that all minimum requirements for the Master Teacher are met.</li> <li>2. For the 10 hours of training specific to the HIU program expectations, the institution has developed a <a href="#">Program Orientation Agenda</a> which addresses two hours of the training. For the remaining eight hours, HIU is using the <a href="#">Intersegmental Project</a> developed by the California Council on Teacher Education (CCTE). For professional development beyond the 10 hours, HIU has created the <a href="#">Master Teacher Professional Development Inquiry Form</a> to determine the individual training needs of each Master Teacher.</li> <li>3. For professional development beyond the 10 hours, HIU has created the <a href="#">Master Teacher Professional Development Inquiry Form</a> to determine the individual training needs of each Master Teacher.</li> </ol>		
g) candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.	<p>HIU currently uses an informal process for working with partner schools to find appropriate mentor matches for candidates. This involves conversations with the Credential Analyst, the Student Teaching District Coordinator, Site Principals, and Master Teachers.</p> <p>This process will be formalized and documented for the Quarter 2 report.</p>		

<b>PMSC/PSSC Stipulations: Provide evidence that</b>	<b>Q1 Plans</b>	<b>Q2 Plans</b>	<b>Q3 Plans</b>
h) recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.	<p>HIU has established a secure platform to store and archive recordings of classroom instruction by creating a “course” in their Canvas platform. (<a href="#">EDU5999 screenshot</a>)</p> <p>This course is addressed in the <a href="#">Faculty Training course</a> and documented in the <a href="#">Single Subject Student Teaching handbook</a> and <a href="#">Multiple Subject Student Teaching handbook</a>.</p>		
i) data collected during clinical supervision can be aggregated and disaggregated.	The ability to aggregate and disaggregate data will be presented in future reports.		
<b><u>PMSC Stipulation: Provide evidence that</u></b>	<b><u>Plans for Addressing Stipulations and Evidence</u></b>		
candidates are demonstrating competence in teaching Physical Education and Health.	<p>HIU has added demonstration of competence in teaching Physical Education and Health to the list of required demonstration of competence in the other subject areas. This list is included in the <a href="#">Student Teaching Handbook</a> to inform candidates and observations are recorded on the <a href="#">Student Teaching Observation form</a> as well as the <a href="#">Assuming Responsibility for the Entire Classroom</a> form. Completion of the demonstration of competence in Physical Education and Health is documented on the <a href="#">PMSC Checklist</a>.</p>		
<b>PASC Stipulation: Provide evidence that</b>	<b>Plans for Addressing Stipulations and Evidence</b>		

PMSC/PSSC Stipulations: Provide evidence that	Q1 Plans	Q2 Plans	Q3 Plans
site-based supervisors are evaluated in a systematic manner.	HIU has developed a new <a href="#">Site-Based Mentor Evaluation</a> form by which HIU Supervisors and candidates will evaluate the site-based mentors at the end of each course with a fieldwork/clinical practice component. Institutional leadership will use this evaluation to determine if the relationship with the site-based mentor is effective. These evaluations will be implemented at the conclusion of the first term of the 2022/2023 academic year.		