

## Discussion of the 7<sup>th</sup> Year Report for National University June 2023

### Overview of this Report

This agenda item provides information on the actions taken by National University (NU) to address three program standards that were met with concerns. Following its decision at the [August 2022 meeting](#), the Committee on Accreditation granted NU the status of *Accreditation with a 7<sup>th</sup> Year Report*. The 7<sup>th</sup> Year Report is to address the parts of the standards that were less than fully met. Information is included in this report related to how the institution has made changes addressing the issues identified for these standards.

### Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept the 7<sup>th</sup> year report.

### Background

The accreditation site visit for National University was held virtually and took place May 15-18, 2022. Following discussion and deliberation of the report and its recommendations at their August 2022 meeting, the COA determined that the institution be granted *Accreditation with a 7<sup>th</sup> Year Report*. A summary of NU's actions taken related to each standard can be found below and the full response is [linked here](#).

**Steps Taken by National University to address standards that were met with concerns:**

Program Standard	NU Response
<p><b>Multiple/Single Subject Standard 3: Clinical Practice</b> Provide evidence that the program consistently provides orientation to all program and district-employed supervisors related to the program’s expectations, and assures that supervisors are knowledgeable about the CalTPA.</p>	<p>National University ensures that all district-employed supervisors are completing the Professional Development for Mentor Teachers (PD4MT). Part of this training includes information related to the CalTPA specific to NU. A formal tracking system is in place to confirm that supervisors are completing the training.</p> <p>Additional evidence of training specific to the CalTPA is shared with the supervisors through training slides used in the triad meeting between the candidate, district- and university supervisor.</p> <p>Lastly, a retreat was held on May 16, 2023, to address the process for a formal supervisors’ orientation with a focus on handbook updates, credentials, lesson plans, communication, and CalTPA updates. The retreat was attended by clinical practice staff, program faculty, credentials staff, and college administrators.</p>
<p><b>Clear Administrative Services Standard 3: Selection and Training of Coaches</b> Provide evidence that the induction program selects coaches using well-defined criteria and that they receive initial training prior to being assigned to a candidate.</p>	<p>New criteria for selecting a coach and the duties of coaches, including training, are available on the linked document. Instructors from NU work closely with each site coach to provide this training.</p> <p>The coaching professional development sequence is as follows:</p> <ol style="list-style-type: none"> <li>1. Candidate recommends a site coach to the NU instructor. When agreed upon, the candidate submits the site coach’s name for approval by the superintendent of the district or designee.</li> <li>2. NU instructor meets with site coach prior to the start of the first course for the candidate and talks about the coaching expectations and coaching techniques. A new document was added to instructor resources explaining this process.</li> <li>3. NU instructor meets monthly with the site coach to discuss the candidate’s progress and coaching techniques.</li> <li>4. NU instructor meets quarterly with other instructors and academic program director for coaching professional development.</li> </ol>

Program Standard	NU Response
<p><b>Clear Administrative Services Standard 4D: Assessment</b>            Provide evidence of candidates completing an initial induction assessment to measure a candidates' entry level competence in each of the program selected outcomes from standard 5 as baseline information that can be compared in future assessments to determine the candidate's growth over time and overall competency.</p>	<p>In order to address this standard, beginning this past year, all candidates met with their NU instructor and coach to analyze their initial skill level for each CPSEL. The program has added a strengths assessment from Zenger Folkman to provide an additional assessment tool. The candidate's induction plan and the assessment data are used to determine their goals. To be clear about the assessments for the candidate, a line was added to the induction plan template to ensure candidates add their assessment data to each CPSEL as the induction plan is written. To ensure ongoing assessment of progress, candidates discuss their progress with their NU instructor and coach and reflect on the induction plan.</p>