

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Mount St. Mary's University**

**Professional Services Division**

**April, 2015**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Mount St. Mary's University. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions  
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice		X	
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

**Program Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject with Internship	19	17	2	
Single Subject with Internship	19	17	2	
Education Specialist: M/M with Internship	22	21	1	
Education Specialist: DHH with Internship	27	24	2	1
General Education (MS/SS) Clear Credential	6	5	1	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Mount Saint Mary's University

**Dates of Visit:** February 22-25, 2015

**Accreditation Team**

**Recommendation:** Accreditation with Stipulations

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, community stakeholders and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the nine Common Standards is that Standards 1-6 and Standard 9 are **Met**. Standards 7: Field Experience and Clinical Practice and 8: District-Employed Supervisors are **Met with Concerns**.

Program Standards

MSMU has five credential programs; the team found that all standards were **Met** with the following exceptions:

- Multiple Subject Program - 2 standards **Met with Concerns**, one particular to the Intern delivery model.
- Single Subject Program - 2 standards **Met with Concerns**, one particular to the Intern delivery model. .
- Education Specialist M/M - 1 standard **Met with Concerns** for the Intern Delivery Model.
- Education Specialist Deaf and Hard of Hearing program, 2 standards **Met with Concerns**, 1 standard **Not Met**.
- General Education Clear - 1 standard **Met with Concerns**

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, student services staff, and

other stakeholders. Due to the finding that 7 Common Standards were met and 2 met with concerns; and that that for the five Commission-approved programs all program standards were met with the exception of 8 that were met with concerns, (3 particular to the Intern delivery model); and 1 not met; the team unanimously recommends a decision of **Accreditation with Stipulations:**

- That the institution develop and consistently implement a training process for district-employed supervisors using well-defined criteria based upon their assigned responsibilities and supervisory role in each program.
- That the institution submit evidence documenting intern support and supervision hours in the basic teaching credential programs, including support for instructing EL students when necessary and evidence that the support and supervision align with required timelines.
- That the institution submit evidence that MOU’s negotiated with districts employing interns explicitly identify which party is responsible for the provision of the required intern support and supervision hours.
- That the of Course of Study for the Deaf and Hard of Hearing program include coursework and fieldwork that reflects the full range of service delivery options, including general education and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential, and provides opportunities for candidates to demonstrate a repertoire of communication strategies.
- That the Course of Study for the Deaf and Hard of Hearing program include coursework and field experiences in Transition and Transitional Planning to adulthood.

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

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Multiple Subject
Multiple Subject	Clear Multiple Subject
Multiple Subject Intern	
Single Subject	Single Subject
Single Subject	Clear Single Subject
Single Subject Intern	
Education Specialist Credentials	
Mild/Moderate Disabilities	
Mild/Moderate Disabilities Intern	

Staff recommends that:

- The institution's response to the preconditions be accepted with the exception of the intern preconditions related to support and supervision. Due to the fact that these were found by the team to be less than fully met, the institution must respond in writing within 30 days. The response from the institution would be reviewed by the COA at its June 2015 meeting.
- Mount Saint Mary's University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Mount Saint Mary's University 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.

#### **Accreditation Team**

**Team Leader:**

**Mel Hunt**

Retired; Saint Mary's College

**Common Standards Cluster:**

**Cheryl Forbes**

University of California, San Diego

**M.G. (Peggy) Kelly**

California State University, Pomona

**Basic/Teaching Programs Cluster:**

**Lory Selby**

California Lutheran University

**Janice Myck-Wayne**

California State University, Fullerton

**Staff to the Visit**

**Paula Jacobs**

Commission on Teacher Credentialing

## Documents Reviewed

University Catalog	Intern Program Documents
Common Standards Report	Schedule of Classes
Course Syllabi	Advisement Documents
Candidate Files	Faculty Vitae
Fieldwork Handbooks	College Annual Report
Follow-up Survey Results	College Budget Plan
Program Assessment Feedback	TPA Data
Sample Assessments	Program Documentation
Biennial Report	Program Information Booklet
Biennial Report Feedback	Institutional Self-Study
Field Experience Notebooks	

## Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	<b>TOTAL</b>
Candidates	22	92	<b>114</b>
Completers	17	28	<b>45</b>
Employers	15	10	<b>25</b>
Institutional Administration	9	3	<b>12</b>
Program Coordinators	8	9	<b>17</b>
Faculty	13	39	<b>52</b>
TPA Coordinator	2	2	<b>4</b>
Advisors	3	7	<b>10</b>
Field Supervisors – Program	8	17	<b>25</b>
Field Supervisors – District	4	7	<b>11</b>
Credential Analysts and Staff	5	4	<b>9</b>
Advisory Board Members	4	18	<b>22</b>
Other	9	3	<b>12</b>
	<b>119</b>	<b>239</b>	<b>358</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background information

Established in 1925, Mount Saint Mary's University (MSMU) first awarded degrees to the Inaugural Class of 1929. 'The Mount', as it is commonly referenced, has since awarded more than 18,000 degrees at the undergraduate and graduate levels. The university is sponsored by the Sisters of St. Joseph of Carondelet. MSMU is the only Catholic university primarily for

women in the western United States; however, both graduate and weekend baccalaureate programs for adults are co-ed, as are all credential programs. Every year since 2012, the Mount has released the groundbreaking Report on the Status of Women and Girls in California™, to shine a light on the 18.7 million women and girls that call California home. In 2014, MSMU had an enrollment of 30,310 students and six undergraduate colleges, five academic divisions and five graduate and professional schools. Mount Saint Mary's University offers more than 30 undergraduate degrees, and 11 graduate programs; Bachelor of Arts or Sciences degree programs span an array of more than thirty different majors and minors, from a highly ranked nursing school to degree programs in political science, education, biology, film and traditional liberal arts.

MSMU has two campuses; the Chalon Campus is located just above the Getty Center in the hills of Brentwood and is home to the College's traditional undergraduate program. The University's downtown Doheny Campus features the historic Doheny Mansion, part of a century-old estate once owned by L.A. oil baron Edward L. Doheny. This campus is home to the associate of arts program, as well as its co-ed Weekend College, graduate, and certificate programs.

In January 2015, Mount St. Mary's College underwent an institutional transformation to become Mount Saint Mary's University (MSMU). The new designation better reflects the range of programs the institution offers at both the graduate and undergraduate level.

### **Education Unit**

MSMU offers five credential programs administered through their Department of Education. Teaching credential programs for the Multiple Subject, Single Subject, and Educational Specialist Mild to Moderate Disabilities (M/M) programs are offered at the undergraduate and graduate level, while the Educational Specialist Deaf and Hard of Hearing (DHH) and the General Education Clear credential program for the Multiple and Single Subject credentials are offered at the graduate level only. The operations of the DHH program are centered at the John Tracy Clinic, located near the Doheny campus. In addition to its credential programs, the department also offers a number of graduate degrees in education. The unit has a current enrollment of 229 candidates and awarded 86 credentials in 2013-14 as displayed in Table 1.

In addition to the credential programs noted above, the department also offers programs in Liberal Studies and in Early Childhood Education which do not lead to state credentials. The Chair of the Education Department is the person directly responsible for overseeing the operation of all the MSMU credential programs. The Chair of the Education Department reports to the Provost.

The faculty of the Education Department are directly involved in the governance and operation of the department's credential programs. Eight of the nine full-time faculty direct one of the credential or degree programs. Part-time and adjunct faculty also attend regular meetings throughout the academic year to ensure that all faculty are informed of and follow Departmental guidelines.

**Table 1**

### Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
Multiple Subject MS Intern	Initial	11 0	61 0	CTC
Single Subject SS Intern	Initial	7 1	40 0	CTC
Ed Specialist M/M Ed Sp M/M Intern	Initial	3 0	27 5	CTC
Ed Specialist DHH Ed Sp DHH Intern	Initial	8 0	14 2	CTC
General Education (MS/SS) Clear	Advanced	56	80	CTC

### The Visit

The Accreditation Site Visit took place Sunday through Wednesday February 22-25, 2015 as is typical for Commission accreditation site visits. Five accreditation team members convened at 1:00 p.m. Sunday February 22, 2015 for a team meeting prior to attending a Sunday afternoon reception, orientation, and interviews at the University campus. The team was greeted by the MSMU President, the Provost, the Chair of the Education Department and faculty who provided an introduction to the university, its history, programs and faculty. The Education Department Chair provided an introduction to the vision including the university's commitment to collaborative relationships within the department and the university and with the broader K-12 community. The Education Department Chair then provided an overview of the teacher preparation programs, their interrelationships and faculty.

A Mid-visit Report was shared with the Chair and Fieldwork Coordinator Tuesday morning; interviews and data collection continued through Tuesday evening with team members conferring with one another frequently. A half-day visit to the John Tracy Clinic by two team members provided additional on-site information relative to the Education Specialist, DHH program and the role of the clinic.

The careful attention to detail in prior planning provided for a smooth visit and multiple opportunities for team members to gather information on the organization and implementation of Commission-approved programs. Team meetings were held during lunch Monday and Tuesday as well as each evening. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held at the MSMU campus at noon on Wednesday February 25, 2015. The site visit was completed with no unusual circumstances.

# Common Standards

## Standard 1: Educational Leadership

## Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

## Findings

The Mount Saint Mary's University (MSMU) is sponsored by the Sisters of St. Joseph of Carondelet. MSMU operates two campuses in Los Angeles. The original Chalon campus situated on a hilltop in the Brentwood area of the city and the Doheny campus located in downtown Los Angeles. University programs at undergraduate level are offered to women only; programs at the graduate level are coeducational.

In January 2015, what had been Mount St. Mary's College underwent an institutional transformation to become Mount Saint Mary's University. The new designation better reflects the range of programs the institution offers at both the graduate and undergraduate level. In addition, with the recent state approval permitting community colleges to offer four-year degrees and the expansion of MSMU programs outside of the United States, clarification of the institution's status as a University became more essential.

MSMU offers five credential programs. Teaching credential programs for the Multiple, Single, and Educational Specialist programs are offered at the undergraduate and graduate level, while the Educational Specialist Deaf and Hard of Hearing (DHH) and the Clear Credential program for the Multiple and Single Subject credentials are offered at the graduate level only. The operation of the DHH program is centered at the John Tracy Clinic (JTC), which is located adjacent to the Doheny campus. The affiliation between MSMU and the JTC began in 2013. In addition to the credential programs noted above, the Department also offers programs in Liberal Studies and in Early Childhood Education which do not lead to state credentials, Master's degrees are also offered in a number of areas of specialization.

All the MSMU credential programs are administered through the Education Department. The Chair of the Education Department is directly responsible for overseeing the operation of all the MSMU credential programs. Each credential program is led by a program director, which is also a full-time faculty member at MSMU. The Chair of the Education Department reports directly to the MSMU Provost. The University administration recognizes that the credential programs require specific support for activities such as field placements and provides the necessary resources to the Department for those specific needs.

The foundation of the institution’s research-based vision for educator preparation is the Catholic intellectual tradition. For its credential programs, the faculty of the Education Department have selected the text *Preparing Teachers for a Changing World* by Linda Darling Hammond to inform the basic operations of the unit’s programs. Using the plan-teach--reflect and apply cycle, candidates are trained to become reflective practitioners.

The faculty members of the Education Department are directly involved in the governance and operation of the Department’s credential programs. Since eight of the nine full-time faculty serve in the Department as program directors, the full-time faculty are thus directly involved in the day-to-day operations of the unit. Meetings including faculty and staff are regularly scheduled to analyze and improve the functioning of the Department. Part-time and adjunct faculty members also attend regular meetings throughout the academic year to ensure that all faculty members are informed of and follow Departmental guidelines. The full-time faculty members actively participate in the governance of the institution by membership in the various administrative committees. These committees contribute directly to the operations of the University. Interviews with MSMU faculty and staff outside the Department of Education confirmed the strong collaborative efforts of the Education Department faculty in governance-related committees across campus. In addition, Credential Advisory Committees, which draw from stakeholders in the community as well as K-12 educators, have been formed to advise each credential program’s operation.

The unit’s credential recommendation system is directly operated by the Credential Analyst and supervised by the Education Department leadership. The Credential Analyst is trained by participating in workshops offered by the Commission as well as attending the annual credential conference offered by the Credential Counselors and Analysts of California. While the Credential Analyst works directly with the online credential system, the chair of the Education Department and relevant Program Director monitor each recommendation to ensure the accuracy and integrity of the recommendation system.

**Standard 2: Unit and Program Assessment and Evaluation**

**Standard Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

Mount Saint Mary’s University fosters the development of an assessment culture in service of its core mission and focus on student learning. A review of program documents as well as interviews with program leaders and faculty confirmed that commission-approved programs in the Education Department participate in a comprehensive assessment and evaluation system. Preliminary teaching credential programs are part of the college-wide assessment process that includes curriculum mapping, data analyses, and the development of program improvement plans that are reviewed annually by a campus-level Assessment Task Force. As a non-degree program, the Clear Credential program does not formally participate in college-wide

assessment but does collect formative and summative assessment data that is monitored by program leaders. A yearly MSMU Education Department Assessment Retreat engages all full-time faculty and program directors in examining data and determining programmatic changes. In addition to this annual cycle, program leaders, faculty, and candidates themselves draw on multiple measures to monitor progress and make changes as needed throughout the course of each program. The institution further demonstrates commitment to the importance of assessment by employing a full-time Assessment Coordinator on a ten-month contract who provides critical support for program leaders and faculty through managing data collection and analysis, and generating reports to help inform improvement efforts. The Education Department Assessment Coordinator has also served on the MSMU Assessment Task Force and serves as a liaison with campus-level assessment activities.

Documents provided by the program illustrate a variety of tools that assist unit leaders and faculty in monitoring candidate learning and guiding program improvement. Candidate performance is assessed through embedded assignments in each program. A common field evaluation linked to commission-approved performance expectations is implemented across programs. The Education Department also incorporates feedback from varied stakeholders in the assessment and evaluation system. During interviews, program leaders and faculty members described recent efforts to enhance data collection from program completers and employers. Advisory council members confirmed their participation in asking critical questions as well as helping program leaders to refine and reshape ideas for the future.

Data related to each candidate's qualifications and competence is collected from admissions through program completion. Data collection is organized by the Assessment Coordinator who provides timely reports for faculty and program leaders as confirmed in interviews with stakeholders. All Commission-approved programs include university instructor and supervisor evaluations, as well as evaluations of district-employed supervisors. The results of these evaluations are used by the Department Chair to guide unit-level evaluation and improvement. Multiple stakeholders provided examples of program improvements informed by the data collected. For example, modifications to the Preliminary Multiple Subject (MS), Single Subject (SS) and Education Specialist: Mild Moderate (M/M) programs to integrate a co-teaching model were implemented based on feedback from candidates, district-employed supervisors, and faculty members who identified the need to enhance candidate preparation for including students with special needs in general education classrooms.

**Standard 3: Resources****Standard Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

**Findings**

In common with most private IHE's, the primary revenue source of Mount Saint Mary's University is tuition. As a result, the level of funding provided to individual departments and programs has a significant link to current enrollment. The MSMU leadership has recognized that enrollment in its undergraduate programs is effectively capped by the urban setting of the institution, which makes it very difficult to increase the number of participants. Increasing enrollment at the graduate level, including credential programs, has been identified as a key source of new revenue. Interviews with the MSMU institutional administration, program directors, and program faculty confirmed that funding to individual units fluctuates over time, in relation to enrollment, as program needs increase or decrease.

MSMU develops its budget annually within the framework of a five-year strategic plan. During the fall, MSMU revenue projections for the coming year are established. During the spring, the projected revenue is distributed to programs based initially on the prior year's budget. Faculty members in each department have the opportunity to request budget modifications. These modifications, when approved at the departmental level, are evaluated through a formal budget change process at the institutional level. The final approval of the budget rests with the institution's administration.

Interviews with the department chair, program directors, and faculty members, as well as a review of MSMU budget documents verified that the Education Department is consistently provided with the faculty, staff, and facilities needed to operate each credential program. When circumstances change, supplemental funding is made available. Interviews with program directors provided examples of such a change. Current enrollment in the General Education and Education Specialist programs has been increasing. Enrollment in one course increased from 22 candidates in Spring 2014 to 46 candidates in spring of 2015. Supplemental funding was provided for the program to hire additional adjunct faculty to support the increased course enrollment.

Interviews with faculty, candidates, and departmental administrators verified that each program is provided with adequate facilities and support personnel to effectively prepare candidates. As an element in this process, the MSMU administration has recognized that teacher preparation programs have expenses for activities such as field placements and administration of the TPA which go beyond those required of most academic programs. The MSMU administration has long been committed to provide the Education Department with the funds required to support those activities.

Institutional funding is also provided for faculty development and to support grant writing. Existing technology and library resources are sufficient to support current program activities. Interviews established that MSMU has plans to provide additional support for the University's upcoming strategic planning process.

The John Tracy Clinic (JTC), which has recently become affiliated with MSMU, and houses the program-specific facilities for the DHH program, is treated as a financially self-sufficient branch of the Education Department. About 80% of the JTC's revenue is derived from independent grants. It is the responsibility of one of the Co-Directors of the Clinic and JTC staff to research grant opportunities and write proposals for continued grant support. An example of successful grant writing is the funding currently received from a federal grant offered by the Department of Education, Office of Special Education. This grant award provides 50% of funds for the tuition of DHH candidates who participate in the JTC program. The Clinic has a long history of securing grant funding to support candidate enrollment. The JTC Board also has a history of active fundraising to supplement the clinic's operating expenses.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Standard Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

#### **Findings**

The high quality of the Mount Saint Mary University faculty, including full-time and adjunct faculty, college supervisors and field-based educators, was evident in interviews with candidates, program completers, advisory council members and other stakeholders, as well as through a review of faculty vitae and other program documents. All faculty members hold appropriate degrees and credentials and have substantive clinical experience.

Beyond their professional and academic qualifications, faculty members demonstrate a great deal of caring and concern for candidates as well as for the field of education. Current candidates and program completers alike frequently commented that contact with MSMU faculty was one of the most significant factors in the success of their preparation, describing the faculty as "student-centered" mentors who created a welcoming and inclusive environment that felt "like home."

According to interviews and documents reviewed, faculty members at MSMU participate in a wide range of professional activities in local TK-12 schools and community organizations, thus maintaining the traditions of service and social justice that characterize the university mission.

Faculty members demonstrate engaged scholarship through conducting research, attending professional conferences, and modeling reflective inquiry for their students.

MSMU faculty members comprise a vibrant, diverse community that values collaboration. This community encompasses not only full-time faculty but also adjunct instructors and TK-12 educators who supervise field experiences and clinical practice. Adjunct instructors, for example, commented that they always felt “recognized and welcomed” in the Education Department at MSMU. Collectively, this extended faculty group represents ethnic, cultural, linguistic and gender diversity reflecting the larger Los Angeles community context of public and parochial schools in which the university is set. Several faculty members commented positively on ways in which the Education Department engages in substantive dialogues on issues of diversity, including book clubs to discuss *Witnessing Whiteness* organized by the Department Chair and other campus initiatives.

All full-time faculty supervise field experiences or clinical practice in TK-12 schools across programs and in this way keep abreast of changing policies and practices. Department support is provided for building capacity to implement new California academic standards such as the Common Core State Standards, and the new California English Language Development Standards. Faculty members attend professional conferences, and regular meetings include discussion of current curricular issues. As verified in interviews, program directors meet regularly with faculty, including adjunct faculty and field-based educators in both onsite and distance programs, to review course syllabi and lesson plan templates used in each program. In this way, program directors ensure that courses incorporate current California academic standards and frameworks, as well as the California Teaching Performance Expectations (TPEs) and professional preparation program standards.

The involvement of full-time MSMU faculty in supervision provides a systematic venue for regular collaboration with P-12 colleagues, as well as the substantive involvement of adjunct instructors and field-based educators in the life of the programs. Each program has an active advisory board as documented in interviews and program documents. Collaborative efforts center on improved teaching and learning for P-12 students as well as for credential candidates. A recent example includes collaborative refinement of the field evaluation instrument, aligned with the California TPEs, that is used across preliminary credential programs. P-12 educators and administrators also participate in formative and summative evaluation of portfolios documenting Preliminary Clear General Education Candidate portfolios that are aligned to the California Standards for the Teaching Profession and collaborate with program faculty to refine these assessment processes.

Full-time MSMU faculty members have a wide range of opportunities for professional development. Opportunities cited by interviewees included attendance at professional conferences, grant-funded professional development, and release time for research. Adjunct faculty also reported opportunities to attend professional development offered by the Education Department, including training on new technologies such as the *Angel* learning management system. Full-time and adjunct faculty alike expressed appreciation for the collaborative environment of the department, including opportunities to serve on ad hoc

committees for implementation of new programs or revision to existing programs, and opportunities to investigate areas of common professional interest.

Teaching excellence is part of the core mission of MSMU and is a principal category in decisions regarding tenure and promotion which include observations of practice. Oversight of adjunct instruction occurs through observations by the Education Department Chair and program directors. Candidates complete formal evaluations of all MSMU faculty and district-employed supervisors. College supervisors also inform the Field Placement Coordinator of any concerns that may arise with cooperating teachers or other field-based educators. In these ways, the Education Department ensures that all faculty model best practices. According to interviews with candidates and program completers, these efforts have been successful. Teaching excellence is rewarded with recognition in the departmental newsletters and on the website, examples of engaging practice are also shared in regular college-wide faculty assemblies.

### **Standard 5: Admission**

### **Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### **Findings**

All MSMU professional education programs have a defined admissions process that begins with a screening interview. While the interview itself does not have a consistent protocol, the purpose is to learn about the potential applicant in order to assess whether or not meeting the program dispositions and commitment to becoming a professional educator are evident. Additionally, the screening interview, most often conducted by the specific program director, is used to determine areas of support that may be needed to ensure candidate success in the program and as an effective educator.

To assess candidates for admission to programs, the Education Department employs multiple measures (assessment of academic potential, level of oral and written communication, and experience with birth to 12th grade students and families, letters of recommendation, observed professionalism, written statement of purpose) as well as all Commission-adopted requirements. Programs use a rubric to rate candidates on all measures and note where candidates are weak. In considering candidates, the unit is purposeful in supporting candidates from diverse backgrounds whose prior educational and life experiences may not have resulted in meeting some of the admission criteria at the highest level. Coursework timing and program progress may warrant a delay or a slower pace due to personal responsibilities.

Candidates who do not meet all criteria may be admitted on a conditional basis. Common reasons for conditional admission include not fully passing the CSET exam, official transcripts not received, or other admission elements being in process. Candidates are clearly informed that if all conditions have not been met by the beginning of the following semester, continuation in the program will be in jeopardy.

The Education Department is in a unique geographical location to recruit, support, and retain candidates from diverse backgrounds. The Education Department campus is located in central Los Angeles, in predominantly African American, Latino, and Asian communities, in a predominantly high poverty area; sixty percent of the program candidates are from the university area and often return to the area to teach.

**Standard 6: Advice and Assistance**

**Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

The unit highly values the personal interaction with candidates concentrating on the dispositions presented at the exploratory interview. Emphasis on professional dispositions has created a culture of enhanced personal interest in candidates by program directors, faculty members, and staff in support developing candidate competence in meeting performance expectations throughout every phase of the program. It was confirmed that full-time faculty members are the primary advisors and make themselves available beyond business hours including weekends. Each program coordinator works in tandem with the credential analyst to ensure that accurate information is provided to candidates.

The unit provides consistent, accurate information through a variety of sources. Information in the university catalog is consistent with recruitment brochures, web-accessible sources, regularly scheduled information sessions, admissions criteria outlined in Common Standard 5, and verified through checklists used by program staff and provided to candidates. Evidence provided shows that the unit regularly assesses and updates advising and recruitment media to consistently provide current information.

The advisement process is very clear and structured. Candidates are assigned an appropriate faculty advisor following a meeting with the program coordinator who creates the initial program plan. Faculty advisors ensure that candidates are enrolled in coursework outlined in the plan. Deviations from the plan require approval of the faculty advisor and department chair. Accuracy and consistency of the advisement process is support by a database, *Colleague*, which is accessible to all faculty and staff. Candidates were uniformly enthusiastic about the relationship and support of advisors.

Evidence and interviews verified that progress is monitored by the program director, advisors, and department chair. Should issues arise, the candidate's advisor may recommend utilization of appropriate university support resources available on campus as well as frequent mentoring sessions.

Because MSMU programs are small, support and feedback during student teaching beyond the cooperating teacher and university supervisor often falls to the program director. This individual may also be the supervisor of the candidate during student teaching. Knowing and understanding the candidate's progression and growth to the point of the culminating experience, student teaching, provides an insight as well as consistent message focusing the candidate on areas of improvement. This strong relationship also supports the development of candidates who need extra time or who must be counseled out of the program.

While the unit works hard to retain promising candidates, a process known as "Notice of Concern" has been instituted to address issues of non-performance in teaching and/or dispositional issues in the classroom. This process provides documentation of on-going issues, an action plan, and eventual resolution or confirmation of growth.

### **Standard 7: Field Experience and Clinical Practice**

### **Met with Concerns**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### **Findings**

MSMU preliminary credential programs recently underwent a revision process to come into alignment with recent changes in the standards. Many school-based partners on advisory groups are also active participants in the implementation of programs through roles as cooperating teachers, district-employed supervisors, adjunct faculty members, and often are also alumni. They uniformly confirmed that through these various roles, they have participated in some aspect of the design, development, and implementation of changes in the programs. Because the partners come from private, charter, and public schools, they are keenly aware of the state-adopted academic standards, the need to support EL students, and to focus on student learning as they advise programs to prepare candidates.

The close relationship between the unit and the partners confirms that the partners are actively involved in the selection process for all candidates in every aspect of the field-based experience from the sites to the personnel. However; from review of District MOUs, and interviews with supervisors and intern candidates, it is evident that interns, who require additional support and supervision as clarified in PSA 13-06, are not consistently being provided the minimum general hours of support (144) and the additional hours (45) if the intern does not already hold an EL authorization.

Candidates in all programs have multiple experiences in discussing issues of diversity in coursework then supplemented by field-based experiences leading to analysis of teaching practices. Examination of syllabi, field-based experience expectations, as well as interviews

with current candidates and completers verified the consistency and depth of student understanding of issues of diversity.

### **Rationale**

*...For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel....*

Interviews with Education Department faculty and staff and the review of documents including current MOUs with districts in which MSMU interns are placed established that the new requirements for intern support and supervision specified in PSA 13-06 are not yet implemented in the MSMU basic teaching credential intern programs. In particular, the MSMU intern programs have not developed an effective method of recording the services provided to the interns to document the timeliness of the support. In addition, it is not clear which part of the 144 hours of support (or the additional 45 hours needed if the intern does not have an EL authorization) would be provided by the program and which would be provided by the employing district.

### **Standard 8: District-Employed Supervisors**

### **Standard: Met with Concerns**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### **Findings**

The Fieldwork Coordinator provided verification that district-employed supervisors, cooperating teachers, and mentor buddies are certified in the appropriate areas. Because the programs serve a large proportion of Catholic School teachers in becoming fully credentialed, the Fieldwork Coordinator Office is sensitive to the placement requirements for already employed candidates and fully utilizes public schools where certification is closely monitored. School site administrators complete the verification process through school/district personnel records.

Most district-employed supervisors, cooperating teachers, and mentor/buddy teachers have been part of the program for many years. Currently, the programs use only district-employed supervisors with whom they have previous experience in that role. Therefore, recently, no selection has been necessary. However, if new district-employed supervisors are needed, the fieldwork coordinator works collaboratively with the appropriate program director and department chair to identify potential supervisory candidates. Interviews consistently confirmed that new hires almost always come from alumni who have strong relationships with faculty members and have demonstrated successful teaching, are teaching at the placement site for early field-based observations for coursework, and have been observed by faculty members. The criteria for selection rest on demonstrated success in teaching, and meeting the appropriate certification requirements for the role being considered. Once a prospective

supervisor has been identified, university personnel consult with the school site administrator to substantiate the appropriateness of the selection as well as to consider others who may meet the criteria at the school site.

In terms of training and preparation for the role of supervision and evaluation, the unit was not able to provide a set of written policies and procedures for the hiring, training, and evaluation of district-based supervisors. All training and orientation takes place on a one-to-one basis for each new district-based supervisor. The fieldwork coordinator customizes a set of materials for each district-employed supervisor based on their previous experiences and the unique needs and characteristics of the candidate being placed. The unit leadership argued that the small size of the programs and strong relationships between the programs and school partners mitigated the need for clear written policies and procedures that would guarantee consistency across all programs.

### **Rationale**

*...Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.*

Review of departmental documents as well as interviews with faculty and district-employed supervisors revealed that the training of district personnel is not consistent. While many district-employed supervisors have worked with MSMU for some time, when new supervisors are recruited the faculty member or fieldwork coordinator provides the training directly to the new district supervisor. This process results in inconsistent training across the programs. Further, when changes in supervision and support are made by any program, the communication to the district-employed supervisors was found to be inconsistent due to the absence of centralized communication procedures.

### **Standard 9: Assessment of Candidate Competence**

### **Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.
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### **Findings**

MSMU candidates demonstrate professional knowledge and skills through multiple measures, beginning with assessment of content knowledge, basic skills and professional dispositions as part of the admissions process. Common formative assessment “opportunity” or “practice” tasks in preliminary general and special education teaching credential programs evaluate the readiness of candidates to take on daily whole-class responsibility as confirmed by candidates, faculty and district-employed supervisors. The unit has established a process for implementing the California Teaching Performance Assessment tasks in each program so that candidates receive formative feedback on rubric-aligned tasks and the results of analyses of Records of Evidence by program leaders also inform targeted support. The unit monitors RICA results and uses the results for candidate support and program improvement. Formative and summative fieldwork evaluations across the preliminary credential programs are linked to applicable

Teaching Performance Expectations as illustrated in program documentation, and reported during interviews with faculty, district-employed supervisors, candidates and program completers. Candidates in the Clear Multiple and Single Subject Programs receive formative feedback throughout the program on embedded signature assignments using the Formative Assessment of California Teachers (FACT) system as indicated by candidates, program completers, and field-based supervisors. Each semester candidates review a self-assessment of their performance aligned to the California Standards for the Teaching Profession (CSTPs). Field-based supervisors reported that they also provided feedback on the candidates' self-assessment tasks. Summative assessment includes evaluation by external evaluators, including employers, experienced teachers and support providers. These external evaluators confirmed that the process illuminates candidate progress toward commission-adopted performance expectations within this system through the use of the FACT process and alignment with the CSTPs. Candidates and program completers commented on the usefulness of the process in helping them more systematically reflect on practice.

Summative TPA and embedded assessment results included in Biennial Reports and reviewed on-site indicate that the MSMU effectively prepares candidates for success in meeting all Commission-adopted requirements in addition to college-wide goals. Program faculty and leaders, candidates and completers all confirmed that the unit-wide focus on relevant performance expectations and standards supported them in meeting all requirements. Document review and interviews with program directors and coordinators as well credential analysts and staff confirmed that MSMU candidates meet all requirements prior to credential recommendation.

## **Preliminary Teaching Credential Programs**

### **Multiple Subject (MS) and Single Subject (SS) Credential Programs MS and SS Intern Credential Programs**

#### ***Program Design***

The Mount St. Mary's University Multiple Subject and Single Subject credential programs are normally offered in a two-year format. There are three pathways to obtain a MS or SS Credential: undergraduate preservice, graduate preservice, and graduate in-service. Each pathway includes the same coursework and requirements. Many of the graduate candidates are in-service teachers working in Catholic schools. While there is a proposed structure in place for interns, there are currently no intern candidates in the Multiple or Single Subject programs.

The Chair of the Education Department is responsible for the overall effectiveness and acts as the supervisor for the department. MSMU has 9 full-time faculty and a team of experienced adjuncts, many of whom have long-standing relationships with the university. Each program is administered by a program director who in turn supervises her own program faculty, full-time and adjunct. All full-time faculty members working with credential programs meet weekly for Credential Meetings in order to collaborate, troubleshoot, and clarify program questions. Program director meetings, in addition to the weekly credential meetings, are scheduled as needed and each program director meets with the Education Department Chair at least once a month to address program specific issues and concerns.

Document review and interviews indicate each program director is responsible for participating in and overseeing the following activities related to his/her program: recruitment activities, advising potential and current candidates, candidate admissions, overseeing the hiring of adjunct faculty, reviewing candidate evaluations of adjuncts, developing and evaluating program outcomes, creating and maintaining relationships with local school leaders and district affiliates, developing course sequences, class scheduling, and satisfying program specific accreditation requirements, such as program narratives and biennial reports. The credential programs are further supported by a fieldwork coordinator and an assessment coordinator.

An essential component of the program rationale is that candidates must have early field experiences in exemplary classrooms and that these experiences must be integrated with the content of each of the credential courses. Therefore, each methods course has a structured early fieldwork requirement. Candidates confirmed that they are supervised by the cooperating teacher and the university supervisor. Additionally, Single Subject candidates have a coach who teaches four subject-specific sessions during their pedagogy coursework and provides the candidates with opportunities to hone their skills in the coach's classroom.

Program documents reflect that beginning Fall 2012, MSMU implemented a new program design modeling "Responsive Teaching for All Learners", a collaborative model of general education and special education candidates learning together in all teacher education courses for the Preliminary MS, SS and Ed Specialist Credential Programs. To fully implement this

model, a few courses are co-taught by Education Specialist and General Education faculty. In spring/summer 2013. Program directors met to analyze changes in the EL program standards resulting in course revisions that were implemented in Fall of 2014. Interviews with faculty and the department chair confirmed the transition to the new program and the benefits they are seeing in candidate development.

An Advisory Council is in place for each of the credential programs and meets a minimum of once a year. The council is comprised of administrators, classroom teachers, retired educators and community partners. Many of the Advisory Council members have long relationships with the University and welcome the opportunity to support the credential programs.

### ***Course of Study***

Candidates confirmed that they receive advisement prior to admission regarding requirements to complete the credential programs. The MSMU Credential programs courses build on each other, with foundational/prerequisite courses, professional preparation courses (designed to be taken in sequence), supervised teaching and Supervised Teaching Culminating Seminar.

The Intern Program is integrated into the Multiple Subject and Single Subject programs and Interns complete the same coursework. However, Interns must meet the requirements for entry into the Intern program and complete all the Intern requirements prior to assuming full-time teaching responsibility.

Each methods course has a structured early fieldwork requirement. The culminating experience for all candidates is supervised teaching. Supervised teaching for preservice teachers takes place in two consecutive 7-week full-time rotations in two different grade levels at separate school sites. Candidates receive mentoring and feedback from the cooperating teachers and are visited and supported by university supervisors, thereby receiving input from 4 seasoned professionals in the field. In-service candidates and Interns are supervised in their own classrooms and are regularly supported both by a MSMU college supervisor and their on-site administrator/mentor.

Because candidates complete early fieldwork and supervised teaching in Los Angeles County schools, they have many opportunities to experience a range of cultural, linguistic, ethnic, and ability diversity, which affect school climate as well as teaching and learning. Pre-service teachers complete these fieldwork experiences in several different settings. In-service teachers have extensive experience in the schools where they teach and experiences in placements that are different than their school of employment.

As reflected in interviews with candidates, cooperating teachers and employers, the candidates have multiple opportunities to observe effective professionals in the classroom. Candidates indicated they feel supported by the feedback they receive and that it has enriched their professional practice.

## **Candidate Competence**

Data in the most recent MSMU Biennial reports reflects students finishing the former program, which indicated the need to more fully prepare candidates to address the full range of learners and make adaptations for English Learners and students with special needs. This need was also echoed in the Exit and Alumni surveys. Biennial reports do not currently disaggregate data for the intern program.

The newly revised program, (launched Fall 2012) took the Special Education pedagogy infusion to a deeper level, addressing some of the Special Education program standards within the General Education coursework in order to enable Special Education candidates to study alongside and collaborate with General Education candidates in the majority of the classes.

Candidates and completers affirmed that program directors provide program orientations in the first professional preparation course, where candidates are introduced to the California *Learning to Teach* continuum, the overall design of the preliminary programs, the TPEs and the assignments throughout the coursework including 'Opportunity Tasks' and field experiences where they will practice and demonstrate competencies. In each course, with each major assessment, candidates are provided rubrics with the assignments and receive feedback including the results of the assessments during coursework. In the Supervised Teaching Seminar, candidates are introduced to the evaluation forms and complete a practice self-assessment, where they consider the standards against which they will be assessed. During fieldwork, college supervisors provide preliminary feedback during individual meetings halfway through the rotation and final evaluations during a meeting to discuss results.

RICA results reflect a lower pass rate. This is currently being addressed in a course redesign that will provide more RICA-focused support and training.

### **Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** with the exception of the following: Standard 14 and Standard 15 are **Met with Concerns**.

#### **Standard 14: Learning to Teach through Supervised Fieldwork - Met with Concerns**

##### ***Intern Program Delivery Model:***

*The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision ...*

#### **Standard 15: Qualifications of Individuals who Provide School Site Support - Met with Concerns**

*Sponsors of programs provide ongoing professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. ...*

*"Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and pertaining*

*to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.”*

**Rationale:**

Interviews with Education Department faculty and staff and the review of documents including current MOUs with districts in which MSMU interns are placed established that the new requirements for intern support and supervision specified in PSA 13-06 are not yet implemented in the MSMU basic teaching credential intern programs. In particular, the MSMU intern programs have not developed an effective method of recording the services provided to the interns to document the timeliness of the support. In addition, it is not clear which part of the 144 hours of support (or the additional 45 hours needed if the intern does not have an EL authorization) would be provided by the program and which would be provided by the employing district.

While the program documents indicated support providers “receive initial and on-going training of support provider skills”, interviews and program documentation indicated the training is not consistent or comprehensive for all support providers and is not specific to support provider skills.

**Education Specialist: Mild to Moderate Disabilities (M/M) Credential Programs  
Education Specialist: M/M Intern Credential Programs**

***Program Design***

The Mount St. Mary’s College Preliminary Mild/Moderate (M/M) Education Specialist Teacher Preparation program is organized and designed based on current and established research findings and exemplary professional practice as referenced in the TPEs and California Standards for the Teaching Profession. The program is committed to the development of each teacher candidate. This commitment is expressed in the following ways: personal advisement of every candidate; supportive instruction of coursework; meaningful fieldwork experiences; and reflective self-evaluation that promotes continual professional growth. The constituents interviewed stated that the M/M program provides information and support from the admission process to completion. They found the leadership in the program to be exceptional.

In Fall 2012, the Multiple Subject, Secondary and Education Specialist programs were realigned in order to fully assimilate a foundation for a sound curriculum and increase the expertise levels for all candidates. Each program maintained full integrity where all candidates gain both the general education structure and the unique principles required for the special needs’ student in the classroom. All preliminary candidates, in Preliminary Education Specialist and General Education Programs, learn and work together in a unified manner during their coursework. They learn to approach all learners in the classroom without suffering the common social division of services which is typically based upon misinformation and ends with a sense of rejection toward the struggling student.

Candidates have the option to acquire multiple credentials with ease and develop an expansive repertoire for teaching all students in a “responsive and dynamic” manner. Candidates and program completers stated that the option to acquire multiple credentials was beneficial and that the program made the process clear. The majority of the program’s graduate students complete their Preliminary Mild/Moderate Education Specialist teaching credential and a Master of Science in Education.

The faculty at MSMU is highly regarded by peers, graduates, employers, and candidates. The candidates and graduates who were interviewed expressed appreciation for the availability, support, warmth and care provided to them. It was notable how frequently the students mentioned the level of support. Candidates and program completers also expressed appreciation for the quality of professional and personal advisement provided across the sites. Students appreciate the low number of students in their classes. Many stated that they chose to enroll in this program because of the benefits they would receive by being in a cohesive, smaller program. In addition, employers and program completers indicated that the program does an excellent job at preparing candidates for classrooms. Particularly noteworthy was mention of the candidates’ strengths in behavior management, writing IEP’s and co-teaching. Candidates and program completers felt that the program had added these areas to coursework as a result of their input. The M/M program appears to be responsive to the voices of all stakeholders.

### ***Course of Study***

The M/M Credential Program is comprised of a two-year program for part-time candidates and/or Intern candidates. The Mild/Moderate program offers a minimum of 14 courses/41 units, culminating in a California Preliminary Education Specialist MM Credential with embedded authorizations in English Learners and Autism Spectrum Disorders. Adding an additional 6 units, candidates obtain a Master of Science degree in Special Education, with an emphasis in Mild/Moderate services.

All credential preparation program courses and services are offered at the Doheny campus of the college located in central Los Angeles. Courses are offered in the late afternoon/early evening (5:30 to 8:30) and typically meet once a week for three hours. A weekend format is utilized during the summer semester only, where candidates take courses on six nonconsecutive weekends (both Saturday and Sunday).

The M/M Program is built on a progressive sequence of complexity and building toward specific areas of specialty. Candidates begin taking basic courses that focus on effective teaching principles and practices for all populations. Candidates and completers confirmed that these courses include the concepts of supporting all learners in the classroom with content for diversified models and strategies that encourage student engagement and success. All coursework embeds the essential components of the English Learner Authorization and many factors that support the students who experience Autism Spectrum Disorders.

Program instructors highlighted the opportunity for instructors to model co-teaching in the graduate classroom. Candidates are able to interact with instructors and conceptualize these collaborative professional functions for their future experiences.

### ***Candidate Competence***

Candidates verified that they were individually advised on credential and program requirements (tests, prerequisites, GPA, California state credential standards, dispositions, etc.). In addition, candidates indicated that they met with their advisor at least twice a year to update their Ed Plan, assess the candidate's range of success and rate of progress. Personal connections were highlighted as a strength of the program by all stakeholders.

A review of the course syllabi verified that the California TPEs and course objectives are included in the syllabi. Coursework assignments are linked to "real world experiences". The course syllabi include rubrics for primary assignments or projects, which are included in the syllabi, or on a separate document.

For the assessment course-final project, there is a sequence of assignments which are individually assessed and formally evaluated in writing during supervised teaching. Candidates and program completers verified that they conduct a self-assessment by utilizing the supervision checklist as a pre and post activity, in EDU 210 Seminar. Candidates receive copies of the master teacher and supervisor's evaluation checklists. The supervised teaching experience includes at least 560 hours in actual teaching practices

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Education Specialist program standards and Mild to Moderate Standards were fully met with the exception of Educational Program Specialist Standard 1 particular to the Intern Program Delivery Model: which is **Met with Concerns**.

### **Education Specialist Program Standard 1 – Met with Concerns**

#### ***Intern Program Delivery Model:***

Interviews with Education Department faculty and staff and the review of documents including current MOUs with districts in which MSMU interns are placed established that the new requirements for intern support and supervision specified in PSA 13-06 are not yet implemented in the MSMU basic teaching credential intern programs. In particular, the MSMU intern programs have not developed an effective method of recording the services provided to the interns to document the timeliness of the support. In addition, it is not clear which part of the 144 hours of support (or the additional 45 hours needed if the intern does not have an EL authorization) would be provided by the program and which would be provided by the employing district.

## **Education Specialist: Deaf and Hard of Hearing Credential and Education Specialist: Deaf and Hard of Hearing Intern Credential**

### ***Program Design***

The Mount St. Mary University (MSMU) and the John Tracy Clinic (JTC) have recently partnered to create a program offering a Master of Education in Special Education and a Preliminary California Education Specialist Credential in Deaf and Hard of Hearing (DHH). John Tracy Clinic in Los Angeles administers the MSMU's California credential program for the Education Specialist: Deaf and Hard of Hearing Credential. Candidates are admitted to MSMU's credential programs through a process that includes both a MSMU application and separate JTC application process. Candidate progress toward the DHH credential is overseen jointly by MSMU and their collaborative partner, JTC.

JTC is an organization founded in 1942 and located in Los Angeles to provide families of young deaf or hard-of-hearing children with information, strategies and techniques to support all aspects of their child's development; communication, socio-emotional, and academics. The Educational Specialist Program Coordinator and the JTC Program Director indicated that the JTC creates and implements the DHH Graduate Program; the program design, standards, syllabi, and evaluation are aligned with the standards of Mount St. Mary's overall education plan.

The DHH Program Director explained that the leadership of the program is provided by the DHH Program Director and Assistant Director, who maintain ongoing dialogue with the MSMU Unit to strengthen the working relationship between the two agencies. Members of both faculties indicated in interviews that they felt that the two institutions had a strong collaborative relationship.

Interviews with members of the DHH Advisory Council Committee confirm that the transition of the partnership between JTC and MSMU appears to be a smooth transition. Members include community leaders, employers and supervisors of MSMU candidates, parents, faculty, and program completers. The advisory board members interviewed mentioned that there have not been regular yearly meetings; however, they meet individually with the JTC director and assistant director. The advisory board provides input related to clinical experiences. Adjunct faculty also mentioned that as instructors, the transition to MSMU has been smooth and seamless. Both current candidates and previous program completers shared that they had opportunities to provide ongoing evaluation of the program. Interviews with completers confirm that they provide program feedback upon graduation and in surveys after graduation. Current employers of graduates and distance learners shared that they are often asked to comment upon the program's effectiveness by the JTC staff. Stakeholders shared that they felt that program staff heard their voices, and that they were able to see their ideas materialize in changes to the program. This was evident from interviews with employers who stated that JTC has included curriculum related to the Common Core based on their feedback.

Interviews with employers indicated that candidates are well prepared for auditory-verbal practice, child development and knowledge of audiology. Employers commented that candidates are knowledgeable and competent in early learning (PK and Kindergarten)

environments, IEP goal writing, academic assessments and common core. Interviews with stakeholders indicated that over the past two years, JTC has modified the program to add additional information and activities in the area of IEP development, Common Core and data driven instruction.

### ***Course of Study***

Following the Professional Development School Model, the candidates accepted into the MSMU DHH Graduate Program are part of the daily educational services provided on the JTC campus, which include parent-infant services and a private preschool. The emphasis of the DHH Graduate Program is parent-focused early intervention and early childhood. Candidates are involved in extended fieldwork and practicum experiences in each course, where they have hands-on interactions with families and children in courses dealing with parent-infant, early childhood, audiology, speech and hearing, language, and counseling.

Key elements of the program design include a One-Year Onsite program and a Two-Year Distance Learning Program with two summer residencies and extended field experiences at JTC for candidates currently serving as interns. The onsite program is designed to interface with the day-to-day programs of JTC. The candidates have opportunities to work with families in JTC's audiological and psychological consultations, the Demonstration Parent-Infant and Preschool Programs, the International Summer Programs, the Spanish International Summer Program, and the International Distance Learning Program. The Distance Learning Program is designed to provide a rigorous, curriculum delivered by instructors in the field with carefully planned and supervised fieldwork to parallel each part of the curriculum. The JTC leadership staff expressed in interviews the importance of having the students see and experience auditory-verbal practices in their classrooms, which is why they require candidates to work as teacher/interns in a program that focuses on the auditory verbal philosophy and have the availability of a mentor in their locale. Distance learning candidates report that they feel very much a part of JTC due to the efforts of program staff to supervise and participate in their mentorship at their locations. Employers report that they can see a clear carryover in the daily practice of the candidates.

The Preliminary Education Specialist credential is 16 graduate-level courses/46 units, The 46-unit/16 course program is structured so that each term, candidates receive instruction in foundations, methods, and communication courses. Coursework in the Fall term is designed to provide candidates with general information about the communication and learning processes of young children and their families. During the Spring term, candidates develop competencies in habilitation strategies used with deaf-and-hard-of-hearing learners Ages 5 to22. The practica are also sequentially arranged; candidates begin with more general observation experiences and move towards specific assessment, habilitation planning, and service delivery. The Summer term is taken with the Distance Learner/Intern cohort.

Candidates participate in a carefully sequenced plan of theory and methods courses tied with fieldwork at the following levels: parent-infant, preschool, elementary, and family support. Candidates are involved in extended fieldwork and practicum experiences in each course. Fieldwork experience includes, parent-infant, early childhood, audiology, speech and hearing,

language, and counseling. Candidates in the Onsite Program are involved in fieldwork for approximately 762 hours over the one-year program. Since candidates in the Distance Learning Program are full-time intern teachers, they are involved in many more hours of fieldwork. Fieldwork is completed in oral settings. Interviews with mentors, adjuncts, cooperating teachers, completers and current candidates indicate that fieldwork is completed in oral/aural settings and in early intervention, preschool and elementary settings. Onsite current candidates mentioned that they had the opportunity to visit and observe D/HH programs at public and private school sites, which included a one day visit to an American Sign Language (ASL) public school program. A review of program documents indicates that observation visits are scheduled to various programs, however, program completers and current candidates mentioned only visiting one ASL program.

Present candidates, graduates, and faculty spoke about the professional development model at JTC that allows for the immediate application of theory to practice. In addition, current candidates and completers emphasized that they felt prepared to work with families, write IEPs and facilitate Auditory Verbal Therapy (AVT).

Cooperating teachers indicated from interviews that the candidates come to their fieldwork experience well prepared in common core, preschool learning foundations, auditory-verbal instructional practices, behavior management and working with families. In addition, cooperating teachers, candidates, and program completers commented on the high quality of fieldwork supervision. Candidates and cooperating teachers felt supported and stated that feedback was timely and appropriate.

Interviews with cooperating teachers, the fieldwork supervisor, current candidates and program completers indicated that fieldwork included an 8-week practicum in K-5 oral settings. Information provided by employers and program completers suggests that graduates of the program obtain employment in early intervention, preschool and K-5 oral/auditory-verbal settings. However, program completers indicated that they did not have experiences beyond K-5 and did not feel prepared to teach in settings other than early education and K-5.

Since most of the families at JTC and in the local public schools are English learners, candidates' fieldwork experiences always involve either direct Spanish, or the use of interpreters. All coursework embeds EL strategies and cultural sensitivity. Program completers, cooperating teachers and employers shared that they felt well prepared through their fieldwork at JTC to teach students who are English learners.

### ***Candidate Competence***

The program is offered at the Master's Degree level, holding candidates to the highest caliber of scholarly work. The Teaching Performance Assessment system used in the program is modeled after the PACT (Performance Assessment for California Teachers).

Assessment of candidates begins with the initial screening processes for admission. Admission criteria provide for selection of well-qualified candidates for acceptance into the program. Current candidates and program completers stated that the admission process, while rigorous,

was personal and clear. Because all coursework is at the master's level, applicants are required to have completed the GRE, and a bachelor's degree with at least a 3.0 grade point average.

Candidates receiving the California credential are required to have experience/coursework in general education, and to pass state-approved tests of basic skills (CBEST-California Basic Educational Skills Test), subject matter competence (CSET-California Subject Examination for Teachers), and reading instruction (RICA-Reading Instruction Competence Assessment).

The primary candidate assessments that occur during the program involve theory, pedagogy and methodology in two major areas: auditory-verbal education and general education from an auditory-verbal perspective, as stated in the document and verified by advisory board members, adjunct faculty, cooperating teachers, employers, program completers and current candidates. Documentary review and interviews identified four assessments that evaluate candidates on their competencies in knowledge and skills using validated criteria from the A. G. Bell Academy for Listening and Spoken Language. Assessments are completed during their early childhood education practicum, their auditory verbal therapy practicum, and their elementary practicum. There are two assessments: an extensive thematic unit and a personal pedagogy of practice narrative that assesses candidates on their ability to plan, implement and monitor effective academic instruction. Candidates are also evaluated formally at least three times on their dispositions. Stakeholder interviews indicate that the dispositions of effective teaching are valued and regularly surfaced in classes, advisement, and informal conversation. Current candidates stated that assessments were clear and rubrics were provided for all assignments and observations. The candidates mentioned that they received consistent feedback on their auditory-verbal therapy sessions.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, interns, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Education Specialist: Deaf and Hard of Hearing Credential with the exception of the following 3 standards:

#### **Education Specialist Standard 1: Program Design, Rationale and Coordination Not Met**

Reviewers did not find *“a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential,”* many of whom are placed in a variety of educational settings.

The emphasis of the MSMU DHH Graduate Program is on spoken language. While interviews with stakeholders consistently indicated that the program provides a strong foundation in methods that encourages maximal use of hearing and spoken language, it is not evident that candidates have opportunities for fieldwork and practica with a wide range of age groups in a variety of settings appropriate to the credential, nor that they received experiences and opportunities to demonstrate their ability to deliver the full range of options.

### **DHH Standard 3: Candidate Communication Skills Met with Concerns**

*Each candidate demonstrates skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate. Each candidate demonstrates appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing,... Communication and language proficiency should be sufficient to ensure that a comprehensible flow of information; to develop higher-order cognitive and linguistic skills; and for the development of literacy skills*

It is not evident how candidates demonstrate skills in a repertoire of communication strategies. The program's emphasis on spoken language usage is evident; however it is not evident how candidates facilitate communication exchanges in signed language. Communication and language proficiency should be sufficient to ensure a comprehensible flow of information and to develop higher-order cognitive and linguistic skills.

### **DHH Standard 10: Transition and Transitional Planning - Met with Concerns**

*In addition to the Special Education Program standards: Transition and Transitional planning each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.*

Reviewers found no structured opportunities in the program for candidates to demonstrate knowledge and advocacy skills related to the various transitions experiences, including those who are deaf-blind and/or those with additional disabilities, as they move from to adulthood

## **General Education (Multiple and Single Subject) Clear Credential**

### ***Program Design***

The Mount St. Mary's University (MSMU) Multiple and Single Subject Clear Credential Program is designed with four semester long courses. The traditional candidates complete the coursework over a two-year period. An accelerated pathway is offered for candidates who have been teaching more than two years. This option allows candidates to complete the Clear Credential requirements in one year. Faculty, candidates, and completers reported in interviews that the program is highly individualized, encouraging candidates to reflect on their specific teaching experiences and classroom practices. The program is designed to support candidates when unexpected events require a modified timeline to complete coursework. Questions of diversity, equity, access, and the California Standards for the Teaching Profession are at the forefront throughout each portion of the program. The seminars address self-assessment through reflective practice and professional growth through two in-depth inquiry projects; the culminating activity is a professional development portfolio project described by both candidates and faculty.

Interviews confirmed that the program director is responsible for all aspects of the Clear Credential program, including primary advisement of potential and new candidates. The

program director is supported by the department chair, who is responsible for oversight of all credential programs.

Minor program modifications have been made to the online support element of the program in response to candidate input. While the online component offered some flexibility, candidate interviews indicated they placed high value on the interaction of in-class sessions.

An Advisory Council is in place for each of the credential programs and meets a minimum of once a year. Interviews reflect that the council is comprised of administrators, classroom teachers, retired educators and community partners. Many of the Advisory Council members have long-standing relationships with MSMU in various other roles and welcome the opportunity to support the credential programs.

### ***Course of Study***

In addition to four courses, the MSMU program design includes collaborative experiences with colleagues from the candidate's school site as well as peers completing the program. Facilitated seminars offer candidates access to resource personnel and include regular and frequent individualized support and assistance based on systematic formative assessment. Candidates receive support in four ways. First, they work with their administrator to select a skilled and qualified mentor buddy, in accordance with MSMU guidelines. Observations and/or informal reflective conversations with their mentor buddy take place bi-weekly. Second, as part of the seminar process, candidates share video-taped lessons so that seminar classmates can provide written and verbal feedback during face-to-face support sessions. Also, seminar facilitators offer support and assistance on a regular basis as observation records are evaluated. Finally, candidates' program advisors remain available for support and assistance throughout the program to ensure that all candidate needs are met regarding access to a skilled and available Mentor Buddy, a collaborative working environment with colleagues, and responsiveness of their seminar facilitator in supporting completion of the required portfolio.

Candidates described that in each of the 2 Inquiry projects they chose three focus students with varying needs (e.g. students with disabilities, gifted students, English learners) and identify which supports their focus students will likely need. Candidates also name additional factors to be considered in assuring that the needs of their students are met.

The MSMU program offers multiple opportunities for candidates to demonstrate their ability to support academic achievement for students from all ethnic, racial, socioeconomic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. In their initial seminar, candidates provide evidence of their knowledge of local resources they can utilize to connect instruction to all their students, taking into account their varying backgrounds and needs. A seminar-based discussion regarding cultural competency and personal approach to issues of equity allows candidates to identify how they support academic achievement for all the various students they will encounter in their teaching practice, specifically focusing on their current assignment.

Candidates and mentor buddies confirmed that field experience feedback from mentor buddies is provided through program evaluation forms at the conclusion of each candidate's clear credential initial review period. Program evaluation occurs on an ongoing basis through analysis of the following sources of data: 1) semester evaluations of mentor buddies by all candidates, which allow for intervention and change of mentor buddies as needed; 2) a program Exit Survey completed by candidates, which determines candidates' perceptions of the usefulness of various components of the program; 3) a program Exit Survey completed by mentor buddies which describes their perceptions of the candidates' preparedness and growth as well as their own level of engagement with candidates throughout the duration of the program; 4) a mentor buddy conversation log, completed by candidates each semester that documents how often candidates meet with their mentor buddy and what topics they discussed; 5) a lesson plan rubric for each of the two professional investigations (e.g. Inquiry Projects) conducted throughout the program and scored by the seminar facilitator; Inquiry Projects measure how well candidates are achieving various program goals such as making content accessible, incorporating technology, addressing the needs of English learners, etc.; 6) a mid-program review, completed by a qualified outside evaluator, which provides candidates with formative feedback on elements of their first Professional Investigation, and ensures that they are adequately addressing various required elements of the program; and 7) an end-of-program portfolio review, completed by a qualified outside evaluator, which measures completion of portfolio requirements and assesses candidates' abilities in each of the six CSTPs, based on portfolio evidence..

### ***Candidate Competence***

Documentary review and interviews affirmed that the MSMU program uses a slightly modified form of the FACT (Formative Assessment for California Teachers) to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching within a continuous improvement cycle.

Data in the most recent biennial reports reflects both candidates and mentor buddies valued the process, specifically the benefit of weekly collaboration. Candidates valued the inquiry projects and felt it benefitted them in understanding their schools.

Each semester candidates review their Continuum of Teaching Practice and Self-Assessment of CSTPs, which allows them to self-monitor their progress with the guidance and support of their on-site mentor buddy. The mentor buddies also complete these documents so that candidates recognize where their self-perception may or may not fit with the perception of their mentor buddy.

Summative assessment for the Clear Credential program involves the hiring of a Portfolio Evaluator who evaluates the progress made by the candidates during their time in the program. This evaluation occurs toward the close of the fourth seminar. Interviews with a Portfolio Evaluator affirmed the process and the opportunity to document candidates' growth during the program.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the General Education Clear Credential Programs with the exception of the following:

#### **Program Standard 3: Support Provided to Participating Teacher – Met with Concerns**

*...\_The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. ...*

#### **Rationale**

Review of departmental documents as well as interviews with faculty and district-employed supervisors revealed that the training of district personnel is not consistent. While many district-employed supervisors have worked with MSMU for some time, when new supervisors are recruited, the faculty member or fieldwork coordinator provides the training directly to the new district supervisor. This process, without clear guidelines and procedures, results in inconsistent training across the programs. Further, when changes in supervision and support are made by any program, the communication to the district-employed supervisors was found to be inconsistent due to the absence of centralized communication procedures and processes.