

## **Report to Address Stipulations for Santa Clara University June 2020**

### **Overview**

This report provides for Committee discussion the report submitted by Santa Clara University that documents actions taken to address stipulations.

### **Recommendation**

That the COA remove stipulations from Santa Clara University (SCU) and change its accreditation status from Accreditation with Stipulations to Accreditation.

### **Background**

An accreditation site visit for Santa Clara University took place on April 28 – May 1, 2019. The full report is linked here: [SCU Accreditation Team Report](#).

The accreditation status granted to SCU in 2019 was Accreditation with Stipulations. The stipulations are as follows:

That the institution actively involves relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

That Educational Leadership program partners share responsibility for the selection of field sites, design of field experiences, selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

That the education unit develops and implements a comprehensive continuous improvement process, at both the unit level and within each of its programs, that identifies program and unit effectiveness and makes appropriate modifications based on data from candidates, program completers, and feedback from key stakeholders.

That single subject candidates in the Bilingual Authorization: Spanish program implement and assess standards-aligned content instruction in Spanish.

SCU provided its final response with the associated evidence to staff on June 2, 2020. Staff has reviewed this submission and the artifacts/evidence provided, and confirmed that the outlined programmatic changes made during the 2019-2020 academic year will continue in subsequent years. The stipulations and a synthesis of the actions taken by SCU are included in the table that follows.

**Stipulation 1. That the institution actively involves relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.**

**Santa Clara University Program Response**

The Department of Education at SCU has recruited an advisory board that will meet during fall and spring quarters each year. The working mission of the Education Advisory Board (EAB) will be to provide feedback surrounding the organization, coordination, and decision making of the educational programs (Educational Leadership (EDL) and Master of Arts in Teaching + Teaching Credential (MATTC)).

The role of the EAB members ([see Member's Chart](#)) was discussed by faculty in coordination with the Dean. Care was taken to identify professionals in the field who have current expertise and experience in their area. Also included are alumni of the program given their unique perspective. EAB members were nominated by faculty. A list was provided to the Dean who invited participants to be part of the advisory board.

The EAB reviews multiple data sources gathered from the educator programs. The Board is asked to review and discuss data about the program and review: (a) the efficacy of programs as evidenced by that data, (b) the needs they see in their schools, districts, and sites and how that can inform SCU's ongoing continuous improvement efforts to meet the needs of the local communities, and (c) to highlight and identify resources for faculty and students.

These meetings are a time for community stakeholders to offer feedback as to how the needs of the community could best be met by the MATTC and EDL programs, and the selection of field sites for teacher credential and preliminary administrative service credential programs (see also Stipulation 2 for PASC Field selection site).

The agenda for the spring 2020 [Education Advisory Board Agenda Spring 2020](#) meeting included review of the student completer surveys (collected by CTC) and a review of the findings and implications for areas for program strengths and areas for growth. The advisory board met on May 19 to discuss and review the findings collected by the completer survey. The full discussion of the meeting are notated in the [meeting minutes](#).

The planned agenda for the Fall 2020 meeting [Education Advisory Board Agenda fall 2020](#) will include the review of the following data sources: (a) Review of actions based on Spring 2020 meeting re: CTC completer surveys, (b) Field Supervisor reports and input in field experience site selection and site supervisor selection, training, and supervision, (c) Department of Education Program Review process and update.

**Stipulation 2. That Educational Leadership program partners share responsibility for the selection of field sites, design of field experiences, selection and preparation of field experience supervisors, and assessment and verification of candidate competence.**

## **Santa Clara University Program Response**

The Educational Leadership faculty members collaborated with the representatives from the school district partners to revise forms and procedures in the revised [Education Leadership Handbook](#). The handbook includes processes for selecting field sites, field experience activities, site supervisors, the selection of field experience supervisors and the assessment and verification of the candidate's competence. The handbook also lays out the process for evaluating candidates, field supervisors, site supervisors, and field experience instructors. The EAB is also utilized as a resource for helping to select field sites and site supervision for each credential program.

### **Related evidence to address this stipulation:**

- [Field Supervisor MOU](#) describing the selection of field supervisors in collaboration with the partner district
- [Role of Field Supervisor Agreement](#) which defines the expectations for guidance, support, observation, and evaluation of the credential candidate in the preparation of the field experience.
- [Field Supervisor Placement Evaluation Form](#) which allows the credential candidate and district personnel to provide feedback on the field supervisor's effectiveness.
- [MOU with Site Supervisor](#) allows the partner district to provide input in the selection of the site supervisor.
- [Site Supervisor Responsibilities & Guideline](#) defines the program's field lab course requirements and its field-based projects as approved in collaboration with the district partner and the university faculty.
- [Site Supervisor Information Sheet](#) identifies the approved selection of the site individual responsible for supervising and evaluating the credential candidate.
- [Site Supervisor Evaluation Form](#) allows the credential candidate the opportunity to assess the effectiveness of the site supervisor.
- [Field Laboratory Intake Form](#) collects information on the credential candidate's field lab courses' project-based tasks as approved in collaboration with the district partner and the program faculty.

**Stipulation 3. That the education unit develops and implements a comprehensive continuous improvement process, at both the unit level and within each of its programs, that identifies program and unit effectiveness and makes appropriate modifications based on data from candidates, program completers, and feedback from key stakeholders.**

## **Santa Clara University Program Response**

The Education Department at SCU used the following [schedule](#) as a guide for continuous improvement. The goal of this process was to bring data to the faculty at each program meeting. Educator program meetings included a standing agenda item titled "continuous improvement." During this portion of the meetings, educator program faculty reviewed different data as shown in the [chart](#).

The unit level effectiveness was measured with a program completer survey in which added survey items focused on the department goals for each candidate: (a) value diversity; (b) engage in continuous reflection; (c) become leaders who model ethical conduct; (d) make student learning the central focus; (e) seek collaboration with others.

This year, for each credential program, the following activities were undertaken:

**Teacher Preparation Programs:**

In MATTC, focus was given to completer survey feedback that completers do not feel as fully ready to serve diverse learners in their classrooms. The program engaged in a year-long process of professional development and syllabus revision to ensure emphasis on UDL, and teaching candidates about inclusive practices. Susan de la Paz, PhD, an expert in addressing the needs of culturally diverse students and students with disabilities, engaged faculty in a day long professional learning where faculty were provided additional information in the form of High Leverage and Evidence-Based practices. Faculty met individually with Dr. De La Paz to revise relevant courses, which are launching with the Summer 2020 quarter.

**PASC Preparation Program:**

For the Preliminary Administrative Services Credential, data was examined from candidates' 2019 non-consequential CalAPA exams to inform revisions. Students scored low in Cycle 3, Supporting Teacher Growth. Based on this, the program engaged in a complete overhaul of the field experience courses, including narrowing the focus, changing the course assignments, and completely overhauling the field supervision focus and process. This resulted in three field experience courses so different from before that they have been renamed:

- [Educ. 364 - Leadership Field Lab: Using Data to Inform School Improvement & Promote Equity](#)
- [Educ. 367- Leadership Field Lab: Facilitating Communities of Practice](#)
- [Educ. 370 - Leadership Field Lab: Supporting Teacher Growth.](#)

The 2021 CalAPA exam results will help to assess the impact of these course revisions and provide the opportunity to address continuous program improvement.

**MATTC and Preliminary Administrative Credential Programs:** With feedback from the CTC Site Visit report, both credential programs have developed stronger and more consistent processes for onboarding all adjunct faculty to the TPA and CalAPA requirements. Adjunct faculty meet with the Program Director at the start of the year to review TPA and CalAPA requirements and how those intersect with the courses taught. We have also established an Adjunct Faculty Newsletter to inform them of program and TPA / CalAPA relevant information, changes, and training workshops for students. Adjunct faculty who teach the Field Experience Lab courses

will be hired for their extensive CalAPA knowledge and will be given ongoing training on CalAPA changes as they emerge. In MATTC, adjunct faculty, master teachers, and field supervisors will all be provided with clear guidance on TPEs at each point in the program, TPA preparation planning, and TPA passage information.

### **Bilingual Authorization Program:**

In BMATTC, the Bilingual Authorization faculty reviewed CSET LOTE scores of students and performance in courses delivered in Spanish and identified a need to further develop student academic Spanish language proficiency. In response to this, Bilingual Authorization program faculty developed a summer Spanish language program. The Spanish for Educators Immersion program will take place in Mexico. The curriculum has been tailored to address the academic Spanish language needed in classroom settings. This language immersion program was set to launch summer 2020 but has been delayed to 2021 because of travel restrictions related to COVID-19. Evaluation of the impact of the language immersion program will include formative and summative evaluations when the program is able to launch in 2021.

A third unit-level effectiveness assessment is being conducted through data collected for the Department of Education's Program Review process. The Department of Education is participating in the University's Program Review process this year. This detailed process is completed every seven years. The guiding questions for this program review include program-level questions as well as unit-level questions.

### **Stipulation 4. That single subject candidates in the Bilingual Authorization: Spanish program implement and assess standards-aligned content instruction in Spanish.**

#### **Santa Clara University Program Response**

All Single Subject Bilingual Authorization candidates (Math, Science, English, History/Social Science, World Languages-Spanish) were required to plan and implement four standards-aligned content area lessons in Spanish at their placement site beginning Fall 2019. These four lessons are observed and assessed by a Spanish-English bilingual field supervisor or in conjunction with the Bilingual Authorization Coordinator. All prospects and current students were informed of this requirement through this [website](#) and in program advisement to students, and field supervisors and practicum instructors reinforce the requirement.

The Spanish-English Bilingual Authorization field supervisor or the field supervisor and the Bilingual Authorization program coordinator assess the standards-aligned content instruction in Spanish with revised formative assessment forms. These two forms include observation elements that allow them to evaluate the standards addressed in the instruction as well as evaluate the level of Spanish fluency with which the lesson was delivered by the Single Subject Bilingual Authorization teacher candidate. They also assess the bilingual methodologies employed, the ability to augment instruction based on the level of Spanish proficiency of students, ensure candidates employ culturally responsive pedagogy, and simultaneously assess the other relevant TPEs in the candidate's credential program. Single Subject Bilingual

Authorization candidates are assessed using the formative assessment form three times and once using the summative evaluation form, for a total of four standards-aligned content area lessons taught in Spanish.