Report of Findings

Commission on Teacher Credentialing

Initial Program Review Feedback

Initial Program Common Standards Response

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| Institution | Alliant University |
| Date of initial review | February 2020; July 2020; September 2020; April 2021 |

General Comments:

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| **Status** | **Standard** |
| More information needed More information  needed | Standard 1: Institutional Infrastructure to Support Educator Preparation  ***Questions, Comments, Additional Information Needed:***  Please provide the job announcement for position in the proposed program. Reviewed description for director through program standards submission.  The response provided description for university mentors, please provide for  provide for faculty.  Please see updated [Faculty Job Description](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_adjunct_faculty_position_description_20.pdf) |
| More information needed More information needed | Standard 2: Candidate Recruitment and Support  ***Questions, Comments, Additional Information Needed:***  Provide web link or candidate handbook with admission requirements. It is not clear how candidates will receive program and academic information; links for candidate program and academic information do not work (error reads link is changed, removed or temporarily unavailable).  Admission requirements link leads to an error page.  Link to CCTC training leads to CCAC meetings page.  Please see:  Admissions Requirements – page 19 in Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf)  Lines of Communication for student support – page 12 in Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf)  [BILA Orientation PowerPoint](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_orientation.pdf)  CTC Training was embedded in [CCAC Membership Flyer](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/ccac_flyer.docx) (previously linked)  Requirements for Intern Bilingual Candidates – see snapshot (yellow highlight)  Prospective and BL Candidates meet language competency prior to admission to intern program with BA – see snapshot (blue highlight) |
| More information needed More information needed | Standard 3: Course of Study, Fieldwork and Clinical Practice  ***Questions, Comments, Additional Information Needed:***  The response seems to be general for candidates also earning a preliminary credential and not specific to the proposed program. The response in standard 2 indicates that the program will be offered to candidates post-credential, please describe and provide any supporting documentation about the field experiences for all candidates in the proposed program.  The supporting documentation provided is helpful though it still is not clear how the clinical practice/field experience is different for post credential candidates. Please provide documentation and describe requirements specific  to post credential candidates  The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support all TK-12 students in meeting state-adopted content standards including bilingual post-credential candidates. The Differentiating Support [Assignment](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bla_64200_signature_assignment_-_differentiating_instruction_assignment_guidelines.docx) for BILA (for post credential candidates) replaces the log sheet required for all preliminary candidates that track various instructional experiences including working with students with special needs and English language learners.  Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf)  BSA64200 Signature Assignment - [Differentiating Instruction Assignment Guidelines](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bla_64200_signature_assignment_-_differentiating_instruction_assignment_guidelines.docx)  BSA64200 Signature Assignment - Differentiating Assignment [Competency Rubric](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bla_64200_signature_assignment_-_differentiating_assignment_competency_rubric.docx)  [BSA 64200](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bla_64200_culture_of_emphasis_-_spanish-chinese_syllabus_-_april_2021.docx) Culture of Emphasis  [BILA Orientation PowerPoint](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_orientation.pdf) |
| More information needed  More information needed | Standard 4: Continuous Improvement  ***Questions, Comments, Additional Information Needed:***  It is not clear how the institution will oversee the effectiveness of the proposed program in relation to the course of study, fieldwork, and support services for  candidates. The BILA Overview and Assessment link directs to District Support Provider information, it is not clear how it applies to the response for how the institution will oversee the course of study, fieldwork, and support services. There is only a survey for district support providers but no other stakeholder group.  See TESOL/CTEL/BILA Advisory Board (of stakeholders) evidence:  [Advisory Board Agenda 2019](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/advisory_board_meeting_agenda_-_spring_2019__1_.docx)  [Advisory Board Agenda for 10/2020](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/csoe_program_board_council_agenda_10_2020.pdf)  [Advisory Board Calendar 20-21](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/advisory_meeting_dates.docx)  Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf)  [BILA Orientation](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_orientation.pdf)  [BILA Program Survey](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bilingual_authorizaiton_program_suvey.pdf)  [Student Success Data](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/example_student_sucess_data.pdf)  [Revised Audit Checklist](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_audit_checklist_post_concurrent.xlsx)  The unit regular unit assess effectiveness by analyzing and sharing data from course surveys, program surveys, Supervisor/Mentor surveys, and DSP surveys. The completer data guides program changes.  Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in the quarterly and summative clinical assessments. Those who don’t, including those whohave low grades (C and below) are referred to the Student Evaluation and Review Committee (SERC).  The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe.  When remediation fails, the SERC recommends dismissal.  See the Alliant [Student Evaluation and Review Policy.](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fltech.alliant.edu%2Fuploads%2F2%2F2%2F4%2F5%2F2245311%2Falliant_student_evaluation_and_review_committee.pdf&data=04%7C01%7Ckristy.pruitt%40alliant.edu%7C0edc232d649c488b983908d9213caae4%7C3ef51dea185f49c79f4df2142ef89865%7C0%7C0%7C637577367166950697%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=fH0Czk%2B0mX30jVhlPmmGiR%2FDy%2BbCNPWDAJPBe9Q4tKY%3D&reserved=0) The SERC works with the Candidate to develop a remediation plan and timelines. The follow up action is documented in the [Teacher Candidate Plan of Improvement.](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fltech.alliant.edu%2Fuploads%2F2%2F2%2F4%2F5%2F2245311%2Falliant-teacher_candidate_plan_of_improvement.pdf&data=04%7C01%7Ckristy.pruitt%40alliant.edu%7C0edc232d649c488b983908d9213caae4%7C3ef51dea185f49c79f4df2142ef89865%7C0%7C0%7C637577367166960655%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Djc5EMKcTB7ZHwmogQK77brcM2CB9%2FnygBPzJu9nbHU%3D&reserved=0)  Candidates must show satisfactory competence on course signature assignments and other course work and thereby demonstrate appropriate progress toward program completion.  Those who do not, including those who have low grades (C and below), are referred to the Student Evaluation and Review Committee (SERC). The Student Evaluation Review Committee (SERC) process upholds academic and professional standards, program standards, and University policies and procedures regarding student evaluation. The SERC guides students toward successful completion of their program. Successful program completion requires that all students meet academic standards and standards of professional competence, conduct, and ethics. The SERC process is utilized when concerns are raised about a student’s academic sufficiency, fieldwork suitability, viability of professional judgment, or appropriate conduct in the academic learning environment. The SERC is a committee that serves as a recommending body to the Program Director. The SERC works with the Candidate to understand any extenuating circumstances in the candidate's situation and develops strategies for remediation with a specific timeframe.  After meeting with a student and considering all information deemed relevant, a SERC’s recommendations about appropriate action can include: No Action Required, Remediation Plan, Academic Warning, Academic Probation, Approved Academic Absence, Suspension or Dismissal. The Program Director makes the final decision relative to student’s status.  In cases in which remediation fails, the SERC recommends dismissal from the program.  See the Alliant [Student Evaluation and Review Policy.](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fltech.alliant.edu%2Fuploads%2F2%2F2%2F4%2F5%2F2245311%2Falliant_student_evaluation_and_review_committee.pdf&data=04%7C01%7Ckristy.pruitt%40alliant.edu%7C0edc232d649c488b983908d9213caae4%7C3ef51dea185f49c79f4df2142ef89865%7C0%7C0%7C637577367166970608%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=WPT3TpuqsC9UOU7sAMB7%2BOsOgXAZboXeEAziu3Xc1gQ%3D&reserved=0) |

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| More information needed  Aligned | Standard 5: Program Impact  ***Questions, Comments, Additional Information Needed:***  It is not clear what assessments will be used to determine candidates have  met the competency requirements. |