

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Chapman University	Program	PRELIMINARY MULTIPLE/SINGLE SUBJECT
Date of Review	November 2018		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	2, 4, 6
--	---------

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	<p>What is the research basis of the program? Provide clarification.</p> <p>What forms the theoretical foundations? Provide clarification.</p> <p>There appear to be inconsistencies between the MAIC Single Subject program of study and the MAT Single Subject program of study. Please clarify.</p>	<p>Thank you, we have clarified that our teacher credential programs are grounded in research associated with best practices in teacher education and education in K-12 settings, including components for teacher education such as intense clinical experience (Darling-Hammond, 2010); video-based lesson self-evaluation (Dieker, et al., 2009); action research and performance assessments (Darling-Hammond, 2006); and coursework focusing on working with English Language Learners and students with disabilities, culturally responsive pedagogy, Universal Design for Learning, differentiated instruction, and assessment.</p>

		<p>The program is grounded in Freire and Dewey, with a focus on critical pedagogy. This is mentioned in the mission statement on the program website (under Program Design tab).</p> <p>The MACI and MAT programs are different and are intended to have unique features. However, they are both grounded in the same research and best practices in teacher education.</p>
<p>Standard 3: Clinical Practice</p> <ul style="list-style-type: none"> A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors 	<p>a) It is unclear how “the range of clinical practice experiences provided by the program includes supervised early field experiences, initial student teaching, and final student teaching.” Provide clarification.</p> <p>b) It is unclear that “the program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.” Provide clarification.</p>	<p>Thank you. We have revised to ensure that:</p> <p>a) Each of the 3 terms include clinical experiences for teacher candidates. Term 1 includes a 1:1 literacy tutoring experience via EDUC 500/500B (multiple subject) and EDUC 532 (single subject). Term two includes a practicum experience via EDUC 512 (multiple subject) and EDUC 513 (single subject) respectively. The practicum experience includes observing, planning, and teaching in a classroom under the guidance of a mentor teacher and course instructor for a minimum of 12 hours per week for 15 weeks. The letter to teachers provides an overview of the practicum expectations: LETTER TO PRACTICUM MENTOR TEACHERS. Candidates are asked to integrate coursework and fieldwork expectations from the additional courses into practicum. These additional courses in term 2 include: EDUC 501/501B and EDUC 504 (working with English Language Learners); EDUC 571 (working with students with disabilities and learning differences) and EDUC 568 (multiple subject mathematics pedagogy), EDUC 517 (Secondary Science/Math methods), or EDUC 577 (secondary science methods). Term 3 includes student teaching.</p> <p>b) Thank you, to clarify, we provide mentor teachers with a 10 hours beginning training either in person, or via a webinar.</p> <p>Some collaborating districts such as Orange Unified School District, ensure internal training of mentor teachers. Those hours are documented We plan to send a survey to all mentor teachers.</p>

<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <ul style="list-style-type: none"> A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications, Training, and Scoring 	<ul style="list-style-type: none"> a. Evidence not found. Provide evidence. b. Evidence not found. Provide evidence. c. Evidence not found. Provide evidence. 	<ul style="list-style-type: none"> A. Teacher Performance Assessments for MAT candidates are completed during the spring semester. Candidates are notified of the dates in the fall based on the CalTPA submission calendar developed by Pearson. Students were notified via weekly updates (includes in TPA Evidence Folder) of submission due dates of March 7 (TPA 1) and April 18 (TPA 2). B. Candidates are offered Trainings in TPAs 1 and 2 during the fall semester and over the winter break prior to commencing student teaching and completing their TPA 1 and 2 respectively during the spring term. The schedule and materials for TPA trainings can be found in the TPA Evidence Folder (link above) and the Winter TPA training folder. C. CalTPA Assessor Qualifications, Training, and Scoring are all handled by Pearson. The program no longer contracts with independent assessors with the new TPAs.
---	--	--