

## Appendix B

### Commission on Teacher Credentialing Committee on Accreditation Site Revisit Report

**Institution:** Occidental College  
**Dates of the Revisit:** October 6-7, 2011  
**Reviewers:** Jill Hamilton Bunch, Elizabeth Keithcart  
**CTC Consultant:** Gay Roby

#### **Purpose of the Revisit:**

The purpose of the visit was: "to ensure that sufficient progress is being made and that all remaining students are provided with a quality program that meets state requirements" and to confirm that all Occidental candidates, both former and present, are provided a viable path to complete all TPA tasks and all student teaching assignments prior to the programs' withdrawal on June 30, 2012.

#### **Interviews Conducted:**

	<b>Interviews</b>
Program Faculty	<b>9</b>
Institutional Administration	<b>3</b>
Candidates	<b>12</b>
Former Occidental students	<b>3</b>
College Supervisors	<b>2</b>
Advisors	<b>2</b>
Cooperating Teachers (K-12 Teachers)	<b>3</b>
Credential Analyst	<b>2</b>
<b>Total</b>	<b>36</b>

#### **Candidate Profile**

Former students, returning to complete the TPA and qualify for a preliminary MS or SS credential	<b>10</b>
Graduate students completing a Masters in Teaching and earning a preliminary MS or SS credential	<b>5</b>
Undergraduates, completing a four-year B.A. program and earning a preliminary MS or SS credential	<b>7</b>

#### **The Visit:**

The two-member team and state consultant conducted the two-day visit on Thursday, October 6th and Friday, October 7th. The team held a conference call prior to the visit to discuss logistics and documentation provided by the college. The team met the evening prior to the visit to organize the visit and identify interview questions for each stakeholder group interviewed. During the visit, documents were reviewed, evidence

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examined, and interviews conducted. At the conclusion of the review, a formal discussion of this report was held.

### **Background Information:**

On June 23, 2011 Occidental College received an Accreditation decision of *Accreditation with Probationary Stipulations*. On June 23, 2011, the Occidental College submitted a withdrawal of the MS/SS teacher preparation programs. Since that time, the Education Department has been working with the Commission on Teacher Credential staff to address the issues raised by the review team. As part of that effort, a two-day revisit occurred on October 6 and 7, 2011, examining only five identified areas of concern to ensure program quality for Occidental College's candidates.

The revisit team found that the Education Department and their candidates could all speak to the program design, the rules, the expectations, and the completion timeline that is so crucial this year. The "status" of each candidate is currently being monitored for program completion prior to June 30, 2012.

The *Passport to Teaching* document articulates the program design to all stakeholders in the Occidental program. Both the embedding of the TPE and TPA tasks and documentation of their roles within the credential program provides an understanding of the need to prepare, submit and pass those assessments.

Current and former candidates have a clear understanding of the tasks facing them. Current candidates articulated that they confer with their assigned advisors during mandatory scheduled meetings and noted that all Occidental faculty and staff are available for guidance, advice, and assistance.

It should be noted that the Occidental students are five steps into a 100-step journey. The sunset of the program on June 30, 2012, is nine months away. The systems created and refined since the initial review must be consistently implemented. Specifically,

- the policies and procedures established must continue to be followed
- monitoring of the current and former candidates' status must remain a standing agenda item and be updated consistently
- timelines must be followed
- communication must continue to be strengthened both within the department and within the college
- collaborative structures with partners must be defined and established
- the plan for the delivery of program information and professional development for college supervisors and mentor teachers must be implemented

Should a decision be made to continue a teacher preparation program in the future, issues outside the focus of this review must also be addressed (e.g. the admission requirements and process; communications systems; and unit and program assessment and evaluation).

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The report below outlines the evidence reviewed and the findings of the review team with regard to the five categories established for this report. The site visit team makes the following comments for the COA to consider as it reviews the report.

As the COA reviews the site visit report, the review team provides the following information for consideration. The site revisit took place five weeks into the fall semester and at the conclusion of candidates first week of fieldwork placement. The revisit team was limited in its ability to review particular evidence, simply due to the fact that the revisit took place early in the academic year. The team was able to find evidence regarding the orientation sessions (program and TPA), the introduction of the Passport to Teaching, the placement and expectations for fieldwork assignments, the established structure for TPA support, course syllabi that include required topics (special populations, English Language Learners, equity, diversity and access to the core curriculum, and differentiation) and placement of students with faculty advisors. The team was unable at this time to examine students' ongoing understanding of program completion, student teaching placements, the orientation and training of mentor teachers, student understanding of the links between coursework and fieldwork, TPA task completion, passage rates, passage dates, student work (regarding special populations, English Language Learners, equity, diversity and access to the core curriculum, and differentiation) progress monitoring of candidates to remain on track to complete the program and the credential recommendation process monitoring due to the time frame of this review. Many of these items have yet to be addressed in the course of a year-long program.

The current report does not allow for a reporting on communication systems, both within the education department and within the college, a topic the review team considers vital to the programs' success. The review team suggests the inclusion of this topic in future work with the institution.

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Topic	Evidence Reviewed	Findings
<p><b>1) Program Completion Requirements</b></p> <ul style="list-style-type: none"> <li>• Coursework required</li> <li>• Fieldwork required</li> <li>• Communication of requirements with current year's candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Passport to Teaching Interviews with Instructors, Advisors, and Current Candidates</li> <li>• Completed Advising Documents</li> <li>• Handbook for Cooperating Teachers</li> <li>• Departmental Fieldwork Policy and Procedures</li> <li>• Course Syllabi</li> <li>• Fieldwork Time Logs</li> <li>• Fieldwork Completion Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• A review of documents, interviews with cooperating teachers, and the Passport to Teaching indicated that courses prepare the candidates for classroom management and instruction</li> <li>• Multiple respondents expressed that the Passport to Teaching addressed many of the required components of the MS/SS programs</li> <li>• Candidates reported that professors were supportive and available to answer all questions</li> <li>• Candidates reported that they were aware of timelines and the system of support for the TPA, including mandatory support sessions and additional opportunities for support</li> <li>• Candidates and advisors reported regular one-on-one meetings to discuss student progress in the program and confirmed through document review</li> <li>• Candidates and their assigned advisors reported that advisors informed the candidates who are seniors of the need to establish a plan to meet college requirements as well as program requirements in order to complete both successfully</li> <li>• Documents reviewed indicated that students attended the initial orientation to the program, as well as TPA support sessions and have alternative means to be informed about the program</li> <li>• Candidates stated that they have designated advisors and are required to meet with them every two or three weeks; other faculty are equally willing to advise all candidates</li> <li>• Candidates reported and documentation confirmed that candidates have received a list of P-12 schools in the nearby area available for fieldwork,</li> <li>• Candidates reported that they are held accountable for securing a fieldwork placement within three weeks of the beginning of classes; if they are not placed, then faculty places candidates</li> <li>• Documentation and interviews confirmed a date to plan for the department's Teacher Education Advisory Board (TEAB) for the 2011-2012 academic year</li> </ul>
<p>CS 1, 5, 6, 7, 9 PS 1, 2, 5, 14</p>		

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Topic	Evidence Reviewed	Findings
<p><b>2) Fieldwork/ Clinical Practice</b></p> <ul style="list-style-type: none"> <li>• Procedures</li> <li>• Hours required</li> <li>• Links to coursework</li> </ul> <p>CS 1, 5, 6, 7, 9 PS 1, 2, 4, 9, 14</p>	<ul style="list-style-type: none"> <li>• Passport to Teaching</li> <li>• Dept. Chair Interviews</li> <li>• Teaching Observation: Formative Review</li> <li>• Instructor Interviews</li> <li>• Current Candidates Interviews</li> <li>• College Supervisor Interviews</li> <li>• Handbook for Cooperating Teachers</li> <li>• Departmental Fieldwork Policy and Procedures</li> <li>• Course Syllabi</li> <li>• Fieldwork Time Logs</li> <li>• Fieldwork Completion Spreadsheet</li> <li>• Think-Pair-Share</li> <li>• Chart Aligning TPA and Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Document review and interviews with candidates, faculty, TPA coordinator, and college supervisors stated that candidates have been advised about and understand the linkages among coursework, fieldwork, and the TPA</li> <li>• Review of syllabi and candidate interviews indicated that lesson planning in courses is tied to fieldwork and student teaching</li> <li>• A review of the Fieldwork Policy and Procedures and interviews with candidates indicated that a system is in place for fieldwork</li> <li>• A review of the Teacher Candidate Handbook and interviews with faculty indicated that a system is in place for the completion of student teaching</li> <li>• The review of syllabi and interviews with faculty, cooperating teachers, and candidates provided supporting evidence that a plan is in place to use the Occidental Lesson Plan consistently throughout the candidate's coursework, fieldwork, and student teaching experiences</li> <li>• A review of course-specific handbooks reflected that uniform fieldwork guidelines are embedded in each course, along with variations dependent upon course content and present connections to TPE and rationale for specific fieldwork assignments</li> </ul>
<p><b>3) Teacher Performance Assessments</b></p> <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Task-completion</li> <li>• Passing dates</li> </ul>	<ul style="list-style-type: none"> <li>• Passport to Teaching</li> <li>• Dept. Chair Interviews</li> <li>• Instructor, Advisor, and Current Candidate Interviews</li> <li>• Completed Advising Documents</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with candidates and faculty confirmed that current and former candidates meet regularly with advisors and the TPA coordinator to keep candidates on track to complete TPA requirements</li> <li>• Interviews with former candidates who need to complete the TPA tasks indicated that they had been notified of the tasks they need to complete, a system of support for completing these tasks, and the timeline for completion</li> <li>• A review of the minutes from the September 19, 2011, departmental faculty meeting</li> </ul>

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<ul style="list-style-type: none"> <li>• Passing rates CS 2, 6, 7, 9 PS 4, 14, 16, 17, 18</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook for Cooperating Teachers</li> <li>• Departmental Fieldwork Policy and Procedures</li> <li>• Course Syllabi</li> <li>• Fieldwork Time Logs</li> <li>• Fieldwork Completion Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• indicated that faculty advisors were assigned to the former candidates needing to complete the TPA; however, interviews with former candidates indicated that they were not aware that faculty advisors had been assigned to them</li> <li>• Candidate and faculty interviews confirmed that current candidates are completing TPA Task1 in a timely manner</li> <li>• Reviews of the Passport to Teaching and syllabi and interviews with several respondent groups identified TPA and TPE components in coursework and fieldwork assignments</li> <li>• Interviews with candidates confirmed that the Occidental Lesson Plan is incorporated into TPA Task 1 and is used to design lesson plans for this task as well as in student teaching</li> <li>• Interviews with current candidates indicated that they have been informed of benchmark dates for TPA requirements</li> <li>• Interviews with candidates, faculty, and advisors indicated that the advising guide is used to monitor candidate progress on completing the TPA tasks</li> <li>• Interviews with the TPA coordinator indicated that the TPA coordinator notifies the faculty about candidate progress on the TPA</li> </ul>
<p><b>4) Coursework issues</b></p> <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Special Population</li> <li>• Equity, Diversity, Access to Core Curriculum</li> <li>• Differentiated</li> </ul>	<ul style="list-style-type: none"> <li>• Passport to Teaching</li> <li>• Dept. Chair Interviews</li> <li>• Instructor, Advisor, and Current Candidate Interviews</li> <li>• Departmental Fieldwork Policy and Procedures</li> <li>• Course Syllabi</li> </ul>	<ul style="list-style-type: none"> <li>• A review of documentation and interviews with candidates confirmed that the Occidental Lesson Plan is used throughout the program, requiring specific planning for differentiated instruction for English Learners and special populations</li> <li>• A review of syllabi for ED 205/505 and ED 318/518 indicated a focus on differentiating instruction for English Learners and special populations</li> <li>• Candidate interviews and a review of syllabi and the Passport to Teaching confirmed that serving English Learners and special populations permeates the curriculum</li> <li>• A review of documentation and interviews with a variety of stakeholders confirmed that the Passport to Teaching includes a supplemental syllabus as a resource used in the course on special populations (e.g., students with autism, English Learners)</li> <li>• Interviews with candidates, mentor teachers, college supervisors, and faculty confirmed that candidates are placed in schools with highly diverse populations of students,</li> </ul>

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Topic	Evidence Reviewed	Findings
Instruction CS 1, 2, 4, 9 PS 1, 4, 9, 12, 13, 14		providing candidates with opportunities to meet program requirements for equity, diversity, access to the core curriculum, and differentiated instruction
<b>5) Initial &amp; Ongoing Advisement of all Candidates</b> <ul style="list-style-type: none"> <li>• Progress Monitoring structure and communication</li> <li>• Credential Recommendation process</li> </ul> CS 1, 5, 6, 7, 9 PS 1, 4, 14	<ul style="list-style-type: none"> <li>• Advising Guide in Passport</li> <li>• Passport to Teaching</li> <li>• Dept. Chair Interviews</li> <li>• Instructor, Advisor, and Current Candidate Interviews</li> <li>• Completed Advising Documents</li> <li>• Handbook for Cooperating Teachers</li> <li>• Departmental Fieldwork Policy and Procedures</li> <li>• Course Syllabi</li> <li>• Fieldwork Time Logs</li> <li>• Fieldwork Completion Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• An interview with the credential analyst, as well as review of documents, demonstrated that a process is in place to monitor former and current candidates' progress in the credential program</li> <li>• A review of program orientation sign-in sheets and candidates' documentation in the Passport to Teaching confirmed that current candidates were advised of program requirements, timelines, and expectations prior to the fall semester</li> <li>• A review of the Passport to Teaching and faculty advisors' records indicated that there is a formal system for monitoring current candidate progress and fostering communication among current candidates, advisors, faculty, and the TPA coordinator</li> <li>• Candidate interviews indicated that the utilization of the Passport to Teaching aids current candidates in understanding program requirements; navigating the credential program; constructing TPA responses; preparing for fieldwork and student teaching; and meeting deadlines for assignments, applications, tests, and exams</li> <li>• Current candidates reported that they value personalized advisement sessions as a follow-up to the group program orientation</li> <li>• Interviews with the credential analyst, current candidates, and faculty advisors indicated that advisors meet with current candidates and complete Advising Guides on a regular basis</li> <li>• Interviews with the credential analyst and program chairs indicated that a process is in place for the credential analyst to submit credential recommendations</li> </ul>