Board of Institutional Reviewers (BIR) Training

Online BIR Module 3
The Site Visit

:

Goal for BIR Training

- To ensure that members of the Board of Institutional Reviewers have the
  - Knowledge
  - Skills
  - Characteristics

necessary to participate effectively in accreditation activities

BIR Training Outcomes

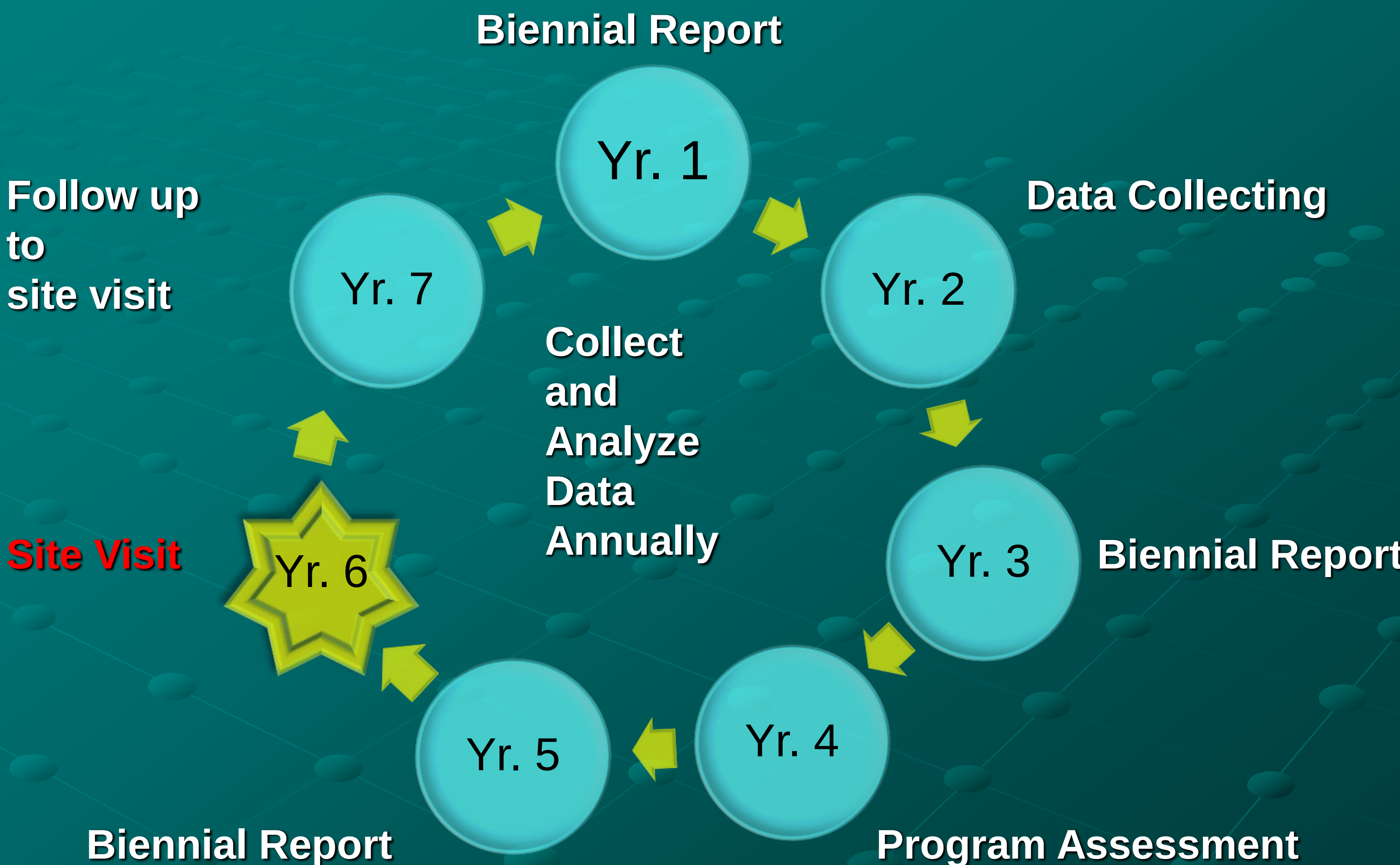
Participants will

- learn or review the knowledge and skills a BIR member needs to serve as an accreditation site visit team member
- practice the skills
- participate in activities related to the components of the accreditation system

Expectations for Module 3

- The Site Visit
  - Understand the role of the site visit in the accreditation process
  - Understand how Biennial Reports and Program Assessment are integrated into the site visit process
  - Understand the roles and responsibilities of BIR members in conducting site visits

Review of Accreditation Cycle



Site Visit: Purpose

The site visit serves three major functions:

- Gather evidence on program, institutional operations
- Determine whether standards are *met*
- Make accreditation recommendation

Site Visit: Purpose

- For each program:
  - Confirm alignment to CTC Program Standards
  - Evaluate effectiveness of program implementation
- For the institution/unit as a whole:
  - Confirm implementation of CTC Common Standards
  - Evaluate effectiveness of unit operations

CTC Common Standards

- CTC Common Standards address two general areas of educator preparation:
  - Requirements and practices common to all credential programs
  - Institutional and unit responsibilities related to resources, governance, oversight, and evaluation across all credential programs

The Unit

- Common Standard review focuses on the education *unit*: the administrative body within an institution or organization responsible for managing and coordinating all CTC-approved educator preparation programs offered by that institution or organization (university, county office, school district, or other program provider)

CTC Common Standards

1. **Educational Leadership**
2. **Unit and Program Evaluation System**
3. **Resources**
4. **Faculty and Instructional Personnel**
5. **Admission**
6. **Advice and Assistance**
7. **Field Experiences and Clinical Practice**
8. **District-Employed Supervisors**
9. **Assessment of Candidate Competence**

Common Standards

Pause this video and take a few minutes to review the handout:

- *01 Common Standards including the Common Standards Glossary*

Once you have reviewed both the standards and the glossary, resume the presentation

Site Visit: Summary

Program Assessment Biennial Reports

↓ ↓

Program Operations ↔ Unit Operations
Onsite Review

↓

Decisions on Standards

↓

Accreditation Recommendation

Site Visit: Procedures

- Site visits are conducted by teams
  - Team Lead coordinates team efforts
  - CTC Consultant provides logistical, administrative support
- Usually individual reviewers focus *either* on programs *or* on Common Standards
  - *in single program units*, individuals may focus on both types of standards
- Evidence gathered at the visit is reviewed by the *whole* team

Pause and Review

02 Program Sampling Team Member Responsibilities

And

03 Common Standard Team Member Responsibilities

- ✓ When you are ready, resume by selecting the play button

Site Visit: Procedures

- Every team member has four major responsibilities for a site visit
  - Pre-visit preparation
  - Onsite evidence gathering
  - Decision-making (relative to standards findings and accreditation recommendation)
  - Report writing

Pre-Visit Preparation

- Pre-visit preparation ensures that all team members come to the site visit with the clearest possible understanding of both program and unit operations

- This allows the onsite evidence gathering to focus on *confirming* and *evaluating*

Pre-Visit Preparation

- Pre-visit preparation for *both* Program *and* Common Standards reviewers includes
  - Viewing the BIR Update
  - Document review
  - Review of electronic exhibits
  - Completion of a pre-visit worksheet to focus onsite evidence gathering efforts
  - Preliminary drafting of some report sections
  - Participation in a conference call with the CTC consultant, Team Lead, and other team members

BIR Updates

- CTC provides regular BIR updates to ensure that members are familiar with current practice
- Updates can be viewed online at *http://www.ctc.ca.gov/educator-prep/BIR.html*

in the section "Current BIR Members ONLY"

Pre-visit Document Review

- For *<u>each</u>* assigned program, program team members review:
  - Biennial Report(s)
  - Biennial Report Response(s) from CTC
  - Program Assessment Feedback Sheet
  - Program Summary

Pre-visit Document Review

- Each Common Standards team member reviews:
  - Institution's Common Standards document, with particular emphasis on assigned standards
  - Biennial Reports: Section A, Part 1: Context; Section B: Institutional Summary
  - Biennial Report Response from CTC

Pre-visit Review of Electronic Exhibits

- For each assigned program, program team members review available electronic exhibits, such as:
  - Program websites
  - Admissions, advising materials
  - Program/Fieldwork Handbooks
  - Candidate advisement forms
  - Evaluation forms, rubrics for key assessments

Pre-visit Review of Electronic Exhibits

- Common Standards team members review exhibits related to assigned standards, such as:
  - Organization charts, duties and responsibilities of unit leadership; oversight and governance processes
  - Budget history; resource allocation procedures
  - Faculty qualifications; hiring/evaluation procedures
  - Unit and program evaluation system(s)
  - Unit-wide procedures for clinical practice, fieldwork placements
  - Admissions and advisement procedures
  - Credential recommendation procedures

Completion of Pre-Visit Worksheet

- As part of reviewing of documents and electronic exhibits, program team members fill out a pre-visit worksheet noting evidence they have gathered and follow-up questions they have for each assigned program relative to
  - Program design
  - Course of study (coursework and field experience)
  - Assessment of Candidates

Completion of Pre-Visit Worksheet

- As part of reviewing of documents and electronic exhibits, Common Standards team members fill out a pre-visit worksheet related to the standards for which they have primary responsibility

- This worksheet focuses on all parts of each Common Standard to ensure that team members are gathering the evidence needed for fully-informed decisions

Pre-visit Report Drafting

- Institutions undergoing review make significant amounts of evidence available online for review prior to the visit
- Preliminary alignment can often be confirmed through multiple sources of evidence from these exhibits
- Program reviewers can *begin* drafting preliminary reports based on those areas that can be *confirmed* prior to the visit

Pre-visit Report Drafting

- For Common Standards reviewers, findings confirmed through multiple sources prior to the visit can be recorded on the *04 Common Standards Writing Worksheet* for inclusion in the visit report.
- PAUSE and Review Worksheet
- In some cases, much of the factual information on unit operations can be confirmed prior to the visit and incorporated into a rough draft report

Pre-visit Conference Call

- One or two weeks prior to the visit, the CTC consultant and Team Lead will hold a conference call with members of the Program and Common Standards teams
- During the call, team members will be asked to share preliminary concerns from pre-visit document and exhibit review and to identify areas of concern or additional evidence needed for review at the site visit

Onsite Evidence Gathering

- Purpose:
  - Confirm that all programs, and the unit as a whole, are operating in accordance with CTC standards
  - Evaluate the effectiveness with which standards are being implemented
- Primary means of onsite evidence gathering is through interviews with multiple individuals and constituent groups
- Interviews are generally scheduled over a two-day period

Interviews

Program team members will conduct *sampling* interviews with

- Program Coordinators
- Faculty
- Current candidates
- Program completers (within three years prior to the visit)
- Supervisors—district and university/program across all programs at the institution
- Employers

Sampling Interviews

- “Sampling” interviews include interviewees from more than one credential program and focus on broad questions within the three areas of program assessment:
  - Program design
  - Course of study (coursework and field experience)
  - Assessment of candidates

Sampling Interviews

- The Program Assessment process has reviewed how each program addresses the individual standards for that program on a standard-by-standard basis
- Sampling interviews are designed to assess the *overall* operation and effectiveness of credential programs

Common Standards Interviews

In addition to constituent groups listed for program team members, Common Standards team members interview

- Institutional administrators, faculty, and staff
- Other P-12 personnel (county office, collaborative partners)
- Credential analysts
- Advisory groups

Interview Questions

- In building a complete picture of program and unit operations, program sampling and Common Standards interviewers often ask questions of the same constituents, but from different perspectives
- *Field experience* is one of the areas covered by both program and Common Standards reviewers and provides an example of how these perspectives differ

Interview Questions

- Both types of team members will interview university supervisors from all programs
- Program questions will focus on issues such as
  - Observation, evaluation of candidates
  - Types of support/intervention provided to candidates during field experience
  - Frequency, forms of communication with candidates and site supervisors

Interview Questions

- Common Standards questions will focus on issues such as
  - Collaboration between the unit and P-12 partners in the design, implementation, and evaluation of field experiences for all programs
  - Criteria for the selection of field placement sites and site-based supervisors across programs
  - Process for ensuring that candidates in all programs gain experience in working with diverse school populations

Interview Questions

- By compiling evidence gathered from both perspectives, the team is able to assess
  - the effectiveness of field experience practices in *each* program
  - the strength of the overall design, infrastructure, and procedures at the unit level to support and sustain the effectiveness of field experience and clinical practice across *all* programs

Group Interviews

- The majority of program interviews and many Common Standards interviews are conducted with groups of interviewees
- What are some challenges posed by group interviews, and how might an interviewer mediate these challenges?
- Press the “pause” button to stop the presentation and jot some ideas
- When you finish, restart the presentation

Group Interviews

- Potential challenges might include:
  - Individuals dominating the conversation
  - Individuals remaining largely silent
  - Everyone wanting to add something to each response
  - Someone with a personal agenda to pursue

Group Interviews

Mediation by the interviewer might include:

- Politely reminding the individual/group that everyone needs a chance to speak
- Asking “silent” members if they have things to add
- Providing regular reminders about time, need to get all questions answered
- Determining whether the concern is shared by others; politely redirecting the focus back to the questions

Phone Interviews

- What are some challenges that phone interviews might pose, and how might an interviewer address those challenges?
- Press the “pause” button to stop the presentation and jot some ideas
- When you finish, restart the presentation

Phone Interviews

- Some challenges might include:
  - Having limited time for the interview
  - Dealing with pauses, silence
  - Not being able to see “body language”

Phone Interviews

- Some useful interview techniques for phone interviews:
  - Establish the interview purpose and time frame at the beginning of the conversation
  - Let the interviewee know you will be taking notes and then indicate when you're pausing to write
  - Pay particular attention to voice tone and language

Site Visit: Compiling Evidence

- During the site visit, interview evidence is combined with evidence gathered during pre-visit preparations in order to "triangulate" findings on standards

- Team decisions on standards must be supported by evidence from *multiple* sources

Compiling Evidence

- Common Standard 2: *Unit and Program Assessment and Evaluation* provides an example of how documentary and interview evidence might be combined
- The example covers the first two key ideas in the standard
- Notice that the reviewer has gathered evidence from multiple sources in response to *each* key idea

Compiling Evidence

- Key idea in Standard:
  - *The education unit implements an assessment and evaluation system*
  - *The system collects, analyzes and utilizes data on candidate and program completer performance …*

- Evidence from multiple sources:
  - Online exhibits:
    - clear graphics of system showing flow of assessment data for decision-making
  - Meeting minutes:
    - records showing stakeholder involvement in system design/review
  - Interviews with candidates:
    - clear descriptions of how their performance is measured throughout the program
  - Interviews with program faculty:
    - Examples of formative, summative data collected from candidates

Compiling Evidence

- Included in the online documents for this module is a file entitled *Common Standard 2 Evidence Examples*
- In a moment, you'll be asked to open the document and complete a short task
- Once you've read the directions, pause the presentation to complete the task and restart when you're done.

Compiling Evidence

- The document contains a chart illustrating how each key idea in the standard could be supported by multiple sources of interview and documentary evidence
- For *each* key idea, jot down *another* possible source and/or example of evidence that an institution might offer in support of the standard
- Open *05 Common Standard 2 Evidence Examples* and begin

Compiling Evidence

- Given the range of possible additions to the chart, we won’t be suggesting “right answers” to the previous activity

- The critical point is that in order for evidence to be used in making standards decisions, that evidence must *directly address the specific language of the standard*

Decisions on Standards

- Throughout the site visit, team members share evidence and questions with one another and with the Team Lead
- The Team Lead and CTC Consultant coordinate ongoing communication between the team and the institution
- Once evidence gathering has been completed, the team reviews the evidence and makes decisions on standards

Decisions on Standards

- The *Accreditation Handbook* provides three options for standard decisions:
  - Met
    - *All phrases of the standard are evident and effectively implemented*
  - Met with Concerns
    - *One or more phrases of the standard are not evident or are ineffectively implemented*
  - Not Met
    - *Significant phrases of the standard are not evident or are so ineffectively implemented that it is not possible to see the standard in the program*

Decisions on Standards

- Because decisions on Common Standards must align with those on Program Standards, team deliberations are a crucial part of the site visit process

- The Team Lead uses a consensus model for guiding the team to decisions on all standards

Reaching Consensus

- CTC’s working definition of *consensus* is that while not all members of the team may personally agree with a proposed decision, all members understand the bases for the decision and all members can support it

Accreditation Recommendation

- Once consensus has been reached and decisions made on all standards, the team must reach consensus on an accreditation *recommendation*

Accreditation Recommendation

- The *Accreditation Handbook* offers five options for accreditation recommendations, along with definitions for each
  - Accreditation
  - Accreditation with Stipulations
  - Accreditation with Major Stipulations
  - Accreditation with Probationary Stipulations
  - Denial of Accreditation

Accreditation Recommendation

- A *stipulation* identifies a condition that must be corrected by the institution before the COA can consider a decision of “Accreditation” for that institution

- A team can also recommend follow-up measures in cases where the team consensus is for “Accreditation”

Drafting the Visit Report

- The purpose of the site visit report is to provide the COA with the *evidence needed to make a fully-informed accreditation decision* for an institution and its programs
- The report must be clear, accurate, and consistent in its findings and recommendation

Drafting the Visit Report

- Each team member plays a role in writing some part(s) of the report and in reviewing the work of other team members
- Every team member has a role in ensuring that the report is a thorough and accurate record of the team's findings

Drafting the Visit Report

- Report writing, reviewing, and editing at the site visit are done under considerable time pressure
- Team members are urged to begin initial drafting as early in the site visit process as possible

Program Reports

- A program team member will draft a report for each program he/she was assigned to review
- Program reports follow a consistent format and are generally 2 – 4 pages in length
- With the aid of Program Summaries and online exhibits, considerable preliminary drafting can be done prior to (or early in) the site visit

Common Standards Reports

- A Common Standards team member will draft a report for each of the Common Standards he/she was assigned primary responsibility for reviewing
- Common Standards reports vary in length depending upon the types and quantity of evidence needed to address the standard, but are generally about one page each

Report Templates, Writing Guidelines

- Team members are provided with templates for use in drafting report sections
- Team members are expected to follow *06 CTC Writing Guidelines* in drafting, reviewing, and editing site visit reports

Pause the Presentation to review the Guidelines

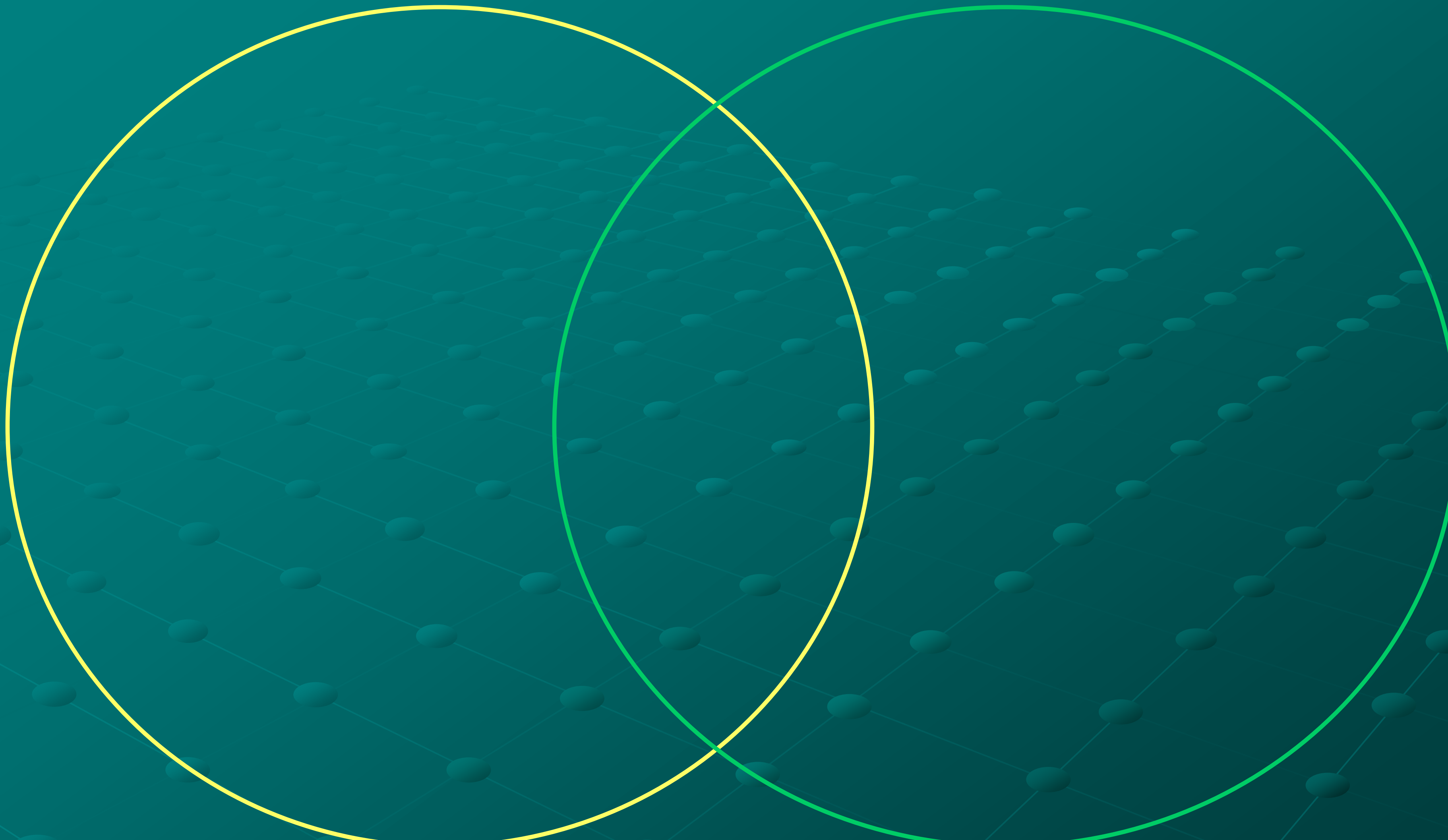
The Exit Report

- Held after the team has prepared the draft report
- Attended by the Team Lead, CTC Consultant, and institutional representatives
- Institution is given a copy of the visit report
- The Team Lead presents the team's findings
- Followed by a public report
  - institution invites interested parties
  - team members are encouraged to attend

Module Summary

- To check your understanding of BIR member roles and responsibilities at a site visit, you'll be constructing a simple Venn diagram
- Please draw two overlapping circles as shown on the next slide

Site Visit: Module Summary



Program Reviewers

Common Standards Reviewers

Site Visit: Module Summary

- On your diagram, arrange the following responsibilities according to whether each is a *Program*, *Common Standards*, or *shared* responsibility at a site visit

Read Biennial Reports for assigned programs

Draft 3-part program-specific visit reports

Complete pre-visit worksheets

Conduct “sampling” interviews

Review CTC Biennial Report Responses

Interview institutional leadership

Read institution’s Common Standards Document

Focus on unit-level operations

Gather evidence on all parts of each standard

Read Program Summaries

Interview candidates and program completers

Make decisions on standards

Evaluate field experience, clinical practice procedures

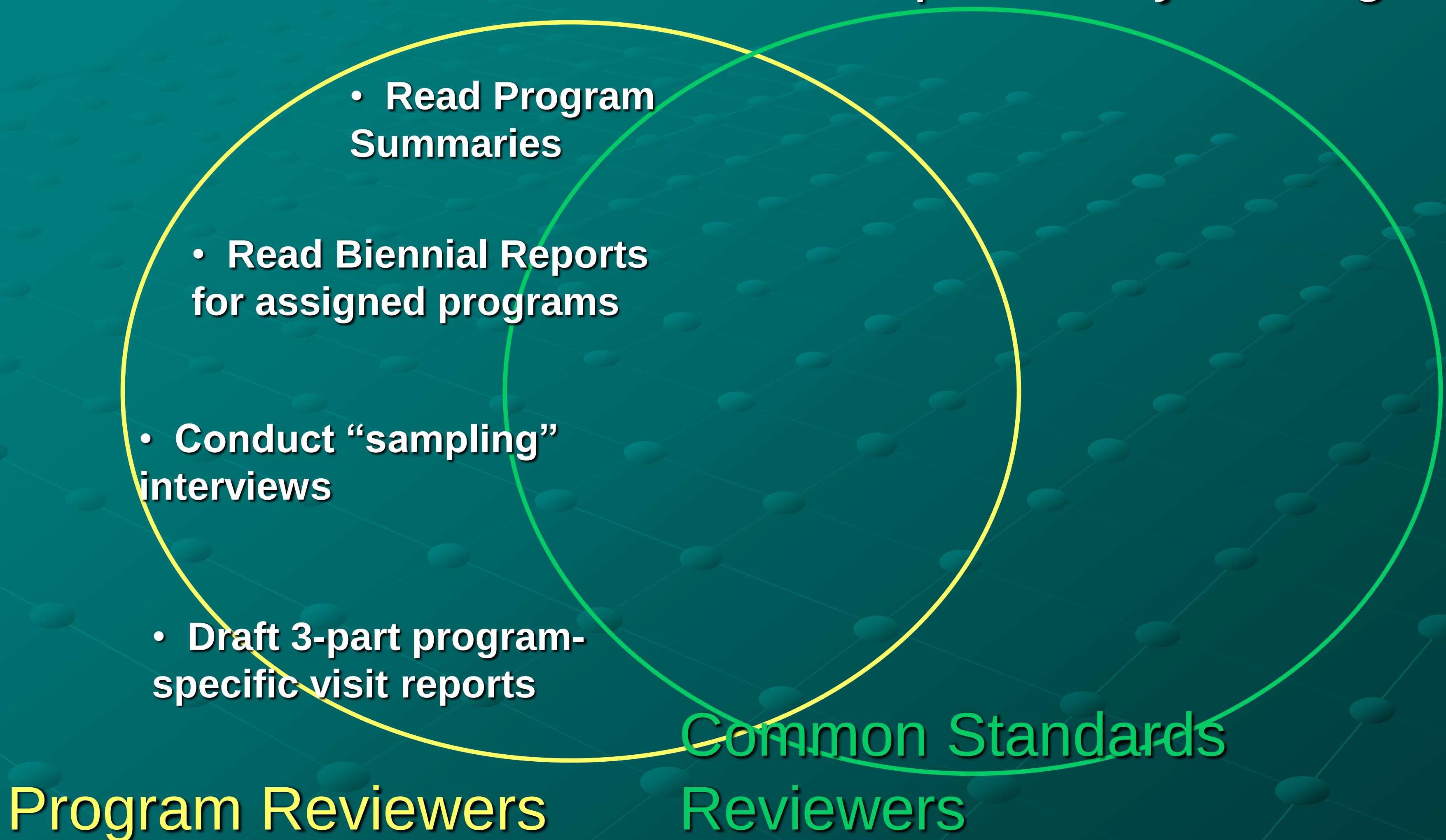
Review electronic exhibits

Site Visit: Module Summary

- Press the “pause” button to stop the presentation and place the responsibilities on slide 65 in the appropriate part of the Venn diagram
- Once you’ve completed the task, compare your responses with those on the next slides
- If you have questions about any of the team member responsibilities covered in this module, be sure to raise them at the onsite training session

Site Visit: Module Summary

This shows where each responsibility belongs



Site Visit: Module Summary

This shows where each responsibility belongs

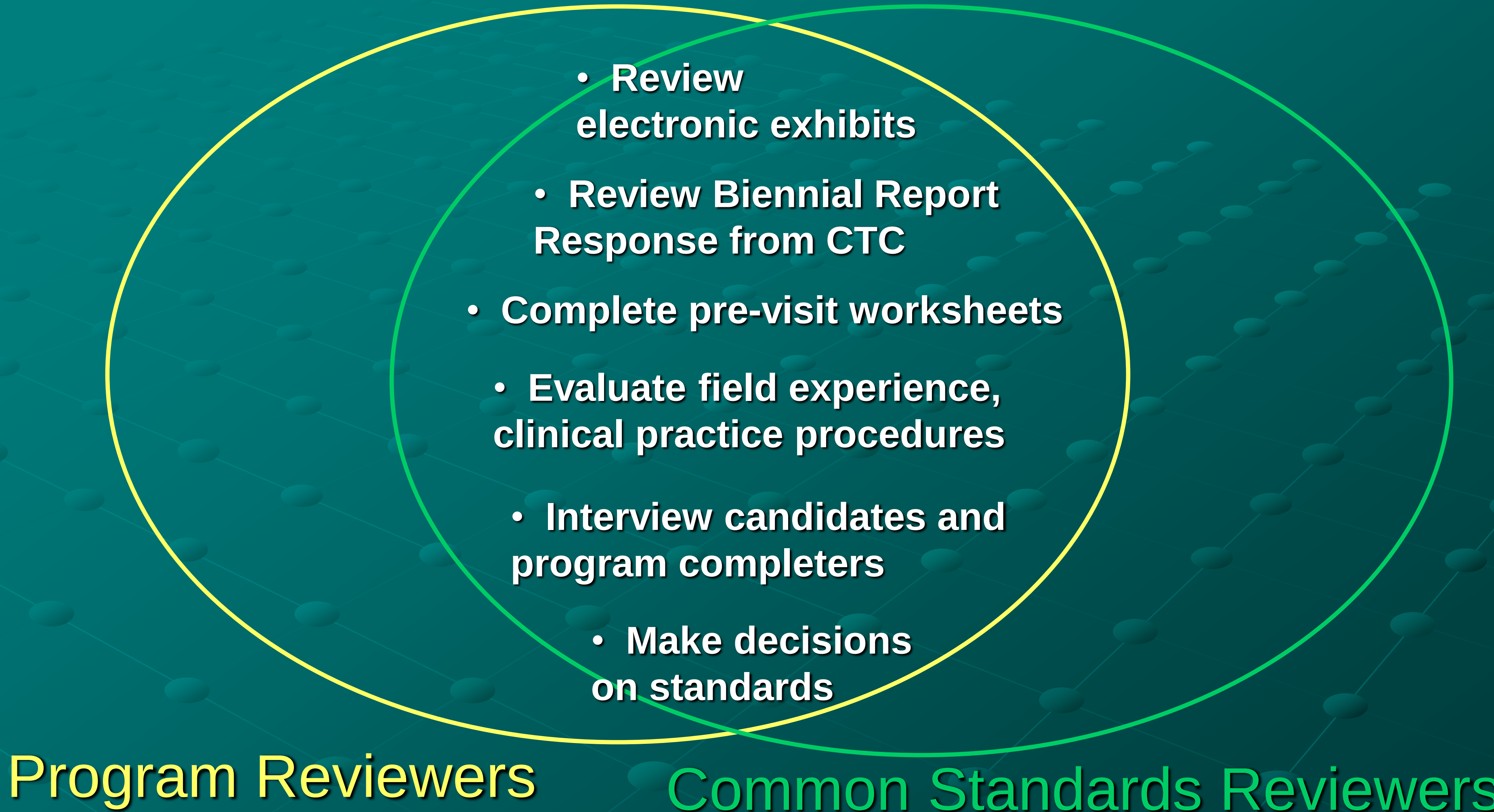
- **Read institution's Common Standards Document**
- **Interview institutional administrators**
- **Gather evidence on all parts of each standard**
- **Focus on unit-level operations**

Program Reviewers

Common Standards Reviewers

Site Visit: Module Summary

This shows where each responsibility belongs



Onsite Preparation

- As part of completing earlier modules, you have read a number of documents from College of California, including
  - Biennial Report
  - Biennial Report Response from CTC
  - Program Assessment Feedback
  - Program Summaries
- In order to be fully prepared for the upcoming training, there is *one more document* you need to read, and there is a *worksheet* you need to complete—just as in an actual site visit

Onsite Preparation

- For this module, you'll be reading *excerpts* from COC's Common Standards document

- The file *07 Common Standards Document-COC 2011* includes COC's responses to the following CTC Common Standards:

- Standard 1: *Educational Leadership*
- Standard 6: *Advice and Assistance*
- Standard 7: *Field Experience and Clinical Practice*
- Standard 8: *District-employed Supervisors*

Onsite Preparation

- As you read the COC document, use the *08 CS Simulation Pre-visit Worksheet* to note examples of evidence you'd like to review and questions you'd want to explore at the site visit
- Pause the Presentation
- Do this for each of the four Common Standards
- Since you have not had a chance to review electronic exhibits for COC, leave the top section of each page blank

Preview of What’s Next

- At the onsite training, you’ll be actively involved in practice related to the online modules and follow-up activities you’ve completed
- While the primary focus of the training will be on conducting a site visit, you will also experience how Biennial Reports and Program Assessment are integrated into the site visit process
- Within the training simulation, you’ll take part in the full range of site visit activities

For more information on Site Visits

- You may wish to consult the Accreditation Handbook for detailed information on the following site visit topics
  - CTC Common Standards:
    - Appendix E: Common Standards
  - Team member roles and responsibilities:
    - Chapter 10: “Accreditation Teams” and Chapter 11: “BIR Member Skills”
  - Accreditation recommendations & decisions:
    - Chapter 8: “Accreditation Options”

Electronic Survey

- Please complete the electronic survey at http://www.surveymonkey.com/s/BIR_SV_Survey
- Upon submission of your electronic survey responses, you will have completed Module 3.

Thank you for your dedication to this important process!