

Report of the Accreditation Visit to the Compton Unified School District Internship Program

Professional Services Division

May 14, 2001

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Compton Unified School District. The report of the team presents the findings based upon reading the Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the agency.

The program that was the subject of this accreditation review in the Compton Unified School District is the Multiple Subject District Intern Program. The processes and procedures that were used are the same as those used for university-based programs. Preconditions that are specific to District Intern programs were used since District Intern programs have specific statutory requirements, which are different than university-based programs. Because this accreditation began before District Intern Programs were subject to the same standards as other teacher preparation programs, the school district prepared its standards document based on the Commission's *Standards of Program Quality and Effectiveness for District Intern Programs*. These Standards did not contain Common Standards, but do address all of the elements that are included in the Standards that are currently approved for use by the Committee on Accreditation

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for the Compton Unified School District and its credential program:

ACCREDITATION WITH A TECHNICAL STIPULATION.

Following is the stipulation:

That the district provide evidence that all standards not fully met have been satisfactorily addressed. The district has one year to provide documentation that modifications have been made in the four less than fully met standards.

On the basis of this recommendation, the district is authorized to recommend candidates for the following Credentials:

- Multiple Subject Internship Credential

- (2) The Compton Unified School District is required to provide evidence of the actions taken to respond to all of the stipulations within one year of the date of this action, to be verified by a staff re-visit.
- (3) Staff recommends that:
 - The agency's response to the preconditions be accepted.
 - The Compton Unified School District be permitted to propose new district internship credential programs for accreditation by the Committee on Accreditation.
 - The Compton Unified School District be placed on the schedule of accreditation visits for the 2006-2007 academic year.

Background Information

Compton Unified School District is an urban school district serving a diverse population of approximately 28,000 students. In the current school year the District has hired 1,323 teachers. 472 of those hold credentials. The remaining 851 teachers are serving on emergency permits or credential waivers.

Compton USD created its District Intern program in 1997. Since then the governing board of the district has recommended twenty-seven teachers for Professional Clear Credentials through the District Intern Program. Currently there are thirty-two program participants serving in sixteen of the district's thirty elementary and middle schools.

In 1993 Compton Unified School District was placed under state control. Dr. Randolph Ward, was appointed as State Administrator in 1996 and continues in that role. Among the programs that were initiated by the State Administrator was the District Intern Program. The district also is a partner in the university internships conducted by California State University, Dominguez Hills and California State University, Long Beach. The district is also affiliated with Teach for America. The District is affiliated with the Hawthorne School District Pre-Intern Program and the CSU Dominguez Hills Beginning Teacher Support and Assessment Program (BTSA).

The District Intern Program is in the Human Resources and Employee Development Division. There are fifteen instructors in the District Intern Program. One hundred forty-five of the staff of the District has been trained as support providers. These persons provide services to the Interns, Pre-interns and BTSA participants. In addition to the Human Resources Division, the program also receives support from the Curriculum and Instructional Support and School Operations Divisions. The Consulting University is CSU Dominguez Hills.

Instruction in the program begins with a 120 clock hour orientation prior to assuming full time responsibilities. The program offers an additional 300 clock hours of instruction during the two academic years of the program.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the school district program in 1998 and met with the program's leadership on three occasions about the accreditation visit. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. The size of the team was determined in the Fall of 2000. The Administrator for Accreditation and the Staff Consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*. In addition, telephone and regular personal communication was maintained between the staff consultant and district representatives.

The Institutional Self-Study Report was prepared based on the Standards approved by the Commission for Multiple Subject District Intern Programs. The document was reviewed informally by Commission staff with suggestions on document improvement provided.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Sunday, April 8. The team arrived on Sunday afternoon and began with a meeting of the team. On Monday and Tuesday, April 9 and 10, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*.

A total of 98 group and individual interviews were conducted by the team members in the two days devoted to collection of data. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The team met on Monday evening to discuss progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the report.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each Standard, the team made a decision of "Standard Met," "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative

advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

The team discussed an initial draft of the report on Tuesday evening. After the report was finished, the team met Wednesday morning for a final review of the report and a decision about the results of the visit.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that four multiple subject program standards was minimally met. The team then considered the appropriate accreditation decision for the institution. The team weighed its concerns about these standards with the overall quality of the program, and with the relative effort that it would take to correct the concerns raised by the team. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations" or "Denial of Accreditation." After thorough discussion, the team decided to recommend the status of "**Accreditation with Technical Stipulations.**"

**Accreditation Team Report
to the
Committee on Accreditation**

Institution: Compton Unified School District

Dates of Visit: April 9 to 11, 2001

RECOMMENDATION: Accreditation with a Technical Stipulation

Following is the stipulation:

That the district provide evidence that all standards not fully met have been satisfactorily addressed. The program has one year to provide documentation that modifications have been made in the four less than fully met standards.

RATIONALE:

The team recommendation for Accreditation with Technical Stipulations was the result of a review of the Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the district.

The district is determined to have overall quality and effectiveness in its credentialing program. Based on the review and analysis of all documents, materials, and interviews, the team finds a growing program with many strengths and graduates that are effectively prepared for their professional positions. The team also identified several areas for improvement.

All standards in the program were met in this program. However, Standard 6 was minimally met with quantitative concerns. Standards 15, 25, and 26 were minimally met with qualitative concerns.

The consensus of the team is that all four standards that are less than fully met can be corrected based on documentation.

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Sources of Evidence

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
5	Program Faculty		Catalog
11	Institutional Administration	x	Institutional Self Study
37	Candidates	x	Course Syllabi
15	Graduates	x	Candidate Files
8	Employers of Graduates	3	Fieldwork Handbook
10	Supervising Practitioners		Follow-up Survey Results
	Advisors		Needs Analysis Results
9	School Administrators	x	Information Booklet
2	Credential Analyst	x	Field Experience Notebook
1	Advisory Committee	x	Schedule of Classes
	Clerical Staff	x	Advisement Documents
		x	Faculty Vitae
			Other (Name)

The accreditation team chose to cite a specific finding about each standard regardless of whether or not the standard was met.

Category I

District Resources and Coordination

Finding on Category I

It is clear that the district has made the district intern program a priority. At each level, from the state administrator to the principals and teachers in the schools, there is a strong commitment to the program.

Standard 1- Program Design, Rationale and Coordination

Standard Met

Findings on Standard

Based upon review of documents, interviews with constituents, and discussion with program staff, there is a clear sequence of courses that can be articulated by program administrators and interns. The instructional program, provisions for support, and placements of interns are carefully orchestrated by the program coordinator. The team was not able to find evidence of a sound theoretical rationale for the design of the program.

Strengths

The program coordination is to be commended. All aspects of the program are well coordinated and integrated.

Concerns

There is not a specific philosophy that underlies the program. There is a district philosophy, which this program is part of, but not a philosophy that specifically drives this program.

Standard 2 District Attention to the Program

Standard Met

Findings on Standard

The district supports this intern program at every level. The program coordinator has access to those in positions to make decisions about the program. Problems are dealt with efficiently.

Strengths

None noted

Concerns

None noted

Standard 3 Resources Allocated to the Program**Standard Met****Findings on Standard**

Given the resources available, the program operates effectively. This program receives funds both from its alternative certification grant and from the district. The resources available appear to be sufficient to implement a program of this size. Interviews indicated an interest in expanding the program for more interns in each cohort.

Strengths

None noted

Concerns

If this program is expanded, there must be additional district resources allocated to the program, particularly in staff to administer and support the program.

Standard 4 Qualifications of the Faculty**Standard Met****Findings on Standard**

The faculty selected for this program is qualified and have the expertise and credentials to teach the courses to which they are assigned. The program draws its instructional staff from within the district and from nearby universities.

Strengths

None noted

Concerns:

None noted

Standard 5 Faculty Evaluation and Development**Standard Met****Findings on Standard**

The documents provided shows that all courses and faculty are evaluated, and that there are mechanisms in place to retain only those instructors who are consistently effective. Faculty and support providers are recognized by staff for their efforts.

Strengths:

None noted

Concerns:

None noted

Standard 6 Program Evaluation and Development**Standard Met with Quantitative Concerns****Findings on Standard**

There was evidence that the interns, site administrators, support providers and instructors participated on a regular basis in evaluation of all aspects of the program.

Improvements in the program were made as a result of information gathered. The team could not find evidence of community member participation in the advisory process. Also, the team could not find evidence of a follow up survey of graduates.

Strengths:

None noted

Concerns:

The program should include community members in its program evaluation process. A systematic follow up of graduates needs to be implemented.

Category II

Admission and Student Services

Findings on Category II

Interviews with interns and graduates indicate that from the initial contact with the district and throughout the program, including admission, placement, support and retention, the interns feel well supported. Review of candidate files and program documents showed clear and systematic admission procedures. There is communication and coordination among different programs within the Human Resources Department.

Standard 7 Admission of Interns: Academic Qualifications Standard Met

Findings on Standard

There are clear, systematic admissions policies. The intern files indicate that academic qualifications are documented.

Strengths:

None noted

Concerns:

None noted

Standard 8 Admission of Interns: Preprofessional Qualifications Standard Met

Findings on Standard

There was evidence that prior experience with children was documented. The district uses multiple screening procedures for selection of program participants, including paper screening, district interviews and site interviews.

Strengths:

None noted

Concerns:
None noted

Standard 9 Availability of Program Information

Standard Met

Findings on Standard

The program has developed handbooks for interns, support providers and principals. Interviews with each of these constituencies provided evidence that interns have ample information about the program and access to that information.

Strengths
None noted

Concerns
None noted

Standard 10 Intern Advisement

Standard Met

Findings on Standard

Interns are well informed and receive assistance at each phase of the program.

Strengths
None noted

Concerns
None noted

Standard 11 Intern Assistance and Retention

Standard Met

Findings on Standard

Based on interviews with interns and graduates, it is clear that the procedures for providing assistance and remediation are known by interns, support providers, and instructors; however the team could not find evidence of written procedures.

Strengths:
There are multiple mechanisms in place to assist interns toward retention and program completion.

Concerns:
Although it hasn't been necessary, there need to be written procedures regarding dismissal of interns. This process should be delineated in the intern handbooks.

Category III

Curriculum

Findings on Category III

The curriculum is comprehensive, sequenced appropriately, and presented in such a way that content is addressed in a scaffolded manner throughout the two year program. While curriculum is grounded in theory, advantage is taken of the rich laboratory settings provided by the intern's classrooms.

Standard 12 Preparation for Teaching Responsibilities Standard Met

Findings on Standard

The pre-service program provided for interns, lays the foundation for all instruction that follows. The format of field experience in the morning followed by instruction in the afternoon was universally praised by interns and graduates. The interns believed that they were well prepared and provided evidence that they understood and could assume their teaching responsibilities.

Strengths:

None noted

Concerns:

None noted

Standard 13 Development of Professional Perspectives Standard Met

Findings on Standard

Interns and graduates were able to articulate an understanding of the scope and sequence of the curriculum within the program.

Strengths:

None noted

Concerns:

None noted

Standard 14 Orientation to Children and Adolescents Standard Met

Findings on Standard

Interns have an understanding of the prominent theories of learning and human development. In addition, they are able to build appropriate units of instruction for students at their grade level.

Strengths:

None noted

Concerns:

Recently the course sequence was modified to place technology certification before the initial child development course. The child development course serves the purpose of providing a foundation upon which all other instructional components are based.

Standard 15 Preparation for Multicultural Education
Standard Met Minimally with Qualitative Concerns

Findings on Standard

Evidence provided by interviews with principals, interns and graduates related to the adequacies of the multicultural curriculum was mixed. While diversity issues were addressed in a variety of courses and settings, the depth of understanding in this area is limited. The team could not find evidence that interns had opportunities to examine materials for bias or that they had more than a surface knowledge of culture, race, ethnicity and language.

Strengths

None noted

Concerns

Although the interns are open and sensitive to multicultural issues, they lack multiple perspectives on diversity that are grounded in theory and research.

Category IV

Field Experiences

Findings on Category IV

The field experiences begin in the preservice program with a structured practicum each morning followed by coursework in the afternoon. During this practicum, interns have opportunities to observe, carry out practice teaching activities, and receive feedback from experienced teachers. They are introduced to the curriculum of the Compton district and the K-12 content standards.

Standard 16 Collaboration with School sites and Institutions of Higher Education Standard Met

Findings on Standard

The program frequently communicates with nearby institutions of higher education and selected faculty members. There is clear evidence that there is meaningful communication between program administrators and the sites where interns are placed.

Strengths

None noted

Concerns

None noted

Standard 17 Qualifications and Recognition of Support Personnel Standard Met

Findings on Standard

Support providers for district interns are carefully selected based on their qualifications and are noted for their leadership in the district. Each support provider has received numerous professional development opportunities to be able to perform the mentoring role.

Each support provider receives a stipend and opportunities for their own professional growth. The support providers are familiar with both priorities of the district and the curriculum of the intern program. In addition they are well versed in the K-12 academic content standards and state frameworks.

Strengths

Support providers clearly take the knowledge they have and use it to support the needs of these interns. They are easily accessible for their assigned interns.

Concerns

None noted

Standard 18 Guidance, Assistance and Feedback

Standard Met

Findings on Standard

A team approach is used to provide guidance, assistance and feedback. Interns and graduates uniformly stated that they were assisted through visits and observations by program administrators, support providers, and site administrators. Interns reported getting complete and timely about their performance and progress.

Strengths

The emphasis in this program is doing whatever is necessary to assure the success of each intern.

Concerns

None noted

Standard 19 Determination of Candidate Competence Standard Met**Findings on Standard**

Candidate competence is determined through multiple measures, including professional portfolio and exit interview, completion of professional development plan, passage of RICA, course completion and successful Stull evaluations.

Strengths

None noted

Concerns

None noted

Category V

Candidate Competence and Performance

Findings on Category V

The curriculum is designed to provide multiple opportunities for interns to learn and demonstrate confidence in all aspects of teaching.

Standard 20 Student Rapport and Classroom Environment Standard Met

Findings on Standard

Interns are able to maintain an effective and positive classroom environment. Both support providers and interns could site examples of strategies used to establish the classroom climate.

Strengths

None noted

Concerns

None noted

Standard 21 Curricular and Instructional Skills

Standard Met

Findings on Standard

Development of planning skills begins in the preservice program and continue throughout the two year experience. Individual lessons as well as long term units are developed based upon student assessment and grade level standards.

Strengths

Interns cited the unit plan for their social studies as having provided them with significant strengths in all aspects of planning instruction. Many graduates continue to use and build on that unit.

Concerns

None noted

Standard 22 Diverse and Appropriate Teaching

Standard Met

Findings on Standard

Interns indicated that they were introduced to various strategies to meet individual needs, interests and learning styles. However, the interns were unable to provide evidence of methods to detect bias in learning materials.

Strengths

None noted

Concerns

Strategies for detecting bias in instructional materials needs to be added to the curriculum.

Standard 23 Student Motivation, Involvement, and Conduct Standard Met**Findings on Standard**

Interns indicated a variety of strategies they use to motivate and interest their students. They showed creativity, an understanding of student backgrounds, and a connection with the community.

Strengths

None noted

Concerns

None noted

Standard 24 Presentation Skills Standard Met**Findings on Standard**

Interns have a multitude of opportunities to present lessons to peers, instructors and in their own class settings. They use a wide variety of strategies for presentation of lessons to maximize learning for students.

Strengths

None noted

Concerns

None noted

**Standard 25 Student Diagnosis, Achievement and Evaluation
Standard Met Minimally with Qualitative Concerns****Findings on Standard**

Interviews with candidates and graduates provided evidence that some interns had received instruction in assessing student needs while others had not.

Strengths

None noted

Concerns

This is an area that needs to have greater emphasis in all coursework with follow up from the support providers.

Standard 26 Cognitive Outcomes of Teaching**Standard Met Minimally with Qualitative Concerns****Findings on Standard**

The findings in this standard were not consistent among interns and graduates with regard to the ability to develop critical thinking and problem solving skills within students.

Strengths

None noted

Concerns

This is an area that needs to have greater emphasis in all coursework with follow up from the support providers.

Standard 27 Affective Outcomes of Teaching**Standard Met****Findings on Standard**

Interns provided evidence of the strategies they use to foster a positive learning environment in which students can learn, grow and develop strong, positive identities.

Strengths

None noted

Concerns

None noted

Standard 28 Capacity to Teach Crossculturally**Standard Met****Findings on Standard**

The program provides opportunities for interns to examine issues of culture and language and strategies for teaching to accommodate student differences.

Strengths

None noted

Concerns

None noted

Standard 29 Readiness for Diverse Responsibilities**Standard Met****Findings on Standard**

In the field experience portion of the intern program, interns have opportunities to work with children of diverse ages and abilities. Once interns become teachers of record, their opportunities for experience with diverse student populations is limited.

Strengths

None noted

Concerns

Because interns use their own classrooms for a two-year field experience, the opportunity to teach to a range of grade levels and abilities is limited.

Standard 30 Professional Obligations

Standard Met

Findings on Standard

Based upon interviews with interns, graduates and site administrators, interns have high expectations for themselves and their students. There is evidence that they work well with other professionals in the district.

Strengths

None noted

Concerns

None noted

Professional Comments

Commendations

1. The leadership of the intern program is exemplary. There is a deep level of commitment shown to the professional growth of the interns in the program. Interns stated that all who worked with them went beyond the scope of their roles to support the success of each intern and the program itself.
2. Interns indicated whenever additional resources were needed, they were always made available by the program.
3. Administrators and support providers commented on the commitment of the interns to their students and the loyalty to the district.
4. Interns are recognized as leaders in the school, with several becoming instructors and support providers in the intern program, as well as serving in other leadership positions in the district.

Recommendations

1. It is recommended that the program plan opportunities for instructors to meet and share course content and to ensure continuity throughout the program.
2. Consideration should be given to placing interns in classrooms where there is opportunity to teach the full range of subjects. Placement of interns in classes in which only basic courses are taught limits the ability to meet credential requirements.
3. Although the portfolio is an excellent tool for documenting growth over time, the process could be greatly enhanced if opportunities for self-assessment and reflection were systematically added to the activities.
4. Opportunities need to be developed to allow interns to experience multiple grade levels during the two-year experience.
5. We encourage the program to expand, however, this expansion should only occur if there are adequate resources, including support providers, to ensure the success of the program. Care should be taken that reasonable workloads are assured in any expansion.