

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at The Master's College

Professional Services Division

February 9, 2000

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at The Master's College. The report of the team presents the findings based upon reading the Institutional 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 institution.

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 Master's College and both of its credential programs:

ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- That the institution provide evidence of a plan (and its implementation) to recruit part-time and/or full-time faculty representing ethnic/cultural/linguistic diversity.
- That the institution provide evidence that single subject candidates receive instruction in pedagogical strategies specific to the content area in which they will be credentialed.

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

- Multiple Subject Credentials
- Single Subject Credentials

- (2) The Team recommends that The Master's College provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by Commission staff.
- (3) Staff recommends that:
 - The institution's response to the preconditions be accepted.
 - The Master's College be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - The Master's College be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Background Information

The Master's College was founded as Los Angeles Baptist Theological Seminary in 1927 to meet the need for a fundamental Baptist school on the West Coast. The college is located on 100 acres in the City of Santa Clarita, forty miles north of the Los Angeles International Airport. The Education Department which recently moved to a much more spacious location on campus, is the second largest of twelve departments at the College. Of the approximately 850 total student enrollment, 42 are in the Multiple Subject and 25 are in the Single Subject Credential Programs. Most of the students live on campus.

The Teacher Preparation Program is a fifth year program, though students are encouraged to take some professional courses during their senior year. There is an approved subject matter program (Liberal Studies-teacher education major) for a Multiple Subject Credential. Single subject credential candidates and those who do not meet the requirements of the approved Multiple Subject Program prove subject matter competence by achieving passing scores on the appropriate Praxis Series examinations.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in Spring, 1998 and had telephone conversations with the department chair and credential analyst in preparation for a formal meeting with the faculty which was held during the Summer of 1999. Subsequent meetings between the consultant and faculty, program directors, and institutional administration were held as needed. The initial meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, and logistical and organizational arrangements. In addition, telephone, e-mail, and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Dr. Marilyn Vaughn was selected in August 1999. The team size was agreed upon in August as well.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to the credential programs. This was followed by separate responses to the Multiple Subject and Single Subject Program Standards. The institution decided to use option one (California Program Standards) in the *Accreditation Framework* for the Multiple Subject and Single Subject Credential Programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the department chair, education faculty and staff, and the Commission consultant. It was agreed that there would be a team of three, consisting of a team leader and two team members. The Commission 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*.

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 COA team leader and members examined the college responses to the Common Standards and the program standards. The on-site phase of the review began on Sunday, February 6, 2000. The team arrived on Sunday afternoon and began deliberations with one another. The team meeting included a review of the accreditation procedures and organizational arrangements for the COA team members.

On Monday and Tuesday, February 7 and 8, 2000, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the team members with much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. The mid-visit report was scheduled for 2:00 p.m. on Tuesday. The team had questions and concerns about one Common Standard and a few Program Standards going into the mid-visit report. The faculty and staff worked very hard Tuesday afternoon to obtain and present additional information for the team. Tuesday evening was set aside for additional team meetings and the writing of the team report. The team completed writing the report on Tuesday evening, and presented it to the faculty and administration at 9:00 a.m. on Wednesday.

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 of the Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the Common Standards were "Met Minimally" with either Quantitative or Qualitative Concerns. 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 prepared a narrative report about the program standards which pointed out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program

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 on the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the team met Tuesday evening for a final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that seven of the eight Common Standards were fully met and nineteen of the twenty-one Program Standards were fully met.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT**

Institution: The Master's College
Program: Multiple Subject Credential Program
Single Subject Credential Program
Dates of Visit: February 7 –9, 2000

**Accreditation Team
Recommendation:** **ACCREDITATION WITH TECHNICAL STIPULATIONS**

The Accreditation team recommends the following stipulations:

- That the institution provide evidence of a plan (and its implementation) to recruit part-time and/or full-time faculty representing ethnic/cultural/linguistic diversity.
- That the institution provide evidence that single subject candidates receive instruction in pedagogical strategies specific to the content area in which they will be credentialed.

Rationale:

The team recommendation for “Accreditation with Technical Stipulations” was a result of a thorough review and analysis of the Institutional Self-Study Report, additional supporting documents available during the visit, interviews with administrators, faculty, students and other individuals professionally associated with the institution. The decision was based on the following:

Common Standards - The Common Standards were first reviewed one by one and then voted on by the entire team. Consensus was reached that all, with the exception of Common Standard three were fully met.

Program Standards - Findings about Program Standards were reviewed by the team. The team discussed each program standard and determined that all program standards were fully met with the exception of Program Standards two and eleven..

The recommendation was based on the unanimous agreement of the team. The team felt that the concerns were of sufficient importance to designate two stipulations for the institution, which are noted in the team report. However, despite the stipulations, the team determined the institution provides quality credential programs with no important deficiencies in preparing competent candidates for the teaching profession.

ACCREDITATION TEAM MEMBERS

Team Leader: Marilyn Vaughn
Bethany College

Team Member: Jeff Hittenberger
Vanguard University of Southern California

Team Member: Patricia Geyer
Sacramento City Unified School District

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
9	Program Faculty	X	Catalog
2	Institutional Administration	X	Institutional Self Study
29	Candidates	X	Course Syllabi
33	Graduates	X	Candidate Files
11	Employers of Graduates	X	Fieldwork Handbook
12	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
16	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
7	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae

Common Standards

Standard 1

Educational Leadership

Standard Met

The educational unit demonstrates effective leadership and has a clearly articulated vision consistent with the mission of the college. The college administration and faculty view the educational unit as an integral and important aspect of the college. The lines of communication and authority are clearly defined and function effectively. Through the strategic planning process the interests of the education department are effectively represented. The new department chair brings a breadth of experience and awareness of current trends in education to the program, building upon an already strong program developed by the previous chairperson.

Strengths

None Noted

Concerns

None Noted

Standard 2 Resources

Standard Met

Adequate resources are available for support of teaching and advising activities. The Education Department has an equitable budget in relation to other department budgets across campus. Faculty indicate they have the appropriate materials and supporting library and curriculum resources to fulfill their teaching assignments.

Strengths

None noted

Concerns

None noted

Standard 3 Faculty

Meets the Standard Minimally: Quantitative Concern

While faculty demonstrate sensitivity and knowledge related to cultural, ethnic, and gender diversity, the lack of diversity within the faculty and staff is of concern as students are prepared to teach in diverse California schools. Although the institutional administration indicates repeated efforts to seek diversity among the faculty, no individuals have yet been hired.

Strengths

Students and local school personnel commented on the high quality of faculty, both full-time and adjuncts. They commended them on their thorough preparation of students and emphasis on professional development.

Concerns

None noted

Standard 4 Evaluation**Standard Met**

The education unit has had ongoing dialogue with professional practitioners through their supervisors and student teaching placements. A community advisory committee has been developed in the last few months to provide additional guidance to the program personnel. This committee has met once. The current community committee consists of practicing professionals representing a variety of educational settings.

Strengths

None noted.

Concerns

It was noted that the community advisory committee does not appear to represent the broader aspects of the general community such as business, after school care, and other constituencies which could provide additional perspectives on the preparation of teachers.

Standard 5 Admission**Standard Met**

The procedures for admission to the credential program are clearly defined, with all students indicating they were kept informed of their respective progress through the admissions process. The criteria used for determining admission to the program were clearly delineated and relevant to determining candidates with a strong chance for success in the profession.

Strengths

The faculty and staff in the teacher education program are to be commended for providing clear procedures and processes to facilitate the admission of qualified candidates into the program.

Concerns

None noted

Standard 6 Advice and Assistance**Standard Met**

All reports indicate strong consensus regarding the quality of advice and assistance provided by program faculty and staff. The availability of program faculty to serve as advisors to students beginning in their freshman year and continuing throughout their undergraduate and professional preparation courses, was noted as particularly beneficial for providing students guidance related to course requirements, personal professional development, and career information. Student files provided clear evidence of the personal contacts with each student, and the ongoing monitoring of student progress throughout their time at the college.

Strengths

The program is to be commended for their personal investment in each student. It was confirmed by all students that they appreciated the availability of their advisor and the

credential analyst to provide prompt and accurate answers to their questions, and being known by name.

Concerns

None noted.

Standard 7 School Collaboration

Standard Met

The education program faculty serve as supervisors for the majority of the student teachers and are personally involved in meeting with the master teachers and principals at the school sites. In addition, the newly formed community advisory committee serves to link practitioners to the program. The faculty recognize the need for ongoing collaboration to meet the changing needs of children and schools in California.

Strengths

None noted.

Concerns

None noted

Standard 8 District Field Supervisors

Standard Met

The education program has developed an orientation packet for classroom teachers to acquaint them with the program and student teaching requirements. A clearly defined process is in place to personally provide an orientation to the classroom teacher and the student teacher prior to the beginning of the student teaching placement. The classroom teachers and their principals expressed appreciation for the clarity of the materials, the availability of the college supervisor, and the establishment of open communication throughout the supervision process.

Strengths

None noted

Concerns

None noted

Program Standards Multiple and Single Subject Credentials

Findings on Standards

After review of the institutional self-study and supporting documentation as well as completion of interviews of candidates, faculty, graduates, employers and supervising practitioners, the team determined that all except two program standards were completely met in the Multiple Subject and Single Subject Programs. Category I, Standard 2, Development of Professional Perspectives was met minimally with qualitative concerns. Category III, Standard 11, Student Rapport and Classroom Environment was met minimally with qualitative concerns.

Standard 2 Development of Professional Perspectives Standard met minimally with qualitative concerns

Rationale:

In the single subject credential program candidates have inadequate opportunity for intensive study of pedagogical approaches and materials for teaching the subject to be authorized by his or her credential. Opportunities to observe, read about, develop, and practice a variety of pedagogical approaches such as lab experiments in science; role-play, drama, and rubric evaluation of writing by individuals in English and social science; and development of mathematics manipulatives, are either limited or incomplete.

Standard 11 Student Rapport and Classroom Environment Standard met minimally with qualitative concerns

Rationale:

While required classes offer some guidance as to methods of classroom management, many students expressed a desire for more preparation in this area. Students who had chosen to take the ED472 Classroom Management and Discipline elective course expressed greater confidence in their abilities to meet this standard than those who had not chosen to take the course. Master teachers, while praising the overall preparation of TMC student teachers, recommended that preparation in classroom management be strengthened. Consideration should be given on how to strengthen this area of preparation for all students in the program.

Strengths:

Particularly strong components of the program include the following:

The department is to be commended for its outstanding process for Guidance, Assistance, and Feedback. Full-time faculty begin advising potential candidates in their freshman year and continue to advise and teach them throughout their academic career at TMC. Full-time faculty then serve as institutional supervisors to their student teachers, providing guidance based on in-depth knowledge of each candidate developed over the course of the program. Principals and master teachers universally expressed their appreciation for the weekly visits of institutional supervisors to student-teacher classrooms. Both institutional supervisors and supervising teachers provide timely and accurate feedback and collaborate when problematic student-teacher situations arise.

The department is also to be commended for its thorough preparation of student teachers in the area of Curricular and Instructional Planning Skills. Master teachers, principals, and graduates all spoke of the superior skills of TMC student teachers in unit and lesson design.

The department is further to be commended for their preparation of student teachers with reference to Affective Outcomes of Teaching. The program professors exude enthusiasm for their profession, their students, and their subject matter. TMC students, in turn, convey a sense of commitment and an enthusiasm for learning. Master teachers and principals consistently referred to the special concern TMC teachers express for their students, and their ability to foster positive student attitudes toward the subjects to be learned. This sense of commitment on the part of TMC teachers translates into high standards of professional conduct, which are appreciated by area school districts.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as part of the accreditation recommendation of the team.)

While most principals and master teachers spoke positively of their student teachers' desire to be responsive to the needs of their students, a few indicated the need for more strategies for working with special needs students.

While principals and master teachers spoke highly of TMC students' abilities to teach students of diverse ethnicity, gender, linguistic, and socio-economic background, more than one indicated the need for TMC students to be more thoroughly prepared to work with parents of different backgrounds, to understand the subtleties of parent conferencing, and to be sensitive to the different needs of non-traditional families. Several principals mentioned the possibility of including parent conference role plays or simulations in the student-teaching seminar.

Some examples of subject specific strategies that would enhance the experience of Single Subject candidates might include the following:

- The observation of setting up, running, and evaluating a laboratory experience in a science class.

- The observation of a simulation in history/social science class.

- The observation of a debate or role-play in history/social science class.

- The observation of a drama activity in an English class.

- The observation of a performance-based assessment.

- The observation of the use of manipulatives in mathematics.

In the seminar for student teachers greater emphasis needs to be placed on providing opportunities for discussion of specific elementary and secondary concerns.

Students should utilize the state standards in their appropriate grade and subject area in curricular and instructional planning, including evaluation.

There is a need for clear communication of expectations among single subject supervisors, master teachers and student teachers regarding teaching dates for assuming total class responsibility, dates for beginning a class and responsibilities for assigning final grades.