

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Westmont College

May 14, 2009  
Overview of this Report

## Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Westmont College. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, the review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

## Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

## Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple and Single Subject	21	19	2	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Westmont College

**Dates of Visit:** April 5-8, 2009

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The total team reviewed the nine common Standards. Eight of the standards were “met.” **Standard 8: District Employed Supervisors** was “met with concerns.”

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program, the total team considered whether the program standards were Met, Met with Concerns, or Not Met. In the Single and Multiple Subject Programs, nineteen standards are “Met,” and two standards were “Met with Concerns.”

Overall Recommendation – Accreditation

Since eight out of nine common standards and the preponderance of program standards were met, the recommendation is accreditation. The institution (including its credential programs) is judged to be effective in preparing educators and is demonstrating overall quality in its programs and general operations.

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

**Initial/Teaching Credentials**

Multiple Subject

Single Subject

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Westmont College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Westmont College continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- Westmont College include, in their biennial report due in 2011-12, responses to concerns identified in Common Standard 8 and Program Standards 15 and 16.

### **Accreditation Team**

**Team Leader:**

**Marsha Savage**  
Santa Clara University

**Common Standards Cluster:**

**Edmundo Litton**  
Loyola Marymount University

**Basic/Teaching Programs Cluster:**

**Carol Ann Franklin**  
University of Redlands

**Wanda Baral**  
Retired Middle School Teacher

**Staff to the Visit**

**Rebecca Parker**

### **Documents Reviewed**

- University Catalog
- Institutional Self Study
- Course Syllabi
- Candidate Files
- Fieldwork Handbooks
- Follow-up Survey Results
- Textbooks
- Information about Schools, including School Demographics
- Evaluations of Master Teachers
- Master Teachers' evaluations of the program
- Library Resources
- Field Experience Notebooks
- Schedule of Classes
- Advisement Documents
- Faculty Vitae
- Master Teacher Handbook
- Guidelines for Beginning Teachers
- Candidate Portfolios
- Department Minutes
- Advisory Committee Minutes and Agendas
- Alumni letters
- Comprehensive alumni survey
- Master teacher background data
- Student teacher evaluations of faculty supervisors
- Employer surveys (of first year teachers)
- First year teachers (alumni) surveys
- Early field experience evaluations
- Logs of pre-professional observation hours
- Proposed signature or "indicator" assignment samples
- File on student teaching in Costa Rica
- Teaching Performance Assessment (TPA)
- Liberal Studies Handbook

## Interviews Conducted

	<b>Team Leader</b>	<b>Common Standards</b>	<b>Basic/ Teaching Cluster</b>	<b>TOTAL</b>
Program Faculty		1	16	<b>17</b>
Institutional Administration		5	2	<b>7</b>
Candidates	1	7	14	<b>22</b>
Undergraduates			25	<b>25</b>
Graduates	3	3	21	<b>27</b>
Employers of Graduates	1	3	5	<b>9</b>
Supervising Practitioners	2	6	16	<b>34</b>
Advisors		1	4	<b>5</b>
School Administrators	1	1	3	<b>5</b>
Credential Analysts and Staff		1	1	<b>2</b>
Advisory Committee	5		4	<b>9</b>
TPA scorers	2			<b>2</b>
			<b>TOTAL</b>	<b>170</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## Background information

Located in Santa Barbara California, Westmont College is a coeducational, residential, undergraduate college in the tradition of the classic liberal arts and sciences. The College enrolls about 1,250 students who come from various parts of the United States. Westmont College is an evangelical Christian college where the Christian faith is integral to the mission of providing high quality undergraduate liberal arts program. Westmont College assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments. The college has developed a global emphasis which encourages students to affirm peoples from different ethnic backgrounds.

## Education Unit

The work of Westmont's Department of Education is grounded in the larger mission and identity of the college as a whole. The Department of Education offers programs that allow candidates to apply for the Multiple Subject and Single Subject teaching credential. Three full-time faculty members are firmly committed to that larger mission and seek to reflect the college's values and philosophy of education in all aspects of their work. The Department of Education is lead by a Department Chair. Aside from the full-time faculty, four part-time faculty and a program assistant support the program. The College recognizes that preparing teachers is a responsibility of all academic departments. Thus, faculty throughout the college contributes to the teacher preparation program.

The Westmont College Teacher Preparation program's goal for single and multiple subject credential teachers is to "prepare carefully selected candidates to become excellent classroom teachers in the ... diversity of the California public schools." Program "distinctives" include:

1. personal coaching and attention to individual needs
2. supportive professional community

3. supervision by full-time program faculty
4. extensive peer-teaching experience
5. emphasis on preparation for the "real world"
6. continuity of faculty and school personnel
7. opportunity to teach in Costa Rica.

The program provides the opportunity for a "fast track" model which begins with the College's general education liberal arts requirements and subject matter preparation. Within a four year context, students make systematic and comprehensive pedagogical and subject matter presentations in a peer setting as well as developing plans and delivering subject matter in either elementary or secondary classroom settings. Many students who cannot take advantage of the "fast track" complete the program during a post baccalaureate year or as a hybrid where fall teacher education courses are taken as an undergraduate and student teaching is taken as a fifth year student.

The Credential Program is supported by a foundational sequence of prerequisites which focus on "critical understandings of language and culture that comprise the realities of California public education." Throughout the program, and as a unique feature of its small size, there is a great emphasis on close personal relationships among candidates, faculty and supervisors, and fieldwork personnel, and subsequently an extensive support structure.

The program emphasizes practical preparation, integration of academic knowledge with professional skills, a philosophy that recognizes the individuality of all learners with emphasis on multi-lingual/multi-cultural settings, and reflective practices which lead to meaningful application and change.

Field experiences include extensive opportunities for observation and working with students in a classroom setting during the fall semester, followed by an intensive placement for student teaching for 15-16 weeks. Throughout the program, candidates are very regularly mentored and assessed, and reinforcement is positive and practical.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Program Level (Initial)</b>	<b>Number of program completers (2007-08)</b>	<b>Number of Candidates Enrolled</b>	<b>Agency or Association Reviewing Programs</b>
Multiple Subject	Initial	10	10	CTC
Single Subject	Initial	1	7	CTC
<b>Total</b>		<b>11</b>	<b>17</b>	

### **The Visit**

The visit to Westmont College began on Sunday, April 5, 2009 at noon. The team members met briefly at the hotel and were transported to the campus. A team meeting, document review and orientation to the programs offered by the institution took place on Sunday afternoon. In addition, team members began interviewing candidates. Data collection continued on Monday and through Tuesday. On Tuesday morning, the team lead presented the Mid-Visit Report to the Department Chair. On Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the campus at 11:30 a.m. on Wednesday, April 8, 2009.

# Common Standards

## Standard 1: Educational Leadership

## Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

The Department of Education has articulated a research based vision of teacher education that is tied to the mission and goals of Westmont College. This vision is documented in the teacher credential program document and in the Westmont College catalogue.

The vision of teacher education includes the importance of seeing teaching as a personal human experience, the moral aspect of teaching, and learning to teach by active participation. The Department of Education also seeks to prepare candidates who have strong content and pedagogical knowledge that is aligned with real world experiences as evidenced by interviews with master teachers and employers. This vision of teacher preparation was articulated in the overview presented to the accreditation team, in candidate handbooks, and syllabi for courses. Candidates also reported that teaching as a personal experience is something that they experience first-hand in their program. Candidates commented on the personalized care that they received from the faculty members of the program.

The administration, faculty, instructional personnel, and relevant stakeholders at Westmont College participate in the organization, coordination, and governance of the teacher education programs. Faculty members in the Department of Education receive assistance from the office of the Registrar, the office of the Provost, and other academic administrators in implementing the teacher preparation program consistent with input from all relevant stakeholders.

The Department Chair demonstrates strong, visionary leadership. Information received through interviews from stakeholders revealed that the Department of Education is held in high regard within the college community as well as the Santa Barbara community.

Westmont College's Program Review Committee regularly reviews and provides written feedback to the programs in the Department of Education. These documents were reviewed by members of the accreditation site team.

The Chair of the Department of Education and the Program Assistant ensure that all candidates have completed all requirements prior to being recommended for a teaching credential. Candidates are informed of the requirements in writing prior to admission into the teaching credential

program. Candidates are advised of these requirements prior to registering for classes every semester. The Program Assistant uses a checklist to keep track of a candidate's progress.

**Standard 2: Unit and Program Assessment and Evaluation**

**Standard Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

The faculty in the Department of Education has an assessment system that provides information on candidate competence and on program effectiveness. All instruments, especially the Teaching Performance Assessment, measure some aspects of the Teaching Performance Expectations. Data is aggregated to determine how well candidates are progressing towards meeting the Teaching Performance Expectations. The Westmont College Program Review Committee (PRC) also reviews the Department of Education programs. The review of the PRC includes a review of identified learning outcomes and supporting evidence. Course evaluations from candidates are collected to inform the administration on faculty effectiveness.

Survey data are also collected from employers of graduates and master teachers on candidate competency. The data from these instruments reveal that candidates from Westmont are held in high regard in the schools where they teach. Survey data from graduates indicate that the program prepared them well. These conclusions were confirmed by interviews with employers, alumni, and master teachers.

The Department of Education currently utilizes data for program improvement. For example, data from the third task of the Teaching Performance Assessment, including verbal feedback from assessors, revealed that the candidates in the Multiple Subject program score lower in the area of assessment than in other areas of the TPA. In response to these findings, faculty incorporated additional instruction about assessment. In another instance, master teacher evaluations revealed that candidates were not well prepared in the area of classroom management. Faculty incorporated additional instruction and textbooks into the pre-student teaching coursework in response to this finding. Interviews of principals and master teachers revealed that they now felt that Westmont candidates were well prepared to take over a classroom from the first day of student teaching.

### Standard 3: Resources

### Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

#### Findings

The Department of Education has adequate resources to prepare candidates to meet the standards for the preparation of teachers. Despite a freeze in hiring new faculty and staff at Westmont College, the administration hired two full-time faculty members to replace two Department of Education faculty members who are retiring at the end of the current academic year. There are three full-time faculty members that support that professional preparation of an average of 12 students per year. These faculty members teach classes and supervise the student teaching experiences of candidates. Candidates repeatedly said that supervision by full-time faculty was a positive aspect of their credential program. Student advising is also part of the faculty load. Resources are allocated to hire part-time faculty whenever necessary.

In addition to faculty resources, Westmont College provides adequate resources in the library and instructional technology. An interview and examination of library holdings show that the librarians conduct presentation in Education classes, at the invitation of the professors, and the candidates learn how to use the electronic databases. The staff in instructional technology works with faculty members when students express an interest in exploring technology tools for teaching and learning. Classrooms that are used in the Education program are equipped with computers, Internet access, and projectors.

The Department of Education participates in the budget request process that is in place for all departments at Westmont College. An outcome of the budget review was that candidates in the program are awarded additional tuition discounts so that completing student teaching during the final semester of the program is more affordable.

## Standard 4: Faculty and Instructional Personnel

## Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

### Findings

Documents in the exhibit room and interviews with faculty revealed that all faculty who teach in the credential program are qualified to teach in the program. Faculty members have advanced degrees and are experienced K-12 teachers. The Department of Education has a criterion for selecting master teachers to assist in the supervision of candidates during student teaching. Master teachers have a valid teaching credential and are experienced teachers.

Faculty members in the Department of Education at Westmont College are held in high regard by the candidates. Candidates repeatedly mentioned in interviews that their professors modeled best practices and were passionate about the content they taught. Faculty members in the Department attend conferences on a regular basis, as detailed in the faculty curriculum vitae and faculty interviews.

The candidates in the Westmont College program are exposed to faculty who represent diverse perspectives. In one class, candidates learn about a wide range of diverse cultures. What is learned in class is often supported by pre-student teaching field experiences. Westmont College makes a concerted effort to hire faculty who come from diverse backgrounds. Through interviews with administrators and faculty, it was determined that departments have a diversity specialist whose responsibility is to create networks for hiring diverse faculty.

Candidates in the teacher education program have access to faculty members who represent diverse perspectives. Examination of the syllabus for one required class in the teacher credential program show that candidates read scholarly work on a wide variety of issues and write reflective essays on topics related to cultural diversity. Candidates plan lessons in their student teaching that show that they have been exposed to course content on academic standards and public school curriculum.

Interviews with master teachers and members of the advisory board showed that the faculty members in the Department of Education collaborate with them on issues that affect the preparation of candidates. Members of the education community are consulted on strategies for placing students in settings that are diverse. The faculty in the Department of Education and the faculty in other department of Westmont College have identified a concern about the small size of the single subject program. Departments across campus are collaborating to recruit more students into the single subject teaching credential program.

Interviews with administrators and faculty revealed that Westmont College provides financial support to faculty for professional development. This support includes funds for conference travel and funds for activities that bring faculty members together so that they can share their scholarly work. For example, the College provides funds for a weekly lunch for all faculty members so that they can listen to a presentation of a colleague or discuss a topic that is of common interest. Tenure line faculty members in the College are eligible for a sabbatical every seven years. Furthermore, funding is available for faculty to pursue a significant project during the summer.

The candidates regularly evaluate faculty members and master teachers. An examination of candidate evaluations of their professors and master teachers show that these candidates feel adequately prepared to teach students in California. Faculty members who teach in the program are respected by their students who appreciate the personalized nature of the instruction that they receive.

### **Standard 5: Admission**

### **Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### **Findings**

The candidates in the Department of Education largely come from the undergraduate divisions in Westmont College. Candidates have to complete pre-requisite courses prior to admission to the credential program.

The faculty in the Department of Education makes an effort to recruit a diverse candidate pool by encouraging students to participate in early field experiences prior to admission into the teacher credential program. The application process requires candidates to submit multiple documents so that faculty members have a full picture of the candidate's competence. Candidates submit an application form and must write an essay on their philosophy of education. The faculty in the Department of Education have also developed a relationship with the faculty in the Spanish department who help with the recruitment of Spanish speaking candidates. The Department of Education is working with other departments at Westmont College to recruit a diverse population.

An examination of the College catalogue and interviews with faculty revealed that candidates must complete the basic skills requirement and pass the appropriate subject matter examinations prior to admission to the teaching credential program. To determine appropriate dispositions candidates are interviewed by program faculty prior to admission. Candidates participate in pre-field experiences prior to formal admission to student teaching.

**Standard 6: Advice and Assistance****Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

Full-time faculty members advise all students in the Education program. As soon as a student identifies a desire to enter the teaching profession, faculty in content-area departments refer this student to a faculty member in the Department of Education. In interviews, candidates constantly praised faculty for the personalized attention they received during advising. These candidates stated that they were aware of the requirements for their program.

Candidates are also informed of requirements for the credential program through candidate handbooks. Faculty and staff in the Department of Education remind students of requirements during the student teaching seminar.

Candidates who complete coursework in the Department of Education are not automatically admitted to student teaching. Candidates are informed that they have to maintain a “B average” in all their pre-student teaching coursework. Candidates must also receive favorable evaluations from K-12 teachers who have worked with these candidates during pre-student teaching fieldwork.

Candidate files contain a checklist so that faculty and staff in the Department of Education are able to monitor progress and performance. This information is used in advising and assistance.

Candidates are advised of these requirements prior to registering for classes every semester. The Program Assistant uses a checklist to keep track of a candidate’s progress.

**Standard 7: Field Experience and Clinical Practice****Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

**Findings**

Candidates in the Westmont College credential program participate in a series of fieldwork experiences while enrolled in coursework and during student teaching. Examination of documents revealed that candidates are required to participate in specific activities in these experiences.

Data from evaluations of master teachers are used by faculty in the Department to evaluate these field experiences.

School sites for field experiences are selected in collaboration with school-based personnel. An administrator from the school approves the placement of a Westmont candidate. The Department of Education at Westmont College has a good reputation with K-12 personnel in the area. Interviews with school administrators revealed that Westmont student teachers are held in high regard because of their dependability and professional preparation even during student teaching.

Candidates participate in field experiences in schools in Santa Barbara County. These schools provide students the opportunity to work with English language learners and students with special needs.

### **Standard 8: District-Employed Supervisors**

**Met with Concerns**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### **Findings**

Faculty in the Department of Education at Westmont College ensures that master teachers are qualified by having them complete an information sheet. An examination of information sheets revealed that master teachers are experienced teachers and have appropriate teaching credentials. Many of these master teachers have advanced degrees.

Westmont College has developed a cadre of highly effective master teachers in schools that were largely selected on the basis of ethnic and language diversity. Current faculty, in collaboration with school site administrators, carefully match candidates to master teachers and candidates confirmed that this enhanced the success of their student teaching placement.

Generally, master teachers are given a handbook and a letter from the college supervisor describing the requirements for the student teachers. Meeting notes indicate that faculty members conduct training meetings with new master teachers. In these training sessions, the expectations of the College are communicated including submitting lesson plans, information on the support system of the College.

### **Rationale**

While currently successful, this practice for selecting master teachers is based on personal relationships rather than on well-defined, uniform criteria for selecting master teachers.

Evidence provided in interviews indicated that there is no consistent process for ensuring that master teachers understand their roles and responsibilities or the requirement of student teachers.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

Candidates in the program demonstrate the necessary professional knowledge and skills necessary to educate California students in their student teaching assignments and in coursework. Candidates must also pass the Teaching Performance Assessment prior to being recommended for a California teaching credential. Interviews with employers of graduates of the program at Westmont College stated that these teachers are well prepared and are knowledgeable. Teachers at Westmont College are able to personalize instruction and are dependable.

Prior to being recommended for a California credential, the Program Assistant and the Chair of the Department complete a check list that ensures that all candidates have received satisfactory evaluations from the field-based personnel, passed all required examinations, passed all four tasks of the Teaching Performance Assessment and completed all coursework with a grade of “B” or better.

## Multiple Subject and Single Subject Credentials

### Findings on Standards

The Westmont College Teacher Preparation program provides the opportunity for a "fast track" model which allows the candidate to complete subject matter preparation (either the College's general education liberal arts requirements or single subject matter preparation) and the teacher preparation curriculum as an undergraduate. Students who can not take advantage of the "fast track," complete the program during a post baccalaureate year or as a hybrid where the fall teacher education courses are taken as an undergraduate and student teaching is taken as a fifth year student.

Candidates complete a comprehensive sequence of pre-requisites and field experiences prior to starting the core teacher education curriculum in the fall. In the year-long teacher preparation sequence, candidates enroll during the fall semester in 16 units of required core curriculum. Students in the Single Subject program use January to finalize the preparation for student teaching by taking a 2 unit secondary curriculum course. Fifteen units of student teaching and 3 units of seminar are taken during the final semester in the spring. The length and timing of student teaching is based on the academic calendar of each school placement.

Extensive fieldwork is integrated with coursework throughout the program. Field experiences for both Multiple Subject and Single Subject are characterized by extensive collaboration between the college supervisors and the individual field personnel, especially for the second semester student teaching experience.

The program assesses candidates extensively using both formative and summative measures. The coursework and fieldwork component require a portfolio of signature assignments that are linked to the TPEs.

After a review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple and Single Subject Programs with the exception of the following:

#### **Standard 15** - Met with Concerns

For Single subject candidates: Candidates are not responsible for "full-day teaching for a period of two weeks" as required by the standard. A full-time teaching load for credentialed teachers at the host schools is comprised of a five period day. Secondary candidates are only required to teach a four period day during student teaching.

For Multiple-Subject candidates: Because there are inadequate systematic checks in place, some Multiple Subject candidates did not have experience in two or more of the three designated grade spans (K-2, 3-5, and 6-9).

#### **Standard 16** - Met with Concerns

Even though master teachers are well regarded by candidates and seem to be effective mentors, the education unit has not adequately defined objective and measurable criteria to effectively appraise new master teachers.

Despite frequent communication between master teachers and faculty, the department has not developed a systematic process to verify that all new master teachers receive "role specific orientation and preparation," and information about candidate responsibilities, rights, and expectations. Further, there is no consistent process for ensuring that continuing master teachers receive updated information regarding program expectations (i.e. TPEs and TPAs).