

Recommendation for Change of Accreditation Status for Patten University August 2010

Overview of This Report

This agenda report presents a report on the responses submitted by Patten University to the Stipulations included in their February 2009 accreditation team report. This item also includes a recommendation for a change in Patten University's accreditation status.

Staff Recommendation

Based upon additional information submitted by Patten University staff recommends that the COA change the accreditation status from *Accreditation with Stipulations* to *Accreditation*.

Background

In March 2009 a site visit team recommended that the COA grant Accreditation with Stipulations for Patten University and its program. The findings that led to the Stipulations were identified in the report as follows:

The team found that Patten University is generally effective in its general operations to train teachers and that candidates meet the Commission-adopted competency requirements as specified in most of the program standards. However, the team had concerns surrounding the following areas:

Multiple subject and single subject candidates are exposed to the state adopted academic content standards and frameworks. However, multiple subject candidates do not have adequate time to plan, and implement instruction that foster mastery of the state adopted content standards and framework. Due to the small program size of the single subject program candidates from various single subject disciplines are combined into one methods course. This practice offers limited opportunities for direct instruction in mastering the concepts embedded in state frameworks.

Single subject candidates are generically exposed to the pedagogical perspectives and disciplines of knowledge articulated in the subject specific frameworks. The practice of combining candidates from multiple disciplines into curriculum courses limits opportunities to evaluate, articulate, and reflect on subject specific pedagogy. Single subject candidates are exposed to reading strategies but the small number of single subject candidates limits the institution's ability to provide a rich array of content specific reading and writing strategies. The team also found that fieldwork assignments inconsistently include subject specific reading instruction in the components of teaching comprehension, assessment, and use of language. Related to teaching special populations, the team found that candidates have limited exposure to learn, select, and use assistive technology.

The team also found that the institution does not have a clear procedure in place to monitor the administration of the Teaching Performance Assessment (TPA) in a manner that ensures equitable treatment of the candidates and that the institution does not have a well defined process to ensure assessor calibration. Additionally, while candidates are informed about the purpose and

value of the TPA communication provided minimally informs candidates of the useful basis the TPA's have for the development of their individual induction plan.

The above findings resulted in the following three Stipulations.

1. That the institution provide evidence that a comprehensive policies and procedures manual is developed which includes checks and balances for decisions related to completion of basic skills and subject matter competence prior to student teaching.
2. That the institution provide evidence that subject specific content connected to state-adopted framework competencies is explicitly and systematically addressed in coursework and fieldwork by Multiple and Single Subject experts in that field.
3. That the institution provide detailed information on each candidate's examination during the 2009-10 year.

Information Provided by Patten University in Response to the Stipulations

- 1) That the institution provide evidence that a comprehensive policies and procedures manual is developed which includes checks and balances for decisions related to completion of basic skills and subject matter competence prior to student teaching.*

Following the accreditation visit, the Patten University Education Division developed and put into immediate use a system of checks and balances that ensures that candidates are not placed in a student teaching assignment prior to completion of all requirements. It is the responsibility of the Credential Analyst to verify completion of the basic skills and subject matter requirements, possession of a Certificate of Clearance and completion of the TPA by completing the newly developed Verification of Student Teaching Eligibility form and in accordance with the policy entitled *Requirements for Beginning Student Teaching*. The Associate Dean is responsible for review of the completed eligibility form. A supervised student teaching placement is not initiated until the eligibility form is completed, signed and returned to the Associate Dean.

The Policies and Procedures Manual also addresses the concerns cited by the team surrounding the TPA. In September 2009 a new person was hired to oversee the administration of the TPA. Procedures and forms are included in the Policy Manual and are now used to ensure equitable treatment of the candidates. TPA assessors' calibration status is checked regularly by the Associate Dean to insure that the assessors are in compliance with Commission recalibration and Patten policies. The assessors are given information as to where they can go for recalibration or the credential analysis helps them access the Commission sparrow website for the online recalibration process. The assessor information is kept under lock and key to insure their privacy and confidentiality.

- 2) That the institution provide evidence that subject specific content connected to state-adopted framework competencies is explicitly and systematically addressed in coursework and fieldwork by Multiple and Single Subject experts in that field.*

Patten University submitted revised syllabi which demonstrate that multiple subject candidates are introduced to state frameworks and standards in each curriculum area. Candidates are required to write lessons in each curriculum area and their observation and participation course provides each candidate with the opportunity to teach one of the lessons they have prepared. Patten has added cooperative learning activities to the advanced curriculum course that requires candidates to interact with the frameworks and state standards offering additional opportunities to master the frameworks. Candidates also complete a culminating portfolio which includes lesson plans written and taught by the candidates. This, along with their student teaching field experiences, allows for additional review of the frameworks and state standards and provides candidates additional time to plan and implement lessons which demonstrate mastery.

The institution now requires single subject candidates for each subject area to meet with a teacher who specializes in that single subject area, even though the candidate may be the only candidate who meets with that teacher. Candidates are taught by an expert in their designated curriculum area in separate classes. This allows for candidates to have an optimal amount of time to examine the content articulated within the state frameworks in their content area. This also allows for candidates to spend more time evaluating, articulating and reflecting on their subject specific area of the curriculum.

Prior to the 2009 accreditation visit, single subject candidates had a separate reading course. Due to low enrollment in 2009 the institution combined multiple subject candidates with single subject candidates. Single subject candidates again have a separate reading course and will continue to have a separate reading course which offers a variety of reading and writing strategies that are content specific.

Field supervisors make sure that single subject candidates are exposed to, and have opportunities to teach, subject specific reading comprehension, assessment and the use of language. Evidence of the opportunities to teach subject specific reading comprehension is collected when the candidate writes and teaches lessons that include subject specific reading comprehension and assessment. University supervisors are asked to assess lessons including reading comprehension and the use of language. Patten will ensure that candidates will continue to be placed in classrooms with an experienced supervising teacher in their single subject area.

A course syllabus demonstrating that candidates are exposed to the use of assistive technology was submitted by the institution. Candidates are required to complete an assignment which allows candidates to fully explore an area and then report back to the class.

3) That the institution provide detailed information on each candidate's examination during the 2009-10 year.

In September 2009 Patten University submitted detailed information about their 2009-2010 student teaching candidates and the candidates' status related to completion of the basic skills and subject matter requirements. Staff checked the candidates' examinations records, requested clarification from Patten about some of the candidates and confirmed that all candidates had satisfied their basic skills and subject matter requirements prior to student teaching placement.

Staff Recommendation

Staff reviewed the documentation submitted by Patten University and found that the Stipulations were addressed and evidence was submitted addressing each Program Standard that was found to be less than fully met to Commission staff for review. Additional documentation and clarification were requested and submitted by the institution. Based upon review of the evidence submitted, additional documentation and clarification provided, staff recommends that the accreditation status for Patten University be changed from *Accreditation with Stipulations* to *Accreditation*.