

**Recommendation for Change of Accreditation Status for
Simpson University
August 2010**

Overview of this Report

This agenda item presents a report on the responses of Simpson University to the stipulations noted in their March 2009 Site Visit. The item includes a recommendation for a change in Simpson University's accreditation status.

Staff Recommendation

Staff recommends that the COA change the accreditation decision for Simpson University from *Accreditation with Stipulations* to *Accreditation*.

Background

In March 2009, a site visit team recommended that the COA grant Accreditation with Stipulations to Simpson University. The findings that led to the stipulations were identified in the report as follows:

The institution is judged to be generally effective in preparing educators in its general operations apart from the identified areas of concern:

- Common Standard 7, Field Experience and Clinical Practice
- Multiple and Single Subject Program Standards:
 - 13, Preparation to Teach English Learners,
 - 15, Learning to Teach Through Supervised Fieldwork and
 - 16, Selection of Fieldwork Sites and Qualifications of Field Supervisors
- Single Subject Program:
 - Standard 18, Pedagogical Assignments and Formative Assessments During the Program

The concerns identified are confined to specific issues that impact the quality of the program. The team recommended and the COA adopted the following stipulations:

- That the unit must clearly articulate field experience requirements for the Multiple Subject and Single Subject Credential programs and create a process to document how candidates successfully meet the unit's expectations concerning levels of placement, diversity, and process of placement selection. All unit requirements are to be based on the standards related to fieldwork (Common Standard 7).
- That Multiple Subject and Single Subject Credential candidates are to consistently demonstrate use of appropriate methods and strategies related to English language development (Standard 13B).
- That the Multiple Subject and Single Subject Credential candidates are to consistently plan and practice multiple strategies for managing and delivery of instruction (Standard 15a).

- That the Multiple Subject and Single Subject Credential candidates are to utilize and practice pedagogical knowledge during supervised fieldwork (Standard 15b).
- That Multiple Subject and Single Subject candidates are required to have significant experiences teaching English learners as part of their student teaching experience or alternate setting as appropriate.
- That Multiple Subject and Single Subject Program coordinators provide systematic monitoring and oversight of the alignment of pre-student teaching fieldwork experience with professional teaching program expectations (Standard 16).
- That Single Subject candidates are required to complete a progression of complex tasks during the pre-student teaching fieldwork experience (Standard 18).

Information provided by Simpson University related to the Stipulations:

In response to the accreditation review report, the faculty looked closely at the areas of concern and designed adaptations to our teacher credentialing program. This report responds to each concern and includes appendices of support material that highlights program changes.

A summary of the standards of concern reveals a focus on three main areas:

- pre-student teaching field experience for both multiple and single subject candidates (7)
 - levels of placement
 - diversity
 - placement selection (16)
 - experience in use of methods and strategies for ELs (13b)
 - experience in planning and practicing multiple strategies introduced in the program during student teaching (15a)
- progression of complex tasks for single subject candidates (18), and
- application of pedagogical knowledge during supervised fieldwork (15b) and experience in teaching EL students during student teaching (15c)

Adaptations have been made to the teacher credentialing program in response to the concerns:

1. Assigned sites for pre-student teaching placement (7, 16)
2. Increased micro lessons in Multicultural Instruction course (13b)
3. Clarification of application of pedagogical knowledge during student teaching (15a,b)
4. Verification of EL instruction during student teaching (15c)
5. Clarification chart of strategies practiced during pre-student teaching (16, 18)
Clarification of progression of complex tasks for single subject candidates in the Curriculum and Instruction course (18)

(7,16) Levels, Diversity, Placement, Alignment of Field Experience

Our model for pre-student teaching observation/participation phase emphasizes observing many effective teachers at all levels, K-6 for multiple subjects and 7-12 grades for single subject candidates and at different sites, rather than assigning one level and site for the semester. Additionally, candidates will now be assigned one site for extended observation/participation connected to the Curriculum and Instruction course (App B Syllabi; I Field Experience Logs and Journals; L Observation Forms).

Modeling and mentoring by an accomplished teacher in concert with coursework is a powerful combination. Candidates observe and experience the curriculum and skills they are immersed in during coursework through weekly participation in area schools.

The sites and teachers to be observed are recommended by the professors of the three methodology courses where the hours of observation/participation are required. The recommendations are made based upon the approved list of master teachers and teachers identified by their administrators as being exemplary models and mentors. Administrators recommend and approve teacher's classrooms for observation and also sign an agreement approving the teacher for 10 hour mentoring (App L Observation Forms). This field experience process is implemented by the professors of the Curriculum courses and verification forms are monitored by the Dean of Education through the office of the Credential Analyst (**Standard 16**).

(13b) Experience in use of methods and strategies for ELs

The marriage of coursework and observation and then practice is a proven method for building skills as a teacher. The requirements for observation are aligned with course instruction. Candidates are instructed in pedagogy and lesson plan design. All lesson plans are designed with EL students in mind (App D Lesson Plan Format). Candidates demonstrate their understanding of specific pedagogy, practice the lesson in coursework, observe it at the sites and practice micro lessons at sites. Candidates reflect and journal about what was observed in the classrooms, and their observations become topics for weekly discussion in coursework (App F Micro Lessons).

The program is designed to prepare candidates to effectively teach all students of diversity including ELs, gifted, special needs or poverty.

Candidates gain knowledge and understanding in coursework regarding the effects of culture, language acquisition and instructional strategies to assist ELs to gain subject knowledge while acquiring English (SDAIE). During the pre-student teaching observation phase, candidates create up to 20 lesson plans in their subject area or in multiple subject areas, all with an emphasis focused on meeting the needs of EL students and other students of diversity. (App D Lesson Plan

Format, E Lesson Plan rubric). All lesson plans address adaptations for EL students.

(15a, b) Experience in planning and practicing multiple strategies introduced in the program during student teaching (15a), application of pedagogical knowledge during supervised fieldwork (15b)

During student teaching candidates teach 17 weeks and are required to prepare written lesson plans for every lesson taught. That is well over 200 lessons. The lesson plan design requires an analysis of pedagogy choice and rationale for pedagogy selection for that particular academic content area and student needs. Over the course of the 17 weeks, candidates deliver several pedagogical styles of lessons (App J Student Teaching Observation Guide; D Lesson Plan). Candidates are given feedback on their lesson planning and instruction according to the TPEs, especially TPE 9 Instructional Planning.

Multiple strategies are reinforced during student teaching through the feedback given by the university supervisors. Classroom management and assessment strategies during student teaching are focused on the specific classroom placement (App J Student Teaching Observation Guide).

(15c) A verification process was put in place to verify candidates teach EL students during student teaching (App C Verification of EL Experience during Student Teaching).

In arranging a placement for a student teaching, the Director of Student Teaching communicates with the administrator of a school indicating the grade level/subject and names of recommended teachers needed. Included in this communication are the criteria for being a master teacher: able to model effective teaching, mentoring skills, CTEL (CLAD) certified, and has a classroom where there are ELs. Approval for this master teacher and site is the purview of the administrator, and willingness of the master teacher, of course. (App C Verification of EL Experience During Student Teaching). Student teachers at Simpson University will have at least one student teaching placement that will have EL students in the classroom.

(18) Progression of complex tasks for single subject candidates

We believe a strength of our model is that the methodology courses are a full 15 week semester long. Candidates grow in their pedagogical knowledge over time, are able to observe more critically and knowledgeably and grow in their teaching skills over the course of the semester, both through teaching in-class micro lessons and in teaching micro lessons in the field. These guided experiences prepare the candidates to assume the role of student teacher.

The charts of progression of complex tasks shows that single subject candidates are taught the elements of teaching 7-12 grade students in their subject areas (App

A Processes for Increased Experiences Graphics; H Multiple and Single Subjects Field Experience Process). The syllabus for Curriculum and Instruction (App B Syllabi) is designed for candidates to see methodology modeled by the professor, are guided in designing four different strategies of lessons, practice four micro lessons in class for feedback, and teach two micro lessons in the schools. As the instruction on classroom management and assessment increase, the candidate increase in sophistication in lesson plan design and ability to perform in micro lessons in the schools. Additionally, candidates teach four more micro lessons for the Language Arts and Multicultural courses (App B Syllabi). Candidates observe in classrooms where there are EL students (App B Syllabi).

Staff Finding

After review of the documentation, including appendices with evidence, submitted by Simpson University, staff has concluded that the Simpson University has addressed all standards which were not found to be met during the 2009 accreditation site visit and provided evidence that it has responded to the stipulations. Therefore, staff recommends that the COA take action to change the accreditation decision for Simpson University from *Accreditation with Stipulations* to *Accreditation*.