

Update on the Second Quarterly Report for Occidental College February 2012

Overview of this Report

This agenda item presents information on the second quarterly report submitted by Occidental College as required by the COA.

Staff Recommendation

Staff has reviewed the second quarterly report and action plan submitted by Occidental College pursuant to COA direction in June 2011. No action is required on this item at this time.

Background

On June 23, 2011, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Occidental College and its approved Multiple and Single Subject Preliminary credential program (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-06/2011-06-item-16.pdf>).

As a result of the decision of Probationary Stipulations, the COA placed the following stipulations on Occidental College:

- Occidental College accept no new credential candidates into the Multiple and Single subject credential programs.
- Occidental College propose no new programs of professional preparation or expand existing programs.
- Occidental College submit an action plan by July 15, 2011, describing the institution's plan to ensure that all remaining students are provided with a quality program that meets state requirements.
- Occidental College submit follow-up reports every 60 days following submission of the action plan, documenting steps taken to ensure appropriate progress is being made to ensure that all remaining students are provided with a quality program that meets state requirements.
- Occidental College notify all current candidates in writing of the action taken by the COA and the institution's decision to withdraw its program, by no later than June 30, 2011. The letter to the candidates must include the fact that if accreditation is not approved, or if the Committee on Accreditation removes approval at any time during the 2011-12 year, they will not receive a credential.
- A revisit take place in the Fall of 2011 to ensure that sufficient progress was being made and that all remaining students are being provided with a quality program that meets state requirements.

In accordance with the stipulations placed upon Occidental College in June 2011, Occidental College submitted its initial action plan on July 15, 2011 to address all stipulations. At the October 27, 2011 COA meeting, staff presented an update on the work completed by Occidental College as of September 23, 2011 as well as the results of the revisit that took place October 6-7, 2011 (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-10/2011-10-item-09.pdf>).

On January 13, 2012 Occidental College submitted its second quarterly report, summarized in the Appendix of this item, as well as evidence to support that information. The report is 36 pages in length and addresses each of the five areas identified by the Commission vital to the program provided to the current candidates. The report documents the work completed through the fourth quarter of 2011. The evidence section of the report includes items such as meeting agendas and notes, candidate/student work, and progress towards completion for both current candidates and former students who have not completed the program's TPA requirements.

Highlights of the report include:

- All current candidates have submitted and passed TPA Tasks 1 and 2
- One candidate has withdrawn from the program.
- Former Occidental students have been notified and reminded of the upcoming deadline to complete TPA Tasks. To date, one of the 12 has completed the remainder of the TPA tasks and completed her program.
- Coursework has been altered to address concerns regarding strategies for English learners, special populations, and use of a standardized lesson plan that documents differentiation throughout the preparation program
- Staff has established and is using a common communication system to monitor the progress of each candidate in coursework, fieldwork, and program requirements
- Communication structures have been established between the Education Department faculty and the greater educational community as well as communication between the Education Department and the college leadership
- Next Steps
 - Mentor training
 - Student teaching begins February 1st, with TPA Tasks 3 and 4 addressed during this time
 - Contact former students who have need of TPA completion to outline support available to them through the Education Department

After careful review of the second quarterly report, staff concludes that Occidental College is adequately and responsibly addressing the areas identified by the Commission as crucial to delivering a quality program and monitoring sufficient progress of each candidate.

Next Steps

The next quarterly report is due April 10, 2012. Staff will present an update at the April 2012 COA meeting on Occidental College's continued progress in addressing the COA's stipulations.

Appendix
Occidental College Second Quarterly Report
January 13, 2012

Report Topics	Occidental's Plan	Progress
<p>1. Program Completion Requirements</p> <ul style="list-style-type: none"> ○ Coursework required ○ Fieldwork required ○ Communication of requirements with current year's candidates 	<p>1A. Threshold completion dates set for all 4 TPA tasks</p> <ul style="list-style-type: none"> ▪ 1 and 2: before the start of half-day student teaching ▪ 3: by Spring Practicum ▪ 4: mid-semester in Spring 2012 	<ul style="list-style-type: none"> ▪ Ongoing advisement continues via the two fall advisors. Seven of the 11 candidates attended two courses where their advisor was able provide guidance weekly. In addition, both advisors met with each candidates individually twice during the fall semester. ▪ Letter sent mid-December addressing each currently enrolled candidate's progress regarding CBEST & CSET tests, TPA tasks, student teaching application, TB clearance, and US Constitution requirement.
<p>2. Fieldwork/Clinical Practice</p> <ul style="list-style-type: none"> ○ Procedures ○ Hours required ○ Links to coursework 	<p>2A. Reflective prompts included in <i>Passport to Teaching</i> asking candidates to reflect on the links experienced</p>	<ul style="list-style-type: none"> ▪ Reflective prompts being used throughout coursework.
	<p>2B. Active monitoring of the hours and procedures to take place at monthly faculty meetings</p>	<ul style="list-style-type: none"> ▪ Hours were reviewed during individual advisor/candidate meetings. Chair has checked all candidates' grades; poor grades will be addressed individually in January by advisors.
	<p>2C. Communication with cooperating teachers of fieldwork candidates and master teachers of student teaching candidates will be strengthened through mid- and post-assignment surveys. Discussion of results at monthly staff meetings to determine candidate's readiness to proceed to next step.</p>	<ul style="list-style-type: none"> ▪ Cooperating teachers were polled in fall, mid-semester and final evaluations. Candidates and Chair have a copy of the cooperative teachers' mid and final evaluations. ▪ Master teachers serve in the spring semester; progress is ongoing in selecting, orienting, training. ▪ Candidate progress is discussed at each monthly staff meeting.

	<p>2D. Required information meeting and training of cooperating and master teachers will occur in fall, 2011.</p>	<ul style="list-style-type: none"> • Cooperating teachers were interviewed at the October revisit; adequate knowledge and understanding was shown. • Master teachers were provided information via the "Expression of Interest" and Mentor Contract. Orientation and training yet to occur. • Professional Development regarding mentor skills and Occidental's policies/ procedures is yet to be determined. Additional professional development on teaching skills is being considered as well.
<p>3. Teaching Performance Assessment (TPA)</p> <ul style="list-style-type: none"> ○ Preparation ○ Task-completion ○ Passing dates ○ Passing rates 	<p>3A. Threshold dates for completion of TPA 1, 2, 3 have been established. Candidates will not proceed if TPA not completed.</p>	<ul style="list-style-type: none"> ▪ Monitoring of each currently enrolled candidate continues. Letters were sent to candidates mid-December advising them of their standing and consequence if TPA are not passed on time. ▪ Former students who have not passed TPA have shown little progress in TPA submissions. Credential analyst emailed all the non-completers the week of Jan. 9-12 and will be emailing them monthly. Letters will be sent to credential-only non-completers and letters were sent to MAT non-completers by the Dean's Office early January reminding them of the need to finish before the program goes inactive in June 2012.
	<p>3B. Staff to prepare a table showing passing rates from Spring 2011 candidates</p>	<ul style="list-style-type: none"> ▪ Passing rates increased from 65% in Spring 2010, to 80% in Spring 2011.
<p>4. Coursework issues</p> <ul style="list-style-type: none"> ○ English Learners (EL) ○ Special Populations 	<p>4A. Required use of the Occidental Lesson Plan will be specified in the contract made with each master teacher</p>	<ul style="list-style-type: none"> ▪ The Mentor Contract specifies the requirement that master teachers use this template with the candidate.

<ul style="list-style-type: none"> ○ Equity, Diversity, Access to Core Curriculum ○ Differentiated Instruction 	<p>4B. Occidental Lesson Plans will be used and candidates' plans reviewed as part of coursework</p> <p>4C. <i>Passport to Teaching</i> will include information on strategies to use with EL and SpEd populations. Strategies will be referenced and discussed as part of the work for these courses</p> <p>4D. Reflective pieces on candidates' use of various strategies and differentiation techniques will be included in coursework</p>	<ul style="list-style-type: none"> ▪ Student teaching coordinator met with each mentor and explained the use and expectation of the use of the Oxy lesson plan. ▪ Currently enrolled candidates used the template in their 300-level classes in fall, 2011. ▪ Candidates will be using the Oxy lesson plan during student teaching and will include their lessons in their seminar portfolio ▪ <i>Passport to Teaching</i> and instructors' syllabi demonstrate the use of the EL and SpEd strategies. ▪ Reflection on EL and SpEd strategies are included in coursework.
<p>5. Initial and Ongoing Advisement of all Remaining Candidates</p> <ul style="list-style-type: none"> ○ Progress Monitoring Structure and Communication ○ Credential Recommendation process 	<p>5A. Progress of each candidate will be discussed at monthly faculty meetings. Advisors will follow up as needed.</p>	<ul style="list-style-type: none"> ▪ Ongoing advisement continues via the two fall advisors. Seven of the 11 candidates attended two courses where their advisor was able provide guidance weekly. In addition, both advisors met with each candidates individually twice during the fall semester. ▪ Letter sent mid-December addressing each currently enrolled candidate's progress regarding CBEST & CSET tests, TPA tasks, student teaching application, TB clearance, and US Constitution requirement.

	<p>5B. The advisors will monitor benchmark dates for passage of the TPA tasks. Credential Analyst and TPA Coordinator will provide advisors with candidate information before/at each faculty meeting.</p>	<ul style="list-style-type: none"> ▪ Monitoring continues by the acting department chair and shared at monthly department meetings.
<p>6. Address ways that the department is regularly communicating with the community and institutional leadership</p>	<p>6A. Teacher Education Advisory Board (TEAB) meetings</p> <p>6B. Communication with the Dean and President</p>	<ul style="list-style-type: none"> ▪ Semi-annual Teacher Education Advisory Board meeting held on November 15th. ▪ Assigned Associate Dean receives verbal updates from Acting Department Chair on an informal basis weekly. ▪ The Education Department has met with the Dean three times in the last semester to communicate departmental work and progress of candidates.