

Update on the Third Quarterly Report for Occidental College April 2012

Overview of this Report

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

Staff Recommendation

Staff has reviewed the third 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>). At the February 1-2, 2012 meeting, staff presented a subsequent update (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-02/2012-02-item-23.pdf>).

On April 10, 2012 Occidental College submitted its third and final quarterly report, provided in the Appendix of this item, as well as evidence to support that information. The report, with attachments, is 55 pages in length, includes candidate names, 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 first quarter of the 2012 year. 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:

- Former Occidental students continue to be contacted and reminded of the upcoming deadline to complete TPA Tasks. To date, two of the 12 have finished the remainder of the TPA tasks and completed their program.
- All current candidates have submitted and passed TPA Tasks 1 and 2. One has submitted TPA Task 3 and 6 have submitted TPA Task 4.
- Current Occidental students have been provided with two advisement sessions during the spring semester. The majority of the eleven candidates attended; those who did not attend are to be contacted by the department chair. Two candidates did not attend either meeting; the department chair plans to follow up with them during the week of April 16-20.
- Three samples of coursework assignments addressing English language learners, special needs students, and the links between coursework and fieldwork were provided.
- A review of staff meeting minutes confirms that candidate progress is a standing agenda item and all faculty have the opportunity to raise issues of concern monthly.
- The Teacher Education Advisory Board (TEAB) will hold its annual meeting on April 11, 2012, with the president and the dean in attendance.

After careful review of the third quarterly report, staff concludes that Occidental College is addressing the areas identified by the Commission as crucial to delivering a quality program, monitoring the progress of each candidate, and encouraging previous students to complete their TPA tasks by June 30th, 2012.

Next Steps

Given the June 30th closure of credentialing programs at Occidental College, the commission staff is concerned whether all candidates will be able to meet this deadline. Occidental College's last day of class is May 3rd. At the time of the writing of this agenda item, five current candidates still must submit TPA Task 4 and ten must submit Task 3. Additionally, staff is concerned about the status of two candidates who were not present at advisory meetings and whether they are on track to complete the program. With many outstanding TPA submissions and only three additional weeks of school to complete, staff would recommend the COA ask for a fourth quarterly report by June 15th to ensure that the COA has a thorough and updated accounting of whether all credential candidates have completed all program and credential requirements. This report would be presented at the June COA meeting.

Appendix
Occidental College Quarterly Report #3
April 10, 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 spring advisors (Professors Solorzano and Alegria). All 11 current candidates attend two seminar courses where their advisor and/or college supervisor professors are able to provide guidance weekly. In addition, both spring advisors have met with candidates twice during the spring semester. (See attached sign-in sheets, Feb 29 and April 5, Attachment #1). ▪ Credential analyst has been emailing the non-completers to remind them of the June 30th, 2012 deadline (See attached emails, Attachment #2).
<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> <hr/> <p>2B. Active monitoring of the hours and procedures to take place at monthly faculty meetings</p>	<ul style="list-style-type: none"> ▪ Reflective prompts continue to be used throughout coursework (See attached Passport to teaching reflections, Attachments #3). ▪ During departmental meetings the professors/supervisors discuss the hours, supervision, visits, and any concerns regarding the candidates (See attached department meetings minutes and supervisors' hours and visits logs, Attachment #4 and #4A)

	<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"> ▪ Student teacher coordinator (Professor Zamorano) has collected the candidates midterm reports and professional responsibilities surveys from the mentor teachers (See attached samples of candidates' midterm report and surveys, Attachment #5) ▪ Master teachers serve in the spring semester (See attached Mentor teacher table, Attachment #6). ▪ Candidate progress is discussed at each monthly staff meeting (See attached department meetings minutes, Attachment #4).
	<p>2D. Required information meeting and training of cooperating and master teachers will occur in fall, 2011.</p>	<ul style="list-style-type: none"> • Professional Development regarding classroom management practices is scheduled for April 14th - Rick Morris presenter (See attached email invitation, Attachment #7).
<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"> ▪ Professor Castañeda, TPA Coordinator, monitors each currently enrolled candidates (See attached TPA table regarding candidates progress, Attachment #8). ▪ Of the Credential non-completers/Oxy grads, two former students completed TPA 3 and 4.
	<p>3B. Staff to prepare a table showing passing rates from Spring 2011 candidates</p>	<p>See 3A above</p>

<p>4. Coursework issues</p> <ul style="list-style-type: none"> ○ English Learners (EL) ○ Special Populations ○ Equity, Diversity, Access to Core Curriculum ○ Differentiated Instruction 	<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"> ▪ Candidates are making use of the Oxy lesson plan in their student teaching placements. (See attached Oxy lesson samples, Attachment #9).
	<p>4B. Occidental Lesson Plans will be used and candidates' plans reviewed as part of coursework</p>	<ul style="list-style-type: none"> ▪ Professors Alegria and Carroll are collecting and reviewing the candidates' Oxy lessons.
	<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>	<ul style="list-style-type: none"> ▪ Supervisors, professors, and advisors continue to ask the students to complete the reflections focusing on ELLs and SpPop (See attached copies of student reflections from Passport, Attachment #10).
	<p>4D. Reflective pieces on candidates' use of various strategies and differentiation techniques will be included in coursework</p>	<p>During advising meetings, the advisors focus on the reflections and the use of various strategies and differentiating instruction (See attached Advisors' meeting notes, April 5, Attachment #11).</p>
<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 spring advisors. Candidates currently attend two student teaching seminar courses where their advisor and/or college supervisor professor is available to provide guidance weekly. In addition, both advisors have met and continue to meet with each candidate individually and twice as a group during the spring semester. (See attached Department meetings minutes and sign-in sheets, Attachment #4)
	<p>5B. The advisors will</p>	<ul style="list-style-type: none"> ▪ Monitoring continues by the

	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.	department chair and TPA coordinator, Professor Castañeda (See attached TPA tables, Attachment #8)
6. Address ways that the department is regularly communicating with the community and institutional leadership	6A. Teacher Education Advisory Board (TEAB) meetings	<ul style="list-style-type: none"> ▪ Semi-annual Teacher Education Advisory Board meeting is scheduled for April 11th (See attached invitation, Attachment #12). The college president and dean will be in attendance.
	6B. Communication with the Dean and President	<ul style="list-style-type: none"> ▪ The president and dean will attend the TEAB meeting referenced above. Further, the college Dean receives verbal and email updates from Department Chair on an informal basis regularly.