
2C

Action

Professional Services Committee

Initial Institutional Approval

Executive Summary: This agenda item presents one program sponsor for initial institutional approval by the Commission.

Policy Question: Has Bard College met the Commission's requirements for initial institutional approval?

Recommended Action: That the Commission discuss the institutional eligibility of Bard College to offer educator preparation in California and take the action it deems appropriate.

Presenter: Cheryl Hickey, Administrator, and Teri Clark, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2012

Initial Institutional Approval

Introduction

The Commission has considered the application for initial institutional approval by Bard College at three previous Commission meetings. Thus far, the Commission has consistently found significant gaps in the institution's response to and practices in implementing standards and has declined to approve the institution pending additional information and clarification. At the December 2011 meeting, the Commission requested that representatives from Bard College return at the March 2012 meeting with an update as to the manner in which the institution has addressed concerns and questions raised by the Commission. Institutional representatives from Bard College will present information on actions taken to date in response to Commission concerns. If the Commission determines that Bard College has met the Preconditions and Common Standards (Appendix A), the Commission may choose to act on the request for initial institutional approval at this meeting.

Background

Information was presented at the August 2011, October 2011, and December 2011 Commission meetings related to Bard College's application for initial institutional approval.

Bard College has submitted a complete response to the Commission's Preconditions and Common Standards. Consistent with Commission policy and practice, the responses to the preconditions were reviewed by Commission staff and were determined to be in compliance with the adopted Preconditions. The written response to the Common Standards and supporting documentation were reviewed by individuals from the Board of Institutional Reviewers (BIR) and were found in July 2011 to meet the Common Standards.

In August 2011 and October 2011 agenda items were presented to the Commission that included a recommendation that Bard College be granted initial institutional approval by the Commission. Consistent with the Commission's current policy for initial institutional approval, this recommendation was based on two factors: (1) a finding by a team of peer reviewers from the Commission's Board of Institutional Reviewers that Bard College met the Commission's Common Standards, based on the review of documentation submitted by Bard College; and (2) a determination by Commission staff that Bard College was in compliance with the adopted Preconditions. However, because the institution had enrolled candidates and provided coursework and fieldwork to these candidates prior to being approved by the Commission and accredited by its Committee on Accreditation, the Commission expressed concern about Bard's institutional capacity and the veracity of its documentation in response to preconditions and Common Standards. In addition, testimony from candidates about their experiences in the first year program raised questions about how well the institution was meeting Common Standards 5 and 6 related to admissions and advisement. Consequently, the Commission declined to approve Bard College as a potential program sponsor at that time and asked staff to provide additional information at a future meeting.

The issue of initial institutional approval for Bard College was further discussed by the Commission at the December 2011 meeting. At that meeting, a presentation by an official from Bard College described the college's plans to address the concerns expressed by two program graduates and by the Commissioners at the prior Commission meetings. One of the two former students, who addressed the Commission in October, provided further comment at the December meeting. The Commission again declined to approve the institution's application for initial institutional approval and requested that Bard College implement the plans described by the college's representative. The Commission requested that Bard College return to the Commission at the March 2012 meeting to report on its progress in implementing the planned activities discussed at the Commission meeting.

The following table includes a summary of information that has been provided to the Commission at previous Commission meetings and the links to that information.

Item	Link
August 2011 Agenda Item <ul style="list-style-type: none"> • Precondition Review Worksheet (Appendix A) 	http://www.ctc.ca.gov/commission/agendas/2011-08/2011-08-3D.pdf
October 2011 Agenda Item <ul style="list-style-type: none"> • Bard Response to Standards • Bard Response to Preconditions • Bard Precondition Supplement 	http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3D.pdf <ul style="list-style-type: none"> • http://www.ctc.ca.gov/commission/agendas/2011-10/2011-11-3D-standards.pdf • http://www.ctc.ca.gov/commission/agendas/2011-10/2011-11-3D-preconditions.pdf • http://www.ctc.ca.gov/commission/agendas/2011-10/2011-11-3D-preconditions-supplement.pdf
December 2011 Agenda Item, includes: <ul style="list-style-type: none"> • Transcript of Completers Statement from October 2011 meeting (Appendix A). • Response from Bard of Topics Addressed by Completers at October 2011 meeting (Appendix B). • Augmented Initial Institutional Approval Precondition Worksheet (Appendix C) • Initial Common Standard Reviewer Feedback Summary (Appendix D) • August 2011 Correspondence to 2012 Bard Candidates (Appendix E) • October 5, 2011 E-mail from Dean Campbell to 2011-12 candidates • Statement form Director Finkelstein regarding October 7, 2011 meeting with Current Bard Students (Appendix G) 	http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5E.pdf

Item	Link
<ul style="list-style-type: none"> • Bard MAT Organizational Chart (Appendix H) • Updated Precondition 8 (Appendix I) • Letter from the Teacher Education Accreditation Council (Appendix J) • Response from Middle States Commission on Higher Education regarding Bard College’s Regional Accreditation Status (Appendix K) <p>Agenda Insert, includes:</p> <ul style="list-style-type: none"> • Updated Precondition #5 • Letters from School Districts and Educational entities 	<p>http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5E-insert.pdf</p>

Request for Initial Institutional Approval for Bard College

Documentation Submitted by Bard College

Documentation submitted by Bard College regarding the activities it has undertaken since the December 2011 Commission meeting is provided in Appendix B.

Additional Documentation

In addition, two program completers submitted a letter regarding the Bard College preparation program. The letters are provided in Appendix C.

Commission Action

The Commission is asked to (1) consider the evidence provided previously by Bard College in response to the Commission’s preconditions and Common Standards; (2) review the actions taken by Bard College to remedy previously identified areas of concern; and (3) determine whether Bard College has met the Commission’s requirements for initial institutional approval. If the Commission deems that its requirements have been met and concerns sufficiently addressed, then staff recommends that the Commission grant initial institutional approval to Bard College and refer the institution to the Committee on Accreditation for review.

Implications and Next Steps

If the Commission grants initial institutional approval then the program proposal for the single subject teacher preparation program will be put on the agenda for the Committee on Accreditation’s review and possible approval. As a new institution, Bard College would be placed in an accreditation cohort and a technical assistance visit would usually be scheduled for two years after the approval of the educator preparation program.

If the Commission denies initial institutional approval then Bard College is not recognized as an approved teacher preparation entity in California. Bard College could request reconsideration by the Commission at a future date.

Appendix A Common Standards

Standard 1: Educational Leadership

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.

Standard 2: Unit and Program Assessment and Evaluation

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.

Standard 3: Resources

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.

Standard 4: Faculty and Instructional Personnel

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.

Standard 5: Admission

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.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. 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.

Standard 7: Field Experience and Clinical Practice

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.

Standard 8: District-Employed Supervisors

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.

Standard 9: Assessment of Candidate Competence

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.

MEMORANDUM

To: Members of the Commission on Teacher Credentialing
From: Norton Batkin
Vice President and Dean of Graduate Studies, Bard College
Re: Initial institutional approval of the Bard MAT Program in Delano
Date: February 20, 2012

Bard College submits the memoranda and supporting documents that follow in response to the Commission's requests, at its December 2011 meeting, that Bard report on actions it has taken to remedy and improve recruitment and advisement at its Master of Arts in Teaching Program in Delano and that it provide more information about its compliance with Common Standards 5 (Admission) and 6 (Advice and Assistance). The submissions are listed below:

- A memorandum to the Commission from Norton Batkin, Dean of Graduate Studies, describing the actions Bard has taken to address questions about recruitment and advisement raised at the Commission's December meeting.
- A memorandum to the Commission from Carla Finkelstein, Director of the MAT Program in Delano, describing the program's current recruitment and advising activities and actions the program is taking in response to stakeholder feedback.
- Letters sent by an Assistant Vice Chancellor of California State University and by the Director of the CTC Certification, Assignment, and Waivers Division to graduates of the Delano MAT Program about their credentialing.
- A letter sent by Norton Batkin, Dean of Graduate Studies, to students and graduates of the Delano MAT Program, inviting them to write to him or Carla Finkelstein if they have complaints or concerns about the delay in Bard's credentialing.
- A letter sent by Carla Finkelstein to students and graduates of the Delano MAT Program, inviting them to participate in interviews being conducted by an education consultant.
- An online survey sent to current students and graduates of the Delano MAT Program, which asks them to evaluate advisement in the program and invites their suggestions about how the program might improve communication with students and graduates.
- A brief description of the Bard MAT Program and its campuses.

MEMORANDUM

To: Members of the Commission on Teacher Credentialing
From: Norton Batkin
Vice President and Dean of Graduate Studies, Bard College
Re: Initial institutional approval of the Bard MAT Program in Delano
Date: February 20, 2012

I am writing this memo to the Commission on Teacher Credentialing in response to concerns expressed by the Commission at its December 2011 meeting, concerning the veracity of statements Bard made about California credentialing in its recruitment and advising of students in the MAT Program in Delano. The Commission asked Bard to provide for its March meeting an account of what the college has done to correct those statements, to remedy adverse effects of Bard's late application for institutional credentialing, and to reassess its recruitment and advisement of students in the MAT Program. I will describe below the steps Bard has taken. In addition, I will describe what Bard and the MAT staff in Delano are now doing to improve student advisement, from recruitment through the first years of teaching. I also attach supporting documents and a brief history of the Bard MAT Program.

The Commission's concerns about veracity have arisen from statements made on the website of the Bard MAT Program and in published handouts for the Delano program. As I reported to the Commission in December, those statements were meant to inform applicants what they would have to do to be credentialed in California, but as presented, with a list of credentialing fees, the statements may have given the impression that Bard was able to credential students, when in fact it could not. Bard submitted the initial draft of its application to CTC for institutional credentialing in February 2011, nine months after the Delano MAT Program opened; and while the college hoped that it would have institutional approval by the time students completed their degrees in June 2011, its application still remains under review. From August 2011, when the Commission first raised questions about Bard's opening a teacher training program without CTC approval, the college has responded to every request made by the Commission or CTC staff to supplement and update its application. Bard has also sought to resolve or remedy adverse consequences of the delay in credentialing for students and graduates of the MAT Program. The actions we have taken are as follows:

1. Bard has removed all statements on the MAT Program website and on other websites at Bard that could mislead applicants about the credentialing status of the Delano MAT Program. In order to prevent Google searches from recovering older, uncorrected versions of those websites, Bard's webmaster sent a request to Google to remove the uncorrected sites from its memory caches. Bard has also reviewed, and where necessary revised, printed recruitment materials for the MAT Program, program advertisements, including radio spot ads, and Bard catalogue entries.
2. After the Commission's August 2011 vote to postpone its decision about Bard's application for institutional approval, the Bard MAT Program has helped its graduates obtain teaching credentials either through courtesy credentialing by California State University, Bakersfield (CSUB), or through RGA-16 appeals. At present, fourteen graduates from the program's first

cohort of students (2010–2011) have received a California teaching credential through one these means, four by courtesy credentialing from CSUB, ten by RGA-16 appeals. One student, who did not complete the requirements for credentialing until this January, is awaiting approval of his RGA-16 appeal. Five students from the first MAT cohort have yet to complete one or more requirements for graduation or for credentialing. The MAT Program is helping them complete the requirements.

3. In November 2011, a letter was sent to graduates of the MAT Program by an Assistant Vice Chancellor of California State University, informing them of alternative options for seeking credentialing from CSUB and rescinding the “courtesy” recommendations that CSUB had already made (a copy of the letter is attached). I spoke about the letter with Mary Sandy, who spoke with the Assistant Vice Chancellor and informed me that the CSUB recommendations have not been rescinded. Some graduates have continued to express concerns that their credentials may not be valid or may be revoked. At Bard’s request, a member of the Commission staff has written to each of the MAT graduates verifying that their credentials are valid and explaining the specific circumstances in which a credential may be revoked, suspended, or voided (copies of the letters are attached).

4. After reviewing grievance procedures at other California schools of education, I sent a letter in January to graduates and current students of the Delano MAT Program, informing them that Bard wants to address the concerns of students who may have been negatively impacted by the delay in the college’s institutional certification. I invited them to write to me or to Carla Finkelstein, Director of the MAT Program, if they were adversely affected by the delay or had other concerns, and said that we will respond to their complaints or concerns in a prompt manner. To date, I have received three responses to the letter. I will provide a brief account of the outcomes of our response to student grievances at the Commission’s March meeting.

5. In my remarks to the Commission in December, I said that Bard would hire an independent consultant to assist the college in the future in responding to the Commission. The Commission specifically requested at the end of its December meeting that Bard address Common Standards 5 (Admission) and 6 (Advice and Assistance) in preparing for the March meeting. With advice from the CTC staff, we decided to hire Mark Baldwin, former Dean of the College of Education at California State University, San Marcos, and currently an education consultant, to interview graduates, students, and staff of the Delano MAT Program and to advise us about communications between the staff and students and about student advisement (see the attached e-mail from Carla Finkelstein to the MAT students and graduates). Dr. Baldwin has completed his interviews and is preparing a report, with assessments and recommendations, which he will submit to Bard, the MAT staff, and the CTC. He recently provided Bard a draft of the report, which indicates some of his findings. I will mention several of them at the end of this memo.

6. After Dr. Baldwin completed his interviews, Carla Finkelstein sent an e-mail to current students and graduates of the MAT Program, inviting them to fill out a short online survey about student advisement and the accessibility of MAT staff and faculty; the survey also invited suggestions about how communications might be improved, from the recruitment process through graduates’ first years of teaching (Carla Finkelstein’s e-mail and a copy of the survey are attached). The survey is anonymous and responses are submitted to a third party provider. When

the survey is closed, Carla Finkelstein and I will review the responses, and Carla will report on them at the Commission's March meeting.

I turn briefly to two further issues arising from remarks made by an MAT graduate at the Commission's December 2011 meeting. Since these involve questions about testimony given to the Commission and about alleged workplace and professional intimidation, their resolution concerns matters that the Commission may not have sufficient information to decide, as in (7) below, where there are differences in testimony, or matters that the Commission is without authority to decide, as in (8), where there are allegations of workplace or professional intimidation.

7. At the December meeting, an MAT graduate raised questions about Bard's responses to testimony she had given in October regarding (a) whether students in the first MAT class were informed prior to their graduation in June 2011 that Bard was not yet approved for institutional credentialing and (b) whether current MAT students were informed by the MAT Program about the Commission's August 2011 vote to postpone its decision on Bard's credentialing. We have nothing to add to what we have said already regarding (a) (see PSC Agenda Item 5E, Appendix B, December 2011); we cannot resolve the apparent conflict between what the MAT staff has said about (a) and the claim made by the MAT graduate that up to their graduation, she and her classmates were never informed, verbally or in writing, of Bard's credentialing status. As for (b), we can confirm that Ric Campbell, Bard's Dean of Teacher Education, prepared a memo to the current MAT students, dated August 8, 2011, with information about the Commission's August vote (the letter is given in PSC Agenda Item 5E, Appendix E, December 2011). The MAT program administrator, who forwarded Dean Campbell's letter to the students in an e-mail, used a list-serv (mailing list) that, unbeknownst to her, she had not been authorized to access—as a result, her e-mail and Dean Campbell's letter were not delivered. When this was discovered, shortly after the Commission's October meeting, the current MAT students were immediately notified in person and in writing of the delay in Bard's credentialing.

8. The MAT graduate who spoke at the December meeting also made allegations about conversations she had with her Paramount Bard Academy supervisor in October 2011, when she was teaching at the school. The graduate's account of those conversations raised questions about workplace harassment or a hostile work environment. In addition, after the December meeting, Bard was informed by CTC staff of allegations the MAT graduate had made on another occasion, about conversations initiated by a Bard administrator that raised questions about intimidation. Although no formal complaint was made to Bard or Paramount Bard Academy, Bard, on advice of legal counsel, hired a licensed investigative agency in California to investigate the several conversations. The agency's report, based on a three-week investigation, including interviews with all the parties involved, found nothing to substantiate the MAT graduate's allegations of workplace harassment or a hostile work environment and found that the allegations of intimidation were unsubstantiated. On the basis of the report, Bard and the Paramount Bard Academy have concluded that no further action is warranted.

I will conclude with some remarks, first, about the reasons why Bard opened its Delano MAT Program when it did, and second, about how Bard and the MAT Program will in the future address the concerns and issues discussed above. The opportunity to start an MAT Program in

Delano arose out of conversations initiated by a Bard Trustee who owned a large farming operation in the Central Valley. The Trustee, who wanted to improve educational opportunities for children whose family members worked for the farming operation, was ready to support the creation of a new school and a model MAT Program, based on Bard's MAT Program in Annandale-on-Hudson and New York City. To supplement support from the Trustee, Bard applied for a Teacher Quality Partnership grant from the U.S. Department of Education Office of Innovation and Improvement. The grant proposal asked specifically for support of living expenses for MAT students in Delano as part of a Rural Teacher Residency Program. The living stipends would be provided to students who signed an agreement to teach for three-years in high needs schools in the Central Valley. Bard was awarded the TQP grant. Since the grant began in the 2010–2011 academic year, the college undertook immediately to open the Paramount Bard Academy, a school for grades 6–12, and the Delano MAT Program. The MAT curriculum for Delano was based on Bard's proven teacher education programs in New York State, which had begun six years earlier. But as Dr. Baldwin's draft report indicates, the fast start of the program in Delano relegated to the MAT faculty the task of refining and adjusting the curriculum to California's CSET and TPA requirements while teaching their first cohort of students and, throughout the year, helping a consultant to prepare Bard's application to CTC for institutional credentialing. Course syllabi had to be reconsidered and revised on short notice, placing extra demands on the faculty and affecting communications with students. We understand now that Bard should have fully worked out the Delano curriculum and applied for institutional credentialing prior to opening the program. However, the story also had a more positive side and outcome, which can be taken to indicate the strength and promise of the program's design and curriculum. The Delano program, with the refinements and adjustments realized during its first year, and the arrangements set in place for recruitment and advising and apprentice teaching, was determined by peer reviewers from the Board of Institutional Reviewers and by the CTC staff to meet the Preconditions and Common Standards required for initial institutional approval. The beginning of the program may not have been easy or pretty, but it established a foundation on which the current MAT staff and faculty can build and can continue improving everything from recruitment to student advising to faculty development. I will give a few instances.

The new director of the Delano MAT Program now holds monthly meetings with the MAT students, to talk about course schedules, credentialing requirements, field placements, fellowship disbursements, and other matters of the moment. The meetings also provide a forum for the students to express their concerns and occasions for the director and invited visitors to discuss with them the challenges of teaching in high needs schools in the Central Valley. The MAT Program is taking steps to stabilize its faculty and is currently conducting searches for three full-time faculty positions in education, English literature, and history. While Dr. Baldwin's draft report notes persisting issues of mistrust among the first cohort of MAT students, arising in part from the strains of the program's first year, it also observes that current MAT students find communications with the faculty and staff to be timely and open. With support from the TQP grant, the MAT Program is initiating this spring a new teacher support program. Organized around monthly weekend sessions in Delano, the program will address issues common to new teachers as well as issues that graduates are encountering in the individual schools and communities in which they teach. In time, the teacher support program may also help to rebuild the graduates' trust in the MAT Program. By the opening of the present school year, 13 of the 17 students who received MAT degrees last June had teaching positions in high needs public

schools in the Central Valley. The MAT Program is continuing to provide placement support for the remaining graduates, including those who completed their degrees late, including interview practice, sessions in resume writing, and invitations to local county and school district hiring fairs for teachers.

Every student in the Delano MAT Program, in both cohorts, has made a three-year commitment to teach in the Central Valley. Bard recognizes that it must also make a three-year commitment to its graduates, supporting them through a period that for many teachers is the most difficult in their careers—yet as importantly, the period in which they will gain the confidence and discipline they need to become effective teachers.

To: Members of the California Commission on Teacher Credentialing
 From: Carla Finkelstein, Director of Bard MAT Program, Delano, CA
 Re: Recruitment and Advising Program Activities
 Date: February 14, 2012

Program area related to CTC Standards 5 & 6	<i>Where we are:</i> MAT program activities that address this area	<i>Next steps:</i> Program revisions based on additional stakeholder feedback
<i>Admissions: How do we recruit and select MAT students who have a clear understanding of our program's mission in the Central Valley?</i>	<ul style="list-style-type: none"> • Include MAT graduates to speak about the program at recruitment events. • Removal of misleading language about CA credentialing in print and online materials. • Emphasis on context of Central Valley schools. • Increased attendance at graduate school fairs and information sessions in Central Valley. 	<ul style="list-style-type: none"> • Send a copy of the contract related to acceptance of US Department of Education and Resnick Family Foundation fellowships with financial aid letters • Have current MAT students partner with new students to acclimate them to the area, help find a place to live, etc. • More targeted recruitment in CA • Expand June orientation session to include testimony from graduates teaching in high needs schools; identify all federally designated high needs schools within 100-mile radius of Delano, CA; and continue to make clear that a one-week grace period to sign fellowship contracts is a recommended option for students with persistent questions.
<i>Advising: How do we provide ongoing advising about MAT program requirements?</i>	<ul style="list-style-type: none"> • MAT materials (catalog, student handbook) detail program requirements including coursework, academic and classroom research projects, and apprenticeships. • Orientation activities in June explain these requirements. • Each MAT student has faculty advisor for academic research project with bimonthly one-on-one meetings in fall and winter. • Each MAT student has faculty advisor for classroom research projects with one-on-one meetings in spring. • MAT director meets at least quarterly with any students on academic probation to detail and maintain extra support plans. 	<ul style="list-style-type: none"> • Create formalized relationship with writing tutor for any students needing additional support with academic requirements
<i>Advising: How do we provide ongoing advising about credentialing requirements?</i>	<ul style="list-style-type: none"> • Orientation activities in June detail these requirements and timeline. • Monthly MAT student meetings facilitated by program administrator and director; these meetings always provide credentialing updates and check-ins about student progress. • Program administrator arranges on-site test preparation sessions led by MAT graduates and faculty who have taken the credential exams. • Program administrator arranges on-site sessions to support 	<ul style="list-style-type: none"> • MAT student handbook will be updated to include more specific timeline for completion of each component of credentialing requirements.

	student progress through TPAC and TPAs	
<p><i>Advising: How do we support MAT students in job placement and fulfilling (optional) contractual obligations?</i></p>	<ul style="list-style-type: none"> • Individual support and guidance from Donna Glassman-Sommer and Marvin Lopez from the California Teacher Recruitment Program through US Department of Education support in the context of a Teacher Quality Partnership grant. • At June orientation, through individual student meetings and cohort-wide discussion, MAT students review optional contract and receive overview of job placement support plan provided by California Teacher Recruitment Program. • During spring and summer, offer on-site resume and interview coaching and provide invitations to job fairs throughout the Central Valley. • One-on-one meetings with graduating MAT students to review high-needs school designations and, for students who have signed the contract, support for meeting contractual obligations. 	<ul style="list-style-type: none"> • For any graduates not yet teaching in high-needs schools in the Central Valley, provide additional resume & interviewing coaching and support for job fair participation in the year following their graduation.
<p><i>How do we provide ongoing support for MAT students in their field placements and as they begin teaching careers in high needs schools in the Central Valley?</i></p>	<ul style="list-style-type: none"> • Education course sequence ED515-545 is a 4-quarter seminar that accompanies MAT students' yearlong residencies in Central Valley public school classrooms. This course is created as a professional learning community and supports candidates as they move to the "front of the classroom" in a carefully structured developmental sequence that begins with classroom observation work and ends with full responsibility for student learning. • New Teacher Support course for MAT graduates begins in spring 2012 and will run through their first 3 years of teaching; this monthly course includes topics such as supporting classroom norms and routines; facilitating disciplinary discussions in secondary classrooms. • MAT faculty serve as field supervisors for MAT students' teaching placements from January-June. • Mentor teachers from Paramount Bard Academy and surrounding school districts invited as visiting speakers to MAT courses. 	<ul style="list-style-type: none"> • New Teacher Support program will begin in August for each graduating cohort; mentor teachers will serve as adjunct faculty alongside MAT faculty. • New Teacher Support program will run throughout our graduates' first 3 years of teaching.

From : Beverly Young <byoung@calstate.edu>

Subject: CSUB options for BARD students

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Tue, Nov 01, 2011 01:22 PM

Hello Bard College students and employers,

As requested, below are the two options that CSU Bakersfield can offer to the Bard College teacher graduates. Notice that there are two options for English teachers, and one option for Social Studies teachers. Please let me know if you have any questions, or respond directly to Dean Knutzen at CSUB. Thank you, and good luck with your teaching futures!

Beverly

CSU Options for Bard College students:

SS **Internship** Option—for Single Subject English or Social Sciences candidates

- Student must submit evidence of all qualifying admission criteria for admission to CSUB internship program (see CSUB website)
- TPA portfolio must be submitted and scored or rescored by CSUB faculty
- Supervised intern teaching by CSUB faculty must be completed to satisfaction, for the standard CSUB number of weeks
- Required subject matter or seminar requirements of CSUB intern program
- All other intern program requirements for CSUB must be satisfied, either by determination of equivalency or by CSUB completion.

CSUB will assess adequacy of the above for an administrative fee of \$1,000, per student, to be paid by Bard College. In addition, Bard will pay CSUB Extended Education tuition/fees for each intern to cover supervised teaching and other coursework and TPA scoring costs.

At satisfactory completion of all above, CSUB will recommend for SS English or Social Science credential.

Early Completion Option—only for Single Subject English credential candidates

Student must submit evidence of the following:

- Bachelor's degree
- CBEST passing score
- US Constitution (course or exam)
- CSET passing score or approved major
- Live Scan
- Employment
- Technology course
- TPA portfolio (to be rescored by CSUB faculty; must be a passing score on first try)

CSUB will assess adequacy of the above for an administrative fee of \$1,000, per student, to be paid by Bard College. In addition, Bard will pay CSUB TPA scoring/rescoring costs and CSUB Extended Education tuition/fees for any needed coursework.

In addition, student must take/pass Teaching Foundations Exam; to be arranged and paid for by Bard College.

At satisfactory completion of all above, CSUB will recommend for Early Completion Option SS English credential.

NOTICE:

All previously issued "courtesy" recommendations from CSUB to Bard College students are hereby rescinded.

Dr. Beverly L. Young
Assistant Vice Chancellor, Academic Affairs
California State University System
401 Golden Shore
Long Beach, CA 90802
(562) 951-4747
(562) 951-4872 fax
Byoung@calstate.edu

 Save a tree.

Don't print this e-mail unless it's really necessary.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (888) 921-2682 Fax (916) 327-3166 www.ctc.ca.gov

February XX, 2012

{Name}
{Address}
{City, State, Zip}

Dear {Name}:

This is in response to an email from Norton Batkin, Vice President and Dean of Students at Bard College, asking that the Commission confirm the validity of your California teaching credential. Commission records show that you were formally recommended for a Preliminary Single Subject Teaching Credential by California State University, Bakersfield. The preliminary teaching credential was issued to you and is currently valid.

Per Education Code §44355, all regularly issued credentials are valid until revoked, suspended or expired. Any credential may be revoked or suspended if an individual engages in an act of professional misconduct. In addition, a credential may be voided in the situations described in Education Code 44355(b). The full text of Education Code §44355 follows:

44355.

- (a) Except as provided in subdivision (b), all credentials regularly issued are valid until revoked, suspended, or expired as provided by law.
- (b) A credential issued under either of the following circumstances is void and shall be deemed to be void from the date it was issued:
 - (1) A credential which would not have been issued but for a material deception or fraud committed by an applicant or by another in the applicant's behalf; or
 - (2) A credential which the commission had no lawful authority to issue and which would not have been issued but for some material mistake of law or fact by either or both the applicant and the commission.
- (c) A notice that a credential is void pursuant to paragraph (1) or (2) of subdivision (b) shall be served upon the credential holder at his or her last known address as provided in Section 1013 of the Code of Civil Procedure. Within 30 days thereafter, such notice may be appealed to the commission only on the grounds that there was no fraud, material deception, or error and that the commission had the lawful authority to issue the credential on the facts stated in the application.

As of this date, the Commission has not been notified of any facts that would justify initiation of the notice outlined in Education Code §44355(c). Please do not hesitate to

Ensuring Educator Excellence

contact our Information Services line toll-free at (888) 921-2682 Monday through Friday between the hours of 12:00 noon and 4:45 p.m. if you have additional questions regarding your preliminary teaching credential. Commission staff can also be contacted via e-mail at credentials@ctc.ca.gov.

Sincerely,

P.K. Wohl, Director
Certification, Assignment, and Waivers Division

PKW/tad

cc: Norton Batkin, Vice President and Dean of Graduate Students, Bard College
Mary Vixie Sandy, Executive Director, Commission on Teacher Credentialing

Recipients of this letter:

- 1) Rhonda Brand
- 2) Casey Gill
- 3) Michael Rich
- 4) Cathy Rudnick



February 9, 2012

{Name}
{Address}
{City, State, Zip}

Dear {Name}:

This is in response to an email from Norton Batkin, Vice President and Dean of Students at Bard College, asking that the Commission confirm the validity of your California teaching credential. Commission records show that you were issued a Preliminary Single Subject Teaching Credential under the provisions of 5 California Code of Regulations (CCR) §80523.2 (commonly referred to as an “RGA-16”).

An RGA-16 allows an individual who has completed the equivalent of an approved program, but the program sponsor is unable to formally recommend due to a policy of the program such as recency or residency, to apply directly to the Commission for the associated credential. The teacher preparation program you completed at Bard College in California was evaluated and found to be equivalent to the program offered by the San Joaquin County District Intern Program. However, San Joaquin County was unable to formally recommend you for the credential because you did not meet their residency requirement. 5 CCR §80523.2 reads:

§ 80523.2. IHE or LEA Unable to Recommend.

The Commission may assign to its certification staff the authority to issue credentials to applicants who have a statement from an IHE or LEA verifying that the applicant has completed the equivalent of the approved program, but the institution or agency cannot provide the applicant with a formal recommendation because it is against their policy.

Per Education Code §44355, all regularly issued credentials are valid until revoked, suspended or expired. Any credential may be revoked or suspended if an individual engages in an act of professional misconduct. In addition, a credential may be voided in the situations described in Education Code 44355(b). The full text of Education Code §44355 follows:

44355.

- (a) Except as provided in subdivision (b), all credentials regularly issued are valid until revoked, suspended, or expired as provided by law.
- (b) A credential issued under either of the following circumstances is void and shall be deemed to be void from the date it was issued:
 - (1) A credential which would not have been issued but for a material deception or fraud committed by an applicant or by another in the applicant's behalf; or
 - (2) A credential which the commission had no lawful authority to issue and which would not have been issued but for some material mistake of law or fact by either or both the applicant and the commission.
- (c) A notice that a credential is void pursuant to paragraph (1) or (2) of subdivision (b) shall be served upon the credential holder at his or her last known address as provided in Section 1013 of the Code of Civil Procedure. Within 30 days thereafter, such notice may be appealed to the commission only on the grounds that there was no fraud, material deception, or error and that the commission had the lawful authority to issue the credential on the facts stated in the application.

As of this date, the Commission has not been notified of any facts that would justify initiation of the notice outlined in Education Code §44355(c). Please do not hesitate to contact our Information Services line toll-free at (888) 921-2682 Monday through Friday between the hours of 12:00 noon and 4:45 p.m. if you have additional questions regarding your preliminary teaching credential. Commission staff can also be contacted via e-mail at credentials@ctc.ca.gov.

Sincerely,

P.K. Wohl, Director
Certification, Assignment, and Waivers Division

PKW/tad

cc: Norton Batkin, Vice President and Dean of Graduate Students, Bard College
Mary Vixie Sandy, Executive Director, Commission on Teacher Credentialing

Recipients of this letter:

- 1) Natalie Banuelos
- 2) Noemi Garcia Reyes
- 3) Barbara Grigsby
- 4) Andrew Guss
- 5) David Heller
- 6) Angelina Gonzales (Huwe)
- 7) Lindsay Kuntz
- 8) Manuel Miranda
- 9) Scott Raymoure
- 10) Alison Sickler

Bard College

Office of the Dean of Graduate Studies

January 26, 2012

[Name]
[Address]
[Address]

Dear [Name],

I am writing to each of the students who attended the Bard College Master of Arts in Teaching (MAT) Program in Delano in the 2010–2011 school year and to each of the students presently enrolled in the Delano MAT Program. It has come to my attention that some students may have been adversely affected by the unanticipated delay in Bard College's institutional certification for the MAT Program from the California Commission on Teacher Credentialing. As you may know, the MAT staff was able to obtain certification in fall 2011 for every graduate of last year's class who met the requirements for California certification. Nevertheless, Bard College wants to ensure that it addresses any outstanding concerns of students that may have been negatively impacted by the delay in certification.

Bard College and the MAT Program want you to be a successful, reflective teacher in the high-need schools in which you have chosen to teach. If you have been adversely affected by the delay in certification, we would like you to let us know immediately so that Bard can make every effort to address your concerns. If you suffered a loss of salary, or were otherwise disadvantaged in your present employment as a result of the certification delay, Bard College and the MAT Program want to make sure that the loss or disadvantage is remedied. Even if you have not suffered a material loss, if you have any outstanding concerns that you feel have not been adequately addressed by the MAT staff or Bard College, we would like you to let us know. We will respond to your complaints or concerns in a prompt manner.

You may address your complaints or concerns to Carla Finkelstein, Director of the MAT Program in Delano, or to me directly. Our mail and e-mail addresses are below. Thank you for your time.

Yours sincerely,



Norton Batkin

Norton Batkin, Vice President and Dean of Graduate Studies
Bard College
Annandale-on-Hudson, NY 12504
batkin@bard.edu

Carla Finkelstein, Director of MAT Program
Paramount Bard Academy
1942 Randolph Street
Delano, CA 93215
cfinkels@bard.edu

Letter from Norton Batkin
Vice President and Dean of Graduate Studies
Bard College
January 26, 2012

Recipients of this letter:

**Bard MAT Program – Delano
Class of 2010–2011**

Dennis Anderson
Natalie Banuelos
Rhonda Brand
Elizabeth Cooke
Noemi Garcia-Reyes
Casey Gill
Barbara Grigsby
Andrew Guss
David Heller
Andrew Hupp
Angelina Huwe
Lindsay Kuntz
Manuel Miranda
Anthony Navarro
Ian Nemeschy
Scott Raymoure
Michael Rich
Cathy Rudnick
Alison Sickler
Gerardo Zenteno-Mena

**Bard MAT Program – Delano
Class of 2011–2012**

Walter Fontejon
Michael Fragoso
Cristina Hernandez Avalos
Joel Howard
Joseph Murphy
Kristen Padilla
Edwin Pell IV
Christina Rosetti
Caitlin Skinner
Christine Spencer
Stephanie Tellis
Matthew Wilson

From : Carla Finkelstein <cfinkels@bard.edu>

Subject: Meetings with independent ombudsman

Dennis Anderson <danderson74@yahoo.com>, Gerardo Zenteno-Mena <ggzenmen87@gmail.com>, Cathy Rudnick <crudnick1@yahoo.com>, Anthony Navarro <anavarro5357@hotmail.com>, Casey Gill <cgill85@hotmail.com>, Scott Raymoure <scott@paramountbardacademy.org>, Manuel Miranda <manuel@paramountbardacademy.org>, Alison Sickler <asickler1@gmail.com>, Natalie Banuelos <nataliebanuelos@gmail.com>, Andrew Guss <andrewguss@gmail.com>, Barbara Grigsby <bagrigsby@gmail.com>, Noemi Garcia Reyes <noemi.garcia.reyes@gmail.com>, dave heller <dheller02@gmail.com>, Rhonda Brand <rmbhaq@yahoo.com>, Elizabeth Cooke <b_u_dbud@hotmail.com>, Andrew Hupp <andrew.hupp@yahoo.com>, Angelina Huwe <angelina.huwe@gmail.com>, Lindsay Kuntz <lindsay.s.kuntz@gmail.com>, Ian Nemeschy <Yoda4pres@aol.com>, Michael Rich <michael@paramountbardacademy.org>, matcastu13@bard.edu, mbfragoso11@gmail.com, wfontejon@gmail.com, agc1123@gmail.com, joelmanmister@aol.com, murphyjos@gmail.com, kristenpadilla06@yahoo.com, epell@marlboro.edu, rosetti c <rosetti.c@gmail.com>, caitlin skinner <caitlin.skinner@gmail.com>, christinespencer6@hotmail.com, Tellis1985@gmail.com, Matthew Wilson <mattydub83@yahoo.com>

Cc : Leticia Garza <lgarza@bard.edu>

Fri, Jan 27, 2012 07:34 AM

 [1 attachment](#)

Dear MAT students and graduates,

As you may know from Dean Norton Batkin's presentation to the CTC in December, Bard College is bringing in an independent ombudsman to speak with MAT students, graduates, and faculty with regard to issues surrounding credentialing, communication, and student advising. We have identified Mark Baldwin, former dean of the College of Education at California State University, San Marcos, to serve in this role. (See attached bio.)

Dr. Baldwin will come to the Central Valley on February 1-3. We will schedule meetings with current students, faculty and staff at the Delano campus; for those of you working outside of Delano, Dr. Baldwin will travel to meeting sites convenient to your location during afternoon and evening hours. During Dr. Baldwin's limited time with us, we will schedule as many meetings as possible, so that he can get an accurate sense of the program. These meetings are an opportunity for you to share your MAT experiences and perspectives to an objective outsider knowledgeable about teacher education and educational issues in California.

Please contact me or Letty as soon as possible with your availability for a 30 minute individual or small group conversation with Dr. Baldwin on February 1-3.

Best,
Carla

Carla Finkelstein
Director, Delano CA campus
Bard College, Master of Arts in Teaching Program
Paramount Bard Academy
1942 Randolph Street
Delano, CA 93215
661.454.3044

MARK D. BALDWIN, Ed.D.

Professor

Former Dean, College of Education

California State University San Marcos

Managing Partner, Academic Solutions L.L.C.

Dr. Mark Baldwin earned his doctorate in Educational Leadership and Organizational Change from Northern Arizona University. He received his B.A. in Latin American History from the University of California, Irvine and M.S. in Counseling from San Diego State. Prior to joining the faculty of the College of Education at CSUSM in 1995, Dr. Baldwin was a respected and effective teacher and administrator in a large public school system for twenty years.

Upon joining the faculty of the College of Education, California State University San Marcos (CSUSM), Dr. Baldwin spearheaded the refinement of the college mission and vision, as well as development of their core values. More importantly, he was instrumental in ensuring the mission and core values live in the day-to-day work of faculty, staff and students. He was coordinator of the single subject teacher credential program in its earliest stages of implementation, and led the initial developmental work on the administrative services credential program. Having come into a college in the midst of major expansion and development, he brought not only leadership, but also stability and an unswerving commitment to serving students first.

As a faculty member, he published numerous articles on educational change and leadership and a textbook on preparing secondary teachers for the needs of 21st century students. Recently retired from his dean's role, he now serves as the Managing Partner of his international consulting firm, Academic Solutions.

Dr. Baldwin is known as an innovative and skilled leader and is recognized nationally and internationally for his work in organizational change in educational settings, curriculum design and assessment systems. Over the past two decades, he has worked with colleges and universities as well as with public school systems to help them develop evidence driven change models. He has served as an accreditor for the California Commission on Teacher Credentialing and continues his work with multiple regional and national boards focused on educational research, policy analysis and cutting edge strategies.

Dr. Baldwin served for two years as an on-site consultant for the United Arab Emirates University (UAEU), working closely with the College of Education to help transform their credential programs to an outcome-based model and prepare the College for international accreditation. He also advised on development and reform of the freshman year program at United Arab Emirates University, leading a major program reform and faculty development effort to advance the skills, knowledge and college persistence of first-year students. Currently he is working with the Vice-Chancellor and Provost of UAEU leading an Advisory Board to help assess the implementation of the University College concepts throughout all undergraduate studies.

He has just concluded another international experience in Riyadh, Saudi Arabia at the new Princess Noura University where he led a team in the design of program curricula for the College of Education and the College of Early Childhood Education. The five programs include: Early Childhood Education, Primary Elementary Teacher Preparation, Special Education, Teachers of English Grades 1-6, and Psychology. In addition, he is consulting with the President of California State University San Marcos and superintendents in seven regional school districts to develop a consortium with a primary goal of increasing college readiness rates.

Dr. Baldwin combines professional experience and expertise with his solid judgment, strong skills, and a complete commitment to his work on all projects. He is a consummate professional, a person with vision and passion for promoting high levels of organizational performance. His leadership, interpersonal skills and organizational skills enhance his ability to motivate those with whom he works to achieve desired results as a team.

Bard MAT survey

From : Carla Finkelstein <cfinkels@bard.edu>

Mon, Feb 06, 2012 08:13 PM

Subject : Bard MAT survey

To : Dennis Anderson <danderson74@yahoo.com>, Gerardo Zenteno-Mena <ggzenmen87@gmail.com>, Cathy Rudnick <crudnick1@yahoo.com>, Anthony Navarro <anavarro5357@hotmail.com>, Casey Gill <cggill85@hotmail.com>, Scott Raymoure <scott@paramountbardacademy.org>, Manuel Miranda <manuel@paramountbardacademy.org>, Alison Sickler <asickler1@gmail.com>, Natalie Banuelos <nataliebanuelos@gmail.com>, Andrew Guss <andrewguss@gmail.com>, Barbara Grigsby <bagrigsby@gmail.com>, Noemi Garcia Reyes <noemi.garcia.reyes@gmail.com>, dave heller <dheller02@gmail.com>, Rhonda Brand <rmbhaq@yahoo.com>, Elizabeth Cooke <b_u_dbud@hotmail.com>, Andrew Hupp <andrew.hupp@yahoo.com>, Angelina Huwe <angelina.huwe@gmail.com>, Lindsay Kuntz <lindsay.s.kuntz@gmail.com>, Ian Nemeschy <Yoda4pres@aol.com>, Mlchael Rich <michael@paramountbardacademy.org>, matcastu13@bard.edu, mbfragoso11@gmail.com, wfontejon@gmail.com, agc1123@gmail.com, joelmanmister@aol.com, murphyjos@gmail.com, kristenpadilla06@yahoo.com, epell@marlboro.edu, rosetti c <rosetti.c@gmail.com>, caitlin skinner <caitlin.skinner@gmail.com>, christinespencer6@hotmail.com, Tellis1985@gmail.com, Matthew Wilson <mattydub83@yahoo.com>

Cc : Leticia Garza <lgarza@bard.edu>

Dear MAT students and graduates,

Many thanks to everyone who was able to speak with Mark Baldwin last week. Dr. Baldwin shared with me his appreciation for your time and the candid presentation of your perspectives on the program. In the coming days, Dr. Baldwin will prepare a summary report that will help the MAT staff and Bard's administration as we continue to work toward program improvement. Dr. Baldwin's report will identify and comment on patterns or themes in your responses to his questions; your individual responses will be kept anonymous.

As a follow-up to Dr. Baldwin's visit, we are asking all current students and graduates to complete a short survey that will provide MAT and Bard staff additional information about the program's administration. The survey also invites your suggestions about ways that communications between the MAT staff, students, and graduates might be improved.

Here are the details about the survey:

- This survey is completely anonymous. Survey Monkey, which collects your responses, reports only the information that you submit.
- You will access the survey through the following link: <https://www.surveymonkey.com/s/██████████>
- Please complete the survey by Friday, February 10.
- Survey Monkey requires that you complete the survey in one sitting. The survey is short, but you can take as long as you need to complete it.

As always, please don't hesitate to contact me if you have questions.

Thank you,
Carla

Carla Finkelstein
Director, Delano CA campus
Bard College, Master of Arts in Teaching Program
Paramount Bard Academy
1942 Randolph Street
Delano, CA 93215
661.454.3044

Bard MAT Program - Delano, CA

This survey will provide the staff of the MAT Program information about the program's administration. It also invites your suggestions about ways that communications between the staff, students, and graduates might be improved. The survey is anonymous. Survey Monkey, which collects your responses, requires that you complete the survey in one sitting. The survey is short, but you can take as long as you need to complete it.

How well has the MAT program communicated to you the goal of becoming a teacher who instills strong disciplinary understanding to students?

Select one: Poorly Somewhat Poorly Well Very Well Strongly

How well has the program communicated to you the goal of teaching in a high needs school in California's Central Valley?

Select one: Poorly Somewhat Poorly Well Very Well Strongly

Which summer did you enter the MAT program?

- Summer 2010
- Summer 2011

Bard MAT Program - Delano, CA

If you are a current student, how well are the MAT faculty and staff supporting your path to becoming a credentialed teacher? If you are a graduate, how well have the faculty and staff supported your path to becoming a credentialed teacher?

Select one: Poorly Somewhat Poorly Well Very Well Strongly

How accessible have the following MAT staff been to you as you work toward becoming a teacher or as you enter your first year of employment as a teacher?

	Very inaccessible	Somewhat inaccessible	Somewhat accessible	Very accessible
MAT Director Carla Finkelstein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MAT Administrator Leticia Garza	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MAT Faculty Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Bard MAT Program - Delano, CA

How would you assess the quality of advising you have received from the following MAT staff as you work toward becoming a teacher or as you enter your first year of employment?

	Inadequate	Poor	Average	Good	Excellent
MAT Director Carla Finkelstein	<input type="radio"/>				
MAT Administrator Leticia Garza	<input type="radio"/>				
MAT Faculty Members	<input type="radio"/>				

How have communications between you and MAT faculty and staff changed over time?

	Become worse	Stayed the same	Improved	Improved greatly
Select one:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the ways in which program staff have communicated with you about important matters such as schedules, fellowship payments, and program requirements been most effective?

Please check all that apply:

- Email
- Phone
- Meetings on campus
- Hard copy documents, such as handbooks and memos

Other (please specify)

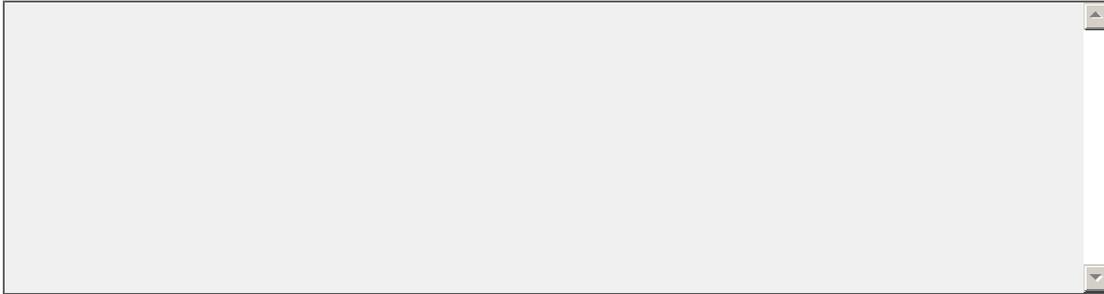
How timely have communications from the MAT staff been during the past 4 months?

Select one: Consistently late Often late Mostly timely Consistently timely

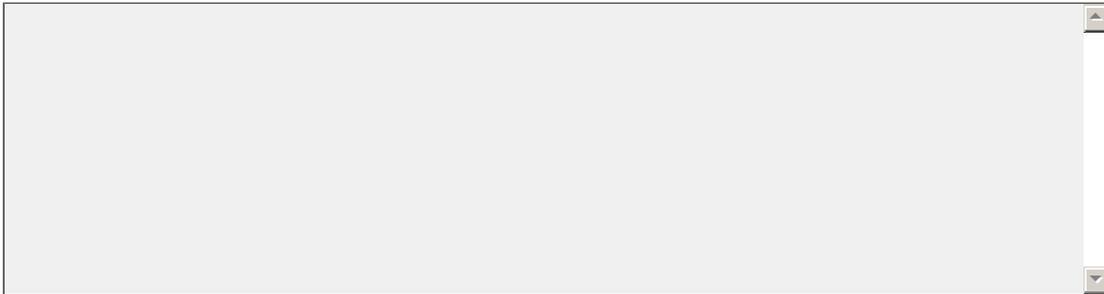
How might the MAT program improve communication with students during the recruitment and application process?

Bard MAT Program - Delano, CA

How might the MAT program improve communication with students during program orientation?

A large, empty rectangular text box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a scrollable area for text input.

How might the MAT program improve communication with students during the academic year?

A large, empty rectangular text box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a scrollable area for text input.

Bard MAT Program - Delano, CA

How might the MAT program improve communication with students after completion of the program?

A large, empty rectangular text input box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a multi-line text field.

What other comments would you like to share about strengths and/or areas for growth in the Delano Bard MAT program?

A large, empty rectangular text input box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a multi-line text field.

Bard College Master of Arts in Teaching Program **A Brief Historical Overview**

In July 2003, Bard College applied to the New York State Education Department for approval of an MAT degree program on its main campus in Annandale-on-Hudson, the first degree program in this area for the college. The New York State Board of Regents approved the program in December 2003, and a first cohort of 24 students enrolled in the program in June 2004. The Bard MAT Program has since opened campuses in New York City; in Delano, California; and on the West Bank of Palestine.

One idea that has remained central to the conception and realization of the program, on each of its campuses, is that public school teachers, especially at the middle and secondary levels, should possess a deep understanding and broad knowledge in the particular academic field they are teaching. It was this same idea that initiated the design of the nation's first MAT programs approximately fifty years ago. In Bard's MAT Program, students take graduate-level courses in their discipline. At the same time, in Bard's design, the MAT Program gives equal emphasis to the research in education, so that students graduating from the program and entering careers as teachers possess not only expertise in their disciplinary fields, but also a knowledge and practical grasp of pedagogy that enables them to teach effectively in middle and secondary school classrooms.

Other core components that characterize Bard's MAT Program are

- 1) The Academic Research Project, a capstone research paper that demonstrates the student's knowledge of the subject matter and epistemological foundations of a discipline.
- 2) The Classroom Research Project, a project devised for a classroom, demonstrating the student's capacity to systematically plan, instruct, evaluate, and reflect on classroom learning in a discipline.
- 3) The Lab Course, a course demanding integration of disciplinary understanding and educational research in the design of instructional activities for student learning.
- 4) Field Placements / Teaching Apprenticeships, which require and develop abilities to plan, instruct, evaluate, and reflect in mentored instructional settings.

MAT candidates complete 18 credit hours of graduate study in their disciplinary field and 18 credit hours of study in key areas of education. All these studies are integrated with experiences in public school classrooms, from tutoring or classroom observation to apprentice teaching with increasing responsibilities in the classroom. Mentor teachers and MAT faculty conduct regular observations and evaluations of candidates' apprentice teaching. Candidates also meet weekly during their apprentice teaching to support each other's work through shared writing, reflection, and discussion.

Brief descriptions of the Bard MAT Programs in New York State, California, and Palestine are given below, followed by a list of senior administrators and faculty members who work and teach at the Annandale, New York City, and Delano campuses.

Bard MAT Program, Annandale-on-Hudson

The MAT Program in Annandale offers one and two-year programs of study in the fields of biology, history, literature, and mathematics. Students take courses on the Bard campus and have their field placements in schools in upstate New York. Beginning with lesson planning and student assessment, candidates and their mentor teachers progressively incorporate instructional responsibilities before the candidate takes full responsibility for the majority of the classroom teaching. Candidates typically have placements in a high school and a middle school. Graduates of the MAT Programs in Annandale and New York City earn a Master of Arts in Teaching degree and a New York State Initial Teaching Certificate in Adolescent Education (grades 7–12) in their discipline.

Bard MAT Program, New York City

In June 2010, the MAT Program entered into a partnership with the International Community High School (ICHS), a Title 1 school in the Bronx, New York City. This partnership, the Bard Urban Teacher Residency Program, allows MAT faculty and students to work side by side with public school teachers and students.

ICHS, established in 2006, serves 257 students in grades 9–11. Its student population is 63.6% Hispanic, 5.2% Asian, 4.1% White (European), and 25.8% Black (African and Haitian); 88% of its students qualify for free or reduced meals. The integrated ICHS/MAT campus acts as a center and resource for ongoing teacher education, professional development, and instructional innovation both for ICHS and for a network of high-needs partner schools in the Bronx. Through its activities, the Urban Teacher Residency Program seeks to raise high school and college completion rates in a population of students that has historically performed poorly in New York City schools.

The goals of the Urban Teacher Residency Program are to

- Recruit and educate highly effective teachers who understand how to address the needs of a broad range of urban students.
- Build a model of curricular and instructional excellence by creating a common campus for a graduate teacher education program and a public school.
- Create a network of partner schools that uses the ICHS/MAT campus to support an inclusive professional community and foster increased teacher retention in high needs schools.
- Provide a two-year cycle of induction support for MAT graduates to ensure that they succeed and sustain their commitment to teaching.

The program aims to demonstrate that students who need the most, can succeed the most, with the help of teachers who are skilled in applying their knowledge of a discipline and of pedagogy to the needs of different learners. The program plans in time to offer Bard College courses to eligible 11th and 12th grade students, much as Bard does at its two High School Early Colleges on the Lower East Side of Manhattan and on Long Island City, Queens.

Bard MAT Program, Delano, California

The Bard MAT Program in Delano, like the MAT program in New York City, was created in partnership with a public school, the Paramount Bard Academy (PBA). This partnership, the Rural Teacher Residency Program, was initiated at the invitation of a Bard Trustee, owner of the Paramount Agricultural Companies, who provided funding for construction of the PBA/MAT campus and supports the operation of the school and the MAT program. Inaugurated in August 2010, the partnership was awarded a five-year, \$8.1 million Teacher Quality Partnership grant, beginning in the 2010–2011 academic year. Like the residency program in New York City, the Rural Teacher Residency Program was created to respond to the needs of a population of students who have historically performed poorly in schools. More than half of the students in the Central Valley speak English as a second language, and poverty levels in many of the region's communities, as measured by the number of students in free or reduced lunch programs, reach 70% to 80%.

The Rural Teacher Residency Program aims to graduate no less than 95% of the students attending the Paramount Bard Academy. It has also set as a goal that 75% or more of PBA's graduates will complete a college degree. Again, the program seeks to improve public education through the preparation of teachers in context specific settings and through work with partner schools in the Central Valley. Students in the Delano MAT Program begin their apprentice teaching in PBA classrooms; later in the academic year, they have a teaching apprenticeship in a partner school. The California Teacher Recruitment Program at the Tulare County Office of Education provides placement support for MAT graduates, recruits partner schools for the Rural Teacher Residency Program, and identifies mentor teachers for student field placements. Ongoing workshops offered by Bard's Institute for Writing and Thinking promote professional development for mentor teachers at PBA and partner schools, and are open, without cost, to teachers in other schools in the Central Valley.

Al-Quds/Bard MAT Program, Abu Dis, Palestine

In 2009, Bard College and Al-Quds University in Abu Dis, Palestine, established three new programs aimed at improving the Palestinian education system: the Honors College for Liberal Arts and Sciences at Al-Quds, the Al-Quds/Bard Master of Arts in Teaching Program, and the Model School for younger students. The Honors College and MAT Programs offer dual degrees from Bard and Al-Quds—the first such initiative between a Palestinian university and a U.S. institution of higher education. The Al-Quds/Bard partnership grew out of the belief that to educate future leaders and foster economic development, education should encourage a critical turn of mind and an entrepreneurial spirit. Students should have a chance to pursue advanced study in the social sciences and humanities, not only the natural sciences, the favored subject in Palestinian secondary schools. Al-Quds and Bard share responsibility for curricular development in their joint programs, recruitment, faculty training, and governance.

The MAT Program at Al-Quds University responds to an urgent need for change in public education. The core of the program is an integrated curriculum leading to dual MAT degrees (one from Bard and one from Al-Quds) in one of five areas: biology, English, history,

mathematics, or science. At present, the Al-Quds/Bard MAT Program, with 176 students, is the largest graduate program on the West Bank of Palestine.

Bard College Master of Arts in Teaching Program
Senior Administration and Faculty

Annandale-on-Hudson (Bard College)

- Ric Campbell, Dean of Teacher Education (Ed.D., Harvard Graduate School of Education)
- Jaime Osterman Alves, Literature (Ph.D., University of Maryland College Park)
- Debbie Beam, Science Education (M.S., South Dakota State University)
- Elizabeth Craig, Education (Ed.D., Teachers College, Columbia University)
- Sandra Fischer, Science Education (M.S., Antioch University New England)
- Derek Furr, Literature (Ph.D., University of Virginia)
- Kelly Gaddis, Mathematics Education (Ph.D., Cornell University)
- William King, History (Ph.D., Yale University)
- Mary Krembs, Mathematics (Ph.D., Rensselaer Polytechnic Institute)
- Stephen Mucher, History Education (Ph.D., University of Michigan)
- Jie Park, Literacy Education (Ph.D., University of Pennsylvania)
- Michael Sadowski, Education (Ed.D., Harvard University)
- Annie Smith, Education (M.A.T., Teachers College, Columbia University)
- Wendy Urban-Mead, History (Ph.D., Columbia University)
- Japheth Wood, Mathematics (Ph.D., U.C. Berkeley)

New York City (International Community High School)

- Ric Campbell, Dean of Teacher Education (Ed.D., Harvard Graduate School of Education)
- Elizabeth Craig, Education (Ed.D., Teachers College, Columbia University)
- Kelly Gaddis, Mathematics Education (Ph.D., Cornell University)
- Karen Hammerness, Director of Program Research (Ph.D., Stanford University)
- Raphael Allison, Literature (Ph.D., New York University)
- Mary Krembs, Mathematics (Ph.D., Rensselaer Polytechnic Institute)
- Katina Manko, History (Ph.D., University of Delaware)
- Jie Park, Literacy Education (Ph.D., University of Pennsylvania)
- Michael Sadowski, Education (Ed.D., Harvard University)
- Annie Smith, Education (M.A.T., Teachers College, Columbia University)
- Japheth Wood, Mathematics (Ph.D., U.C. Berkeley)

Delano, California (Paramount Bard Academy)

- Carla Finkelstein, Director, MAT Program (Ph.D., University of Maryland College Park)
- Susan Cridland-Hughes, Literacy Education (Ph.D., Emory University)
- Julia Bloch, Literature (Ph.D., University of Pennsylvania)
- Bryant Jensen, Education (Ph.D., Arizona State University)
- Merry Pawlowski, Literature (Ph.D., Tulane University)

- Sophia Raczkowski, Mathematics (Ph.D., Wesleyan University)
- Oliver Rosales, History (M.A., California State University, Bakersfield)
- Maureen Rush, Mathematics (Ph.D., University of Maryland)
- Laura Salas, Mathematics Education (M.A., California State University, Northridge)
- Adam Sawyer, Education (Ed.D., Harvard University)
- Brett Schmoll, History (Ph.D., U.C. Santa Barbara)

Appendix C

February 12, 2012

Teri Clark
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Clark:

I hope that this letter finds you well. My name is Michael Rich, and I am a member of the first graduating cohort from Bard College's Masters in the Arts of Teaching Program currently operating in Delano, CA, as well as a current employee of Paramount Bard Academy. I would like to offer this letter of support for consideration during any deliberations surrounding Bard College and their MAT Program.

While some concerns have been raised about Bard's application for accreditation and commitment to ensuring that students emerged as highly-qualified professionals prepared to enter public schools on graduation, I wish to dispel what I see as misperceptions about the MAT Program. I cannot explain decisions made by my program's administration, nor can I claim to understand the nuances of my institution's full dealings the California Commission on Teacher Credentialing, but I can speak to the quality of instruction and preparation that we received as students and intern teachers.

During our year-long intensive program of study, MAT students worked to complete a full course load of education and practicum courses, each geared toward a particular facet of teacher preparation, including differentiated instruction for English Language Learners, culturally relevant pedagogy, and standards-based pacing and planning. Each course helped to develop our sense of student needs and our abilities to work toward meeting them. We were encouraged to plan lessons and units geared toward learning objectives, effectively planning in reverse; we start with goals and standards to address, and work backward to develop a workflow that will scaffold and support student learning to best enable our students to meet or exceed these goals.

As I am sure you are aware, students also pursued graduate work within a discipline – in our cohort's case, either English or History – which fostered growth and expertise among our cohort as scholars within our disciplines. While this may sound highly idealized or unconnected to Bard's attempt to produce teachers, it is this component of their curriculum that attracted my attention in the first place. It is not easy to satisfy every standard with the limited time that teachers are given to interact with students, nor is it a simple matter to address the vastly different needs of a body of students that often carry very heterogeneous levels of ability. The push to do more with less time has led, in my opinion, to a feeling that schools prefer breadth of coverage to depth of understanding. I am afraid that I do not agree with this philosophy.

During internships and the interview process at several schools, when allowed the opportunity to speak candidly with faculty, it has been expressed repeatedly that it is best for a teacher to simply keep their head down, read the script from a textbook, photocopy worksheets, and call it a day. I see California's standards as a useful framework for assessing growth and understanding among my students, and I gladly work within their constraints. I do not, however, believe that a teacher who is afraid to engage texts on a deep level, who refuses to challenge their students with difficult questions, can be a highly effective educator. At best, students will learn what is required of them by rote, and at worst, they will fail to develop the ability to think critically and independently. I do not claim as a first year teacher to have perfected the formula to do all that I wish for my students. I have not done so, and will not for

some time. I believe fervently, however, that teachers should be well-versed in the discipline they seek to teach, and should be comfortable enough with their subject matter to engender a desire for intelligent discourse among their students. Bard's efforts to instill this belief in its own students gives me satisfaction and hope that the teachers they produce will be able to effect positive change within the schools that employ them. Bard's goals and your own seem to dovetail: to produce intelligent, thoughtful students who are prepared for the intellectual rigor of work and study beyond secondary schooling.

Bard College is not a perfect institution, and there is tremendous potential for improvement and growth within their MAT Program. At its core, I believe that the mission and methods of this program are sound. It is my hope that the CTC will work with Bard to help align their institutional ideals and practices with those that your body prescribes and recognizes as necessary to the continued success of California's educational system. In the meantime, Bard has reached out to discuss student needs, perceptions and suggestions. As this process bears fruit, future cohorts will reap the benefits of both Bard's talks with former students, and their experience working with the CTC. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Rich", written in a cursive style.

Michael Rich

████████████████████
Visalia, CA 93277



February 17, 2012

Mr. Norton Batkin
Dean of Graduate Studies
Bard College
PO Box 5000
Annandale-on-Hudson, NY 12504

Dear Mr. Batkin:

Thank you again for soliciting feedback from the first graduating class of the Bard MAT Delano cohort. This past year has been very challenging for me, and I appreciate the long-awaited opportunity to express my concerns in documented form. Contrary to what you might expect, my concerns with the program do not center around the issue of delayed credentialing. Rather, I would like to discuss other issues relating to the quality of coursework offered during the program's inaugural year, as well the stewardship of the program by California staff.

While I have my own personal disagreements with aspects of this site's curriculum, my concerns are legitimated by specific definitions by the California Board of Education. In July of 2011, I was speaking with Credential Analyst Crystyn Thorpe of the Fresno County Office of Teacher Credentialing when I was told that not only was my application not submitted, but my school did not even exist in the state's records. It took quite a while for this to be acknowledged by Director Ric Campbell, and when it was, I became concerned with the quality (and local relevancy) of my education at the Delano campus. Apparently the program had been undergoing curricular revisions as prescribed by the CTC in preparation for the October vote. I assume this means that in order for Bard to meet the credentialing standards, the original curricula had to be modified. It has been stated many times by your staff that Bard has "met the standards" and is perfectly fit for approval, but that is a recent accomplishment. My classmates and I received the original model which, I'm afraid, does not measure up to California's requirements.

Document CL-560C on the Commission's website states that to qualify for a Preliminary Teaching Credential, one must:

Satisfy the Developing English Language Skills, including Reading requirement by completing a comprehensive reading instruction course that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques.*

This item explicitly requires instruction in very specific areas regarding English Language Development, none of which were afforded my classmates and me in Delano. Now, as a high

* This document can be accessed at <http://www.ctc.ca.gov/credentials/CREDS/secondary-teaching.html>

school English teacher in a community composed largely of English Learners, I feel inadequate. No amount of coursework can fully prepare one for the first year of teaching, but I should at least be able to expect that the program I paid for was adequate in the eyes of the state. At the time that I attended this institution, it was not.

This complaint is not spurred by CL-560C, but confirmed by it. Before the accreditation debacle even began, my classmates and I were dissatisfied with certain aspects of the program. Several times we addressed the administration and faculty with a desire for more instruction on special needs students. We were dismissed with the advisement that our desire for more practical instruction did not appreciate Bard's theoretical emphasis. As a graduate of Bard College in Annandale, this thoroughly offended and discouraged me. With no support from the administration, I scheduled my own meeting with a speaker on the topic, which I paid for with my own private funds.

At this point I anticipate the question of what would allay this grievance. Though induction support and invitations to workshops would be of interest to me, I do not feel that these would ever suffice. I am currently paying off loans for coursework that, as defined by the above statute, is not sufficient. As a former work study student at Shafer House in Annandale, I had every right to believe I would receive a complete and state-approved education in Delano, just as students were doing in New York. While I value much of what I learned at Bard Delano, this specific requirement was simply not met. No amount of one-time workshops or induction support could make up for this lost opportunity. A course in this area requires careful, rigorous work over the span of at least a year, a year I can never get back.

I can only hope that, despite my lack of qualifications, my present employers at [REDACTED] High School will invite me back for a second year. To be frank, I would not blame them if this whole issue has shaken their faith in me. It has certainly undermined my faith in myself. The first year of teaching is never easy, but such a breach in trust with my alma mater has made it more difficult than words can express. It is my hope that, with regard to the specific absence of the ELD requirement, this individual shortcoming can be rectified.

Sincerely,

(Signature Deleted)

[REDACTED]