

Board of Institutional Reviewers

Professional Services Division
June 6 & 7, 2007

Overview of this Report

This report updates the COA on several elements related to the Board of Institutional Reviewers (BIR)—1) criteria for membership, 2) knowledge, skills and personal characteristics of BIR members, 3) dates for training and 4) strategies for finding additional BIR members.

Staff Recommendation

Staff recommends that the COA approve the proposed criteria for membership in the Board of Institutional Reviewers. If this action is taken, then staff will move forward with developing application materials and distributing the application materials to interested individuals.

With the revision of the accreditation system, it is recommended that the COA review the current criteria for membership and consider revisions to the criteria. The next page shows both the current and proposed criteria for BIR membership.

Background

1) Membership Criteria

The Accreditation Framework in Section 5 states:

A . Structure and Size of Accreditation Teams

1 . Pool of Trained Reviewers. To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a pool of trained reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The pool consists of approximately 200 persons who are geographically and culturally diverse, and who represent gender equity. The Committee on Accreditation establishes criteria for membership in the pool. The Executive Director adds new members to the pool from time to time.

Draft Criteria for Consideration
BIR Membership

Current Criteria	Revised Accreditation System 2007+*
<p>A. At least three years of related professional experience in education (e.g., teaching, administration, counseling)</p> <p>B. Experience with qualitative evaluations (e.g., PQR, WASC, NCATE, CTC or other form of complex evaluations of organizations -- no preference given for type of experience)</p> <p>C. Experience with forms of data collection (e.g., interviewing skills, proposal reviews, document analysis, simple statistics)</p> <p>D. Experience with collaborative problem solving (particularly those that involve writing)</p> <p>E. Experience with other levels of education than one's own (e.g., K-12 people who have worked with colleges or universities and the reverse)</p> <p>F. Judgment of general work ability by supervisors or colleagues (as suggested by letters of recommendation)</p> <p>G. Language skills, including self-assessment of oral and written fluency, in languages other than English</p> <p>H. Familiarity with common computer word processing programs</p>	<p>A. At least three years of related professional experience in education (e.g., teaching administration, counseling)</p> <p>B. Experience with qualitative evaluations (e.g., PQR, WASC, NCATE, CTC or other form of complex evaluations of organizations -- no preference given for type of experience)</p> <p>C. Experience with data collection (e.g., interviewing skills, proposal reviews, document analysis, simple statistics).</p> <p>D. Experience with collaboration in writing, problem solving, working under pressure.</p> <p>E. Experience with other levels and standards of education than one's own (e.g., K-12 people who have worked with colleges or universities and the reverse, knowledge of K-12 Content Standards, Program Preparation Standards)</p> <p>F. Personal characteristics (as suggested by the letter of recommendation) to include: integrity, objectivity, empathy, ability to work under pressure, organizational ability, time management, team player.</p> <p>G. Good communication skills (both oral and written).</p> <p>H. Familiarity with technology (accessing on-line information, use of e-mail, word processing)</p>

* criteria based upon prior work and COA Brainstorming Activity

** Suggested re-ordering: A, B, E, F, D, G, C, H,

Candidates who indicate an interest in serving on the BIR will be asked to submit the following:

- the information form with contact information,
- a letter of interest indicating experiences or strengths as aligned with the criteria for membership, and
- a letter of recommendation from a supervisor or colleague indicating experiences or strengths as aligned with the criteria for membership.

Staff will review the application materials and BIR members will be named by the Executive Director.

2) Knowledge, skills and personal characteristics of BIR members,

COA members participated in a brainstorming activity about what BIR members should know, be able to do and what characteristics they might possess. A summary of what COA members noted follows. The training will consider the elements noted.

Knowledge, Skills and Personal Characteristics for BIR Members

*** indicates number of groups in agreement with idea**

KNOWLEDGE FOR BIR MEMBERS

Current program standards*
Current common standards*
Ways programs can meet standards*
Read and understand data summaries*
Knowledge of accreditation process/decisions*
Know context of CA school*
Aware of K-12 Content Standards*
Awareness of structure of IHE or program sponsors*
COA process—final decision rests here

SKILLS FOR BIR MEMBERS

Ask open-ended questions*	Technology skills*
<u>Listen</u> attentively*	Identify key points/facts*
Good note taker/documentation*	Identify what's missing*
Process information from multiple sources*	Effective interviewing*
Sift rumors from fact*	Take direction*
Follow up /elaboration questions	Stay on task*
Good/succinct writing skills***	Time management*
Confidentiality*	

PERSONAL CHARACTERISTICS FOR BIR MEMBERS

Integrity/fairness*	Collaborative and team player***
Objectivity**	Follow through commitment*
Non-biased*	Ability/willingness to make hard
Open-minded/reflective**	decisions**
Positive communication*	Tenacious*
Empathy*	Sense of humor*
Basic technology skills	Flexibility
Ability to be focused**	Stamina
Organized*	Confidentiality
Work under pressure*	

3) *Dates for training*

Two different training dates have been scheduled. Each training is scheduled to take place from Sunday to Wednesday afternoons. This schedule approximates the actual time of an accreditation site visit. The fall training will be held in Sacramento. Staff is investigating central locations (such as Ontario) in the south for the January training. The proposed dates are September 9-12, 2007 and January 13-16, 2008.

4) *Strategies for finding additional BIR members*

Several strategies are being explored in order to find additional BIR members who represent all the stakeholders in accreditation activities. These include:

- keeping the BIR Interest Form posted on the website
- taking BIR Interest Forms to the California Credential Analysts of California conference
- recruiting at California Professors of Educational Administration (CAPEA) conferences
- taking information to Cal Council meetings
- sending information to the California Teachers Association and California Federation of Teachers
- sharing information at the 2008 California Association of Bilingual Education (CABE) conference