

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at The Master's College

Professional Services Division

April 2011

Overview

This agenda report includes the findings of the accreditation visit conducted at The Master's College. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership		X	
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel		X	
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject/Single Subject	19	16	3	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: The Master's College

Dates of Visit: March 27-30, 2011

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The recommendation pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team found that all Common Standards were **Met** except for Standard 1: Educational Leadership and Standard 4: Faculty and Instructional Personnel. The team found both standards to be **Met with Concerns**.

Program Standards

The team found that all Program Standards for the Multiple/Single Subject program standards were all **Met** with the exception of Standards 8B, 9, and 17 which were **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that all Common Standards were Met with the exception of two standards identified as Met with Concerns, and all Program Standards were Met with the exception of three standards which were Met with Concerns, the team unanimously recommends an accreditation decision of **Accreditation with Stipulations**.

Stipulations:

1. That The Master's College create and institute a research-based vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, professional development, service, collaboration and unit accountability.

2. That The Master's College provide evidence of a plan to: (a) recruit diverse instructional personnel; (b) expand the faculty's knowledge of the various abilities, cultures, ethnic and gender diversities found in California's public schools; (c) make modifications to course work that will provide opportunities for candidates to learn about the historical and cultural traditions of the cultural and ethnic groups in California society; and (d) devise an approach to systematically examine candidate's ability to effectively use cultural traditions, community values and resources in their instructional practices.

Staff recommends that:

- The institution's response to the preconditions be accepted.
- The Master's College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Master's College continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- That within one year of this action, the institution submit written documentation to the team lead and Commission consultant documenting all actions to address the stipulations and other areas of concern as noted in the report.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Preliminary Multiple Subject

Preliminary Single Subject

Accreditation Team

Team Leader: **Keith Walters**
California Baptist University

Common Standards Cluster: **Michele Smith**
Alliant International University

Program Cluster: **Maggie Payne**
California State University Chico

Staff to the Visit: **Geri Mohler, Consultant**

Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Budget Plan
Student Work Samples	TPA Data
Program Assessment Feedback	The Master's College Website

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	4	13	17
Completers	2	4	6
Employers	3	3	6
Institutional Administration	6	2	8
Program Coordinators	0	2	2
Faculty	4	7	11
TPA Coordinator	2	2	4
Advisors	3	3	6
Field Supervisors – Program	3	2	5
Field Supervisors - District	0	9	9
Credential Analysts and Staff	0	2	2
Advisory Board Members	2	0	2
Education Committee Members	4	0	4

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Resource Personnel	3	0	3
Admissions Panel	3	0	3
Totals			88

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Master's College is a Christian liberal arts college, founded in 1927, situated in northern Los Angeles County. The mission of The Master's College is to "empower students for a life of enduring commitment to Christ, biblical fidelity, moral integrity, intellectual growth and lasting contributions to the Kingdom of God."

Education Unit

The Education Department is one of 16 departments at the College. Enrollment is approximately 850 students; most live on campus. The 71-78 required general education units are taken from the social sciences, sciences, humanities and mathematics, physical education, fine arts and Bible. Cross-cultural coursework must make up six units of the general education requirement.

The Teacher Preparation Program is a post graduate-program offering a single and multi-subject credential. The number of program completers for the last three years are:

- 18 students in the 2010-2011 school year
- 22 students in the 2009-2010 school year
- 12 students in the 2008-2009 school year

Most candidates are graduates of the traditional program at The Master's College. Most semesters there are second-career or credential-only students in the program.

There are three full-time education faculty members: Dr. Kurt Hild, Department Chair; Ms. Donna Hall; and Dr. Joann Adams. All teach methods classes and supervise student teachers. Two adjuncts teach two methods courses. One is currently teaching in public schools and one is regularly substituting.

The Master's College cooperates with neighboring school districts. Students are able to observe and student teach in these schools with teachers who are effective educators.

Until recent budget cuts, those obtaining credentials were successful in obtaining teaching positions, most in public schools, but some in private schools. Many were hired in the districts in this area. Positive evaluations of the program come from both graduates and from schools who hire graduates – whether the district is a local one or one that is out of the area.

The last two years, more credential holders have been hired by private or charter schools, though a few each year find positions in public schools.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
Multiple/Single Subject	18	14	CTC

The Visit

The visit to The Master’s College began with a pre-visit phone conference on Tuesday, March 22, 2011. Team members met on Sunday, March 27, 2011 at 12 p.m. at the hotel for a team meeting and to begin preparations for the visit. Team members read assigned documents prior to the visit and initial questions were shared at this first meeting. The team members went to the university to listen to an orientation on the Education Department’s program and mission and to meet with college faculty, the Vice President of Academic Affairs, an advisory committee member, an employer, and a TPA assessor. Following the orientation, the university held a reception during which team members were provided light appetizers and began the first interviews. Data collection began on Monday morning with onsite interviews, telephone interviews, and document review. The team continued data collection on Tuesday. On Tuesday morning, the team leader and the Commission consultant presented the Mid-Visit Report to the Education Department chair and faculty members. On Tuesday evening, the team met to discuss all standards to determine whether or not all standards were met. Consensus was reached on all standard findings and accreditation recommendation. The exit report was held on Wednesday, March 30, 2011 at 1:00 PM.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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.

The Master's College Department of Education is strongly committed to their mission "to enable students to become excellent teachers who integrate faith into teaching, learning and living." This mission has been translated into four pillars: people have intrinsic worth; people are to bring glory to God; authorities and government are God ordained; and Christ grew in wisdom. Connecting the pillars to human development and teaching/learning concepts assisted the faculty in creating program goals that are connected to the California Teaching Performance Expectations (TPEs). Using principles of backward design resulted in a course sequence that spirals knowledge, skills and abilities throughout the program. Candidate data related to the TPEs is systematically gathered throughout the program.

Annually, faculty members are evaluated through the use of an electronic dossier where data related to teaching, scholarship, and service is shared. The college's vision to mentor students is seen in its teaching expectation and is further supported through a definition of scholarship that equates original research with developing a student handbook for a course. Conversations with faculty along with a review of a dossier confirmed that scholarship often involves an inquiry based approach to updating course content.

Historically the department of education has organized and held advisory committees to assist with implementing new state mandated requirements. In preparation for the current accreditation activities, the department of education has created an advisory committee protocol. The reformatted advisory committee includes individuals from both public and private elementary and secondary schools, an induction provider, a parent, a special needs educator, and an EL specialist. A meeting of the committee was held on February 3, 2011. A review of the advisory committee's minutes and interviews with members' confirmed that a concerted effort is underway to involve relevant stakeholders in the governance of the teacher credential program.

Responsibility for all college programs, including the credential programs, rests ultimately with the board of directors. Authority is then designated to the president, provost, vice-president for academic affairs, and finally to the department chairs that are entrusted with the responsibility of managing course content, verifying instructional effectiveness, and establishing annual program improvement goals. The Access Information Management System (AIMS) software program is

used to gather and report program data. Support and oversight is provided through the completion of an annual report that is reviewed by the vice president of academic affairs.

Monitoring the credential recommendation process starts when a prospective candidate applies to the program. An admission committee starts the process by verifying that all prerequisite requirements are met. At the end of the field observation semester, the education committee, made up of members from across the college, reviews the candidate file to confirm that all state and college requirements connected to admittance into the student teaching semester have been fulfilled. At the end of the student teaching semester, the department of education faculty reviews each candidate's file. When it is determined that all requirements have been successfully completed, the faculty recommend the candidate for a credential. Each step is organized by the credential analyst who also is charged with maintaining candidate files. The process works effectively because the small size of the college and the education program guarantees that each candidate is personally known by every member involved in the process.

Rationale

Though the connection between program goals and the TPE standards is clearly in place, a thorough review of documents and interviews with department leadership and faculty failed to uncover a research base to support either the premises articulated within the pillars or the accompanying educational concepts. Furthermore, an evaluation of the Biennial Report as well as conversations with faculty and administration, revealed that intentional steps to reconnect TPE data back to program goals and the four pillars is not occurring. Finally, conversations with the vice president of academic affairs and the department chair disclosed an inconsistent implementation of the faculty dossier process. The result is an inability on the part of the team to verify that the department's vision is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, professional development, service, collaboration and unit accountability.

Standard 2: Unit and Program Assessment and Evaluation

Met

<p>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 completer 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.</p>
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The team ascertained through interviews with faculty and document review that The Master's College implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The department of education is in the process of creating an annual system where:

- In May, department faculty members review the credential program, course overlap or deficiencies, results of evaluations and issues of concern. Then, all department personnel and teaching faculty identify and prioritize goals and create a possible timeline for achieving them during the coming academic year(s).

- In June, the advisory committee meets with department personnel for input insight and direction concerning the findings of the assessments and the resulting goals and plans to achieve them.
- In August, department personnel sends a progress report to the advisory committee describing progress toward goals and continuing plans for the year
- The following May, report on goals and restart the cycle of examining assessments and developing goals.

The following tools are used to gather data:

- California Teaching Performance Assessments (CalTPAs)
- Candidate self-evaluation on Teaching Performance Expectations (TPEs)
- Student Teaching Evaluations
- Grade Point Average (GPA)
- Employer Survey
- Candidate Completer Survey

The academic president requires that each department submits an annual summary of program improvement activity. The implementation of this new campus-wide data base system, called AIMS, in conjunction with the Biennial Reports, will enhance the annual assessment and improvement plan. The system ensures that the unit will collect, analyze, and use data on candidate and program completer performance and unit operations. The Master's College demonstrates a commitment to moving forward on the continual refinement and growth of their assessment system.

Standard 3: Resources

Met

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.

The budget process begins with a fall retreat where top level administrators review strategic initiatives against current and projected income. Upon returning to campus, area vice presidents work with departments to establish budget needs. The vice presidents use a consensus process to arrive at a proposed budget which is ultimately approved by the board in the spring.

The economic conditions of the past several years have resulted in a flat budget. Through careful management, the college has been successful at retaining its faculty. Interviews with the provost, the vice president of academic affairs, and the chief financial officer displayed a strong commitment to maintaining the teacher education program. Comments consistently highlighted the belief that current enrollment is a temporary condition which enrollment projections for 2011-2012 seem to corroborate. Furthermore, the connection to the college's mission, coupled with the draw the credential program has in attracting undergraduate liberal studies students, makes this a priority program.

Interviews with the department chair and faculty substantiated the report that sufficient resources are being provided. While salaries are contractually controlled, the department chair has responsibility to manage the operational line items. Flexibility is available and the open door policy of top administration provides support for dealing with unexpected budgetary needs.

The department of education has a line item for attending critical CTC meetings. In addition, each faculty member is provided \$750 a year for professional development. The college also supplies faculty with a new computer every four years.

Information resources are increasingly being provided through electronic means. The college maintains an eleven member information technology department. Classrooms are equipped with digital projectors and various other audio components allowing professors the ability to integrate technological pedagogy into their lessons.

Library resources are adequate and include materials for planning P-12 instruction as well as databases for research.

Standard 4: Faculty and Instructional Personnel

Met with Concerns

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.
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Each member of the department of education holds a current California multiple or single subject credential, has P-12 classroom teaching experience, and has been employed in both public and private elementary or secondary schools. Two members have doctorates and the third holds a masters degree. As needed, adjunct faculty whose primary employment is in local public schools are hired to teach courses in their area of expertise.

The small size of the program results in full-time faculty often assuming student teaching supervisory responsibilities. Interactions with district-employed supervisors, collaboration with adjunct faculty and attendance at area BTSA networking meetings help the faculty maintain current knowledge and understanding of area public schooling practices. Interviews with candidates, district-employed supervisors, completers, and employers verified that faculty members provide sufficient instruction related to academic standards, frameworks, and accountability systems that drive the curriculum of area public schools.

An average of 18 years of service exemplifies the stability of The Master's College faculty. The longevity of loyalty is a two-edged sword as it has placed the department in the position of potentially having two-thirds of its faculty retiring sometime during the next five years.

Interviews with college administration confirmed that the current faculty does not reflect the area's diverse population. A search is currently underway to replace a department of education faculty member who retired in 2009. Steps such as sending the job posting to area minority churches exhibit the college's desire to increase faculty diversity. Additionally, the provost is in the process of forming a college-level advisory committee to assist administration in developing more effective recruitment strategies.

The institution's devotion to faculty development was evident in its ability to successfully maintain its \$750 professional development stipend during the recent economic challenges. Additionally, the college organizes faculty professional development days in the fall and spring of each year. Past development sessions have included topics such as, program outcomes and the use of technology.

The college's focus on teaching is supported through a systematic course evaluation system. For each course with an enrollment greater than five, the college sends an electronic evaluation form. Students use the form to evaluate the effectiveness of the course professor. After grades are posted, the data is shared with the professor and automatically uploaded into the faculty member's dossier which is ultimately used to make promotion decisions. Department chairs are also charged with the responsibility of monitoring their faculty members' teaching effectiveness. Interviews with faculty and administration reveal that the small size of the institution allows monitoring to be an informal and continuous process. Interviews with candidates substantiated that the approach works as comments regarding satisfaction with the faculty were uniformly positive.

Rationale:

Review of program documents, course syllabi, and interviews with program faculty revealed a commitment to preparing candidates to work with EL and special needs students – including GATE. However, a deep understanding of diversity related to background experiences, skills and abilities of P-12 California student populations could not be found. Additionally, intentional candidate preparation in the appropriate pedagogical practices that provide populations other than EL and special needs access to the core curriculum and lead to high achievement for all students was found to be insufficient.

Examination of vitae and faculty interviews substantiated an inquiry approach to modifying course design. The team found that the use of development funds was often connected to investigating strategies and content that would improve their instructional practices. However, the team was not able to find evidence related to a systematic approach to collaborating with members of the broader professional community.

Standard 5: Admission

Met

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.

Through interviews with pertinent constituents and document review, the team ascertained that applicants are admitted to the Teacher Education Credential Program based on well-defined admission criteria and procedures, including all Commission-adopted requirements. Those criteria and procedures include:

- Students applying for admission to the credential program must be admitted to the college before applying for admission to the program
- Multiple and Single Subject admission requirements: Application, Personal References, Documentation of Cross-Cultural Experience, Documentation of Teaching Experience, Reference from Teaching Supervisor, Satisfactory ED400 Foundations of Education Teaching Potential Evaluation Form, Teaching Self-Evaluation, Posted Bachelor's Degree, proof of passing the California Basic Educational Skills Test (CBEST), and proof of taking the California Subject Examinations for Teachers (CSET)
- Once students meet the qualifications, they are interviewed by an Admissions Panel which is composed of a panel of individuals who are faculty and professionals in public and private schools in the area
- The next step is the Teacher Education Committee which verifies that the interviewed candidates meet all admission criteria and provide input about the candidates' dispositions for the profession
- If a student does not meet all the admission criteria (such as passage of CSET), they can be admitted conditionally and once all criteria are met, the conditional admission status is changed to full admission

Although the process above ensures that multiple measures are in place to encourage and support all candidates who apply to the credentialing program, the number of underrepresented groups in the credentialing program is low. The Master's College sees the need to diversify the student body so that it reflects the global society. Through document review and interviews documentation was gathered to verify that candidates have the appropriate pre-professional

experience and person 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

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. 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 retain 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.

Interviews with current candidates and program completers revealed that the advising and assistance is one of the strong points of the college and especially in the Teacher Education Credentialing Program. The team consistently heard from candidates and completers that they were always provided with pertinent and up-to-date information and assistance.

Highlights of the advising system include:

- All students are assigned to a faculty member who serves as their academic advisor.
- Students meet with their assigned advisor each semester, as the advisor must authorize their class selections
- Education faculty are involved in personal counseling, career planning, and professional assessment
- An open-door policy
- Access to student life staff for more formal and extended counseling
- Tutorial help is available without charge to the student through the Office of the Vice President for Academic Affairs

The Teacher Education Unit assists completers to find employment by:

- Providing assistance in applying for the credential
- Creating placement files for each credential applicant
- Posting open positions
- Assisting candidates in creating an application packet and practicing interview skills
- Writing letters of recommendation

Advisement and assistance are guided by candidate progress and performance data. Candidates in the program are made aware of program requirements, including credential requirements, and faculty meet frequently throughout the academic year on a one-to-one basis to ensure all candidates are progressing toward successful and timely completion of their program.

Standard 7: Field Experience and Clinical Practice

Met

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.

Over the course of the two-semester program, candidates complete four field-based placements at different grade levels. The sequence of these experiences is designed to provide increasing responsibility for the candidate as expertise increases during the program. Courses and fieldwork are scheduled concurrently to maximize opportunities for candidates to make connections between theory and practice through structured observations, instructional planning and teaching. Feedback from candidates and completers underscores the effectiveness of this practice.

Regular assessments of fieldwork and student teaching are made each semester. These are completed by the candidates and district employed supervisors and include: the Fieldwork Evaluation, the Evaluation of Student Teaching Experience, the Master Teacher Evaluation of the College Supervisor, and the Master Teacher Evaluation Form. In addition, supervisors regularly evaluate fieldwork during weekly school site observations and discussions with candidates, master teachers and school site administrators. Feedback from partners is also valued, such as:

- The Practicum class changed from Monday morning to Friday morning due to candidates' desire to see the Monday introductory lessons in subjects such as reading, spelling and writing
- Hard copies of evaluations were converted to electronic format due to requests of master teachers

The Master's College has cultivated positive relationships with neighboring school districts. These districts were selected because of the cultural and socioeconomic diversity of their student populations, the quality of their faculty, the proximity of their schools to the college and the desire of their administrators and faculty to work with student teachers. School administrators, department chairs, and master teachers interviewed indicated a strong preference for working with The Master's College candidates over those from other institutions who seek placements in

their districts. The program coordinators reported that district and school administrators play a key role in the selection of school sites and site-based clinical personnel for student teaching placements, and this was confirmed by principals and district employed supervisors.

Over the course of the four placements, candidates are able to observe and teach a broad range of learners and have opportunities to implement the research-based strategies they learn in their first semester of instruction. The program stipulates that all classrooms in which candidates teach must include at least one English learner and one student with special needs. Reviewers were provided data on classroom demographics for the final placement for 2009-10 that indicated candidates were exposed to student diversity. A plan has been developed to systematically monitor classroom demographics for both student teaching placements beginning in spring 2011.

The district employed supervisor and the college supervisor evaluate candidates' progress on TPEs related to teaching diverse students using the Student Teacher Evaluation. All four of the tasks in the CalTPA also measure candidates' ability to teach diverse learners.

Standard 8: District-Employed Supervisors

Met

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.

The selection of district employed supervisors typically begins with a request to a district office and then forwarded to a school principal. The principals interviewed stated that they were familiar with the criteria for district employed supervisors, including appropriate certification and experience, exemplary practice and a desire to work with a student teacher. Because of the limited number of student teachers in the program, the frequent visits by supervisors and the close connections between fieldwork and courses, faculty members are able to closely monitor the quality of experience.

At the very beginning of the student teaching placement, the program coordinator or college-based supervisor meets with the district employed supervisor to review the Master Teacher Handbook, including the criteria and responsibilities of their role, the student teaching schedule and expectations for student teacher. District employed supervisors interviewed verified that this process had been followed with them, and they expressed satisfaction with the level of clarity and support provided through this and subsequent meetings with the college supervisor.

At the end of each assignment, the student teacher completes the Evaluation of Master Teacher Form that includes ratings on behaviors associated with orientation, teaching and evaluation, as well as comments on the candidate's overall impression of the district employed supervisor and any changes the candidate would change about the experience. The evaluations are read by the college supervisors and used to determine the district employed supervisors' suitability for future placements. District employed supervisors are provided an honorarium of \$150 for working with a student teacher.

Standard 9: Assessment of Candidate Competence

Met

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.

As each candidate matriculates through the teacher credentialing program, they are assessed and evaluated to ensure that they can demonstrate the professional knowledge and skills necessary to educate and support students in meeting the state adopted academic standards.

The following assessments are used:

- California Teaching Performance Assessments (CalTPAs)
- Student Teaching Evaluations
- Grade Point Average (GPA)

Candidates are required to take and pass the four CalTPAs, a measure of a candidate's knowledge, skills, and competencies as a beginning teacher in relation to the Teaching Performance Expectations which in part demonstrates the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.

The summative assessment is the final Student Teaching Evaluation completed by university field supervisors, based on the Teaching Performance Expectations, which is completed in writing, discussed with the student teacher and placed in the candidate's placement file. It is filled out by both district-employed and college supervisors. The supporting documentation for the grade is placed in the student teacher's file. This documentation includes:

- Weekly Observation forms
- Notes of conferences which occur between master teacher, college supervisor, Department Chair and student teacher
- Mid-term and Final Student Teaching Evaluation Forms

Through an examination of course syllabi and interviews with faculty and candidates, the team became aware of a unit plan assignment that spirals throughout course and field work. This assignment is assessed through a rubric that is coordinated with the TPEs. Candidates articulated that this assignment was very effective at developing habits of mind that mirror the real world of teaching. The team would like to suggest that the department of education include data on this assignment in future Biennial Reports.

Multiple and Single Subject Credential

Program Design

The credential program philosophy and purpose is stated in the Credential Manual:

Within our faith-based institution, the purpose of the credential program is to enable students to become excellent teachers who integrate faith into teaching, learning and living.

Responsibility for all college programs rests with the Board of Directors who designates authority to the president, provost, vice-president for academic affairs, and department chairs. The Master's College is a small and collegial institution. Formal opportunities for collaboration are provided each month during meetings of the Academic Affairs Council which has oversight of the academic programs for the college. Faculty meetings are held monthly and provide an open forum for discussion among departments, individual faculty members and the vice president for academic affairs. The education department chair is the unit leader for the credential programs. One of the strengths of the programs, however, is the high degree of shared leadership and collaboration among department faculty. The small size of the faculty - currently three full-time and two part-time - allows for much informal discussion of structure, processes, candidate progress, and curriculum.

The goal of the program is "to prepare teachers who will be successful and effective in California's public or private school environments. Candidates are carefully selected and provided with an academically strong, nurturing atmosphere to foster development of their unique abilities as they move toward their professional goal." The program is designed to provide a breadth of clinical experiences closely linked with coursework. The sequence of these experiences is designed to provide increasing responsibility for the candidate as expertise increases during the program. Courses and fieldwork are scheduled concurrently to maximize opportunities for candidates to make connections between theory and practice through structured observations, instructional planning and teaching. College supervisors also teach many of the program courses, and the number of teacher candidates is few, allowing the program to provide a high level of individual support and progress monitoring.

Interviews with the program coordinator and faculty revealed two curricular changes that have been made in the past year to better address program standards. For Multiple Subjects, the *ED530 Teaching Strategies in the Elementary School* course was split into two eight-week courses to provide greater emphasis on mathematics and arts instruction. Additionally, Single Subject candidates now attend the first two sessions of the *ED510 Teaching Reading and Language Arts in the Elementary School* class in order to address emergent literacy skills such as phonemic awareness, phonics and decoding. Other changes were based on input from stakeholders. The *ED500 Practicum* class was changed from Monday morning to Friday morning due to candidates' desire to see the Monday introductory lessons in subjects such as reading, spelling and writing. Requests from master teachers led to the conversion of hard copy evaluations to electronic format.

Input from stakeholders is typically handled in informal ways, primarily through the close relationships and frequent discussions with district employed supervisors and administrators at their school sites and through candidate feedback in classes. The department chair indicated that he has attended BTSA meetings and contacted the Regional Director Cluster 4 BTSA and received suggestions for ways to become more involved with the local induction programs. The recently formed advisory board will expand the pool of stakeholders and provide a more formal and documented means of sharing information and receiving feedback related to program improvement.

Course of Study

The Teaching Performance Expectations provide the framework for teacher development in the credential program. TPEs are included in syllabi, posted in the classroom and referenced in class sessions. The strong commitment of this program to training candidates to provide access to learning for English learners, advanced learners, and those with reading difficulties or other learning disabilities and special needs is evidenced in course assignments, unit and lesson planning, the CalTPA, and the student teaching evaluations. It is also apparent in the confidence expressed by district employed supervisors, student teachers and program completers in the candidates' ability to meet the needs of these student populations. The program does an admirable job in preparing candidates to support English learners and students with special needs, including GATE students.

There is consistency of preparation across Multiple Subject and Single Subject Credential programs because they operate as one entity, with multiple and single subject candidates sharing all but three courses. The courses that make up the program are:

Multiple Subject	Single Subject
Prerequisites	
E322 Children's Literature	
ED400 Foundations of Education	ED400 Foundations of Education
ED410 Technology Uses in Education	ED410 Technology Uses in Education
POL220 US Government	POL220 US Government
Fieldwork Semester	
ED500 Practicum	ED500 Practicum
ED510 Teaching Reading and Language Arts in the Elementary School	ED520 Teaching Reading in the Secondary School
ED530 Teaching Strategies in the Elementary School	ED540 Teaching Strategies in the Secondary School
ED550 Teaching Strategies/English Learners	ED550 Teaching Strategies/English Learners
ED560 Differentiation for Exceptional Learners	ED560 Differentiation for Exceptional Learners
Student Teaching Semester	
ED570 Colloquium	ED570 Colloquium
ED580 Elementary Student Teaching	ED590 Secondary Student Teaching

Faculty indicated that the prerequisite course *ED400 Foundations of Education* serves an important role by providing an overview of the field of education as well as an introductory exploration of student characteristics and teaching/learning processes and practices. In addition, this course serves as an opportunity to evaluate readiness to enter the credential program as well as to advise candidates admitted on areas for professional growth. Every course in the credential program includes the California adopted Frameworks and content standards as well as the TPEs.

Because of the small number of single subject candidates, it is not feasible to offer subject-specific pedagogy courses, so all candidates take the *ED540 Teaching Strategies in the Secondary School*. The course instructor uses a variety of strategies to provide opportunities for candidates to learn to plan and deliver content-specific instruction consistent with state-adopted academic content standards and the basic principles and primary values underlying their disciplines. Students work with content specific textbooks and are provided additional readings and resources specific to their content areas. Candidates indicated that each time a new concept or strategy is introduced, the instructor is careful to make connections or describe applications related to their content areas.

During the fieldwork semester, candidates have two eight-week placements, each at a different grade level, in which they engage in structured observations and reflection and gradually assume some teaching duties, culminating in the teaching of a lesson from the unit they have developed. During the student teaching semester candidates build on what they have learned. They are again provided two eight-week placements at different grade levels and are in the classroom all day. They begin by taking responsibility for one subject area or period and continue to add responsibilities until they have at least two-weeks of full time teaching.

During the fieldwork semester, clinical experiences are an integral part of the coursework and are completed concurrently with the courses so that candidates are able to observe concepts and skills they are learning related to planning and instruction, literacy development and supporting English learners and students with special needs. The candidates are also able to apply their learning to the planning of a unit and the teaching of a lesson. Feedback from candidates and completers confirms the effectiveness of this integrated approach in preparing them for student teaching. In the student teaching semester, candidates are enrolled concurrently in *ED 570 Student Teaching Colloquium*, where they continue their study of the teaching/learning process; share questions, concerns and best practices from their student teaching experiences; and receive support for the completion of the last two CalTPA tasks.

The Master's College has long-standing positive relationships with nearby school districts. These districts were selected because of the cultural and socioeconomic diversity of their student populations, the quality of their faculty, the proximity of their schools to the college and the desire of their administrators and faculty to work with student teachers. The program coordinators reported that district and school administrators play a key role in the selection of school sites and site-based clinical personnel for student teaching placements, and this was confirmed by principals and master teachers.

Regular assessments of fieldwork and student teaching are made each semester. These are completed by the candidates and master teachers and include: the Fieldwork Evaluation, the Evaluation of Student Teaching Experience, the Master Teacher Evaluation of College

Supervisor, and the Master Teacher Evaluation Form. In addition, supervisors regularly evaluate field work during weekly school site observations and discussions with candidates, master teachers and school site administrators.

Candidate Competence

Two main assessment tools form the comprehensive assessment of individual candidates. These are the Student Teacher Evaluation and the CalTPA. The Student Teacher Evaluation, which is based on the TPEs, is completed at the end of each student teaching placement by the district employed and college supervisor. Candidates complete the first two tasks of the CalTPA (SSP and DI) during the fieldwork semester and the final two tasks (CTE and AL) during the student teaching semester. Each of these assessments is described in the Credential Manual and candidates are informed of their results in classes.

Each course also has signature assessments pieces that are designed to measure growth and mastery of the TPEs. One key assessment that candidates found particularly powerful is the unit plan that is begun in the *ED530/540 Teaching Strategies* courses and in the fieldwork practicum. Over the course of the program, candidates revisit and expand upon this unit plan to add differentiation and support for English learners and for students with special needs, and, in the case of the single subject candidates, to incorporate specific activities to support content reading. Candidates teach lessons from the unit and reflect on what worked and what needs revision. Both faculty and candidates remarked on the evolution that occurs as a result of this process to the unit itself and to the candidates' understanding of the planning process. Master teachers affirmed that TMC student teachers are well prepared by the program to do instructional planning and to reflect on and revise plans as needed.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple and Single Subject Programs except for the following:

Program Standard 8B

Met with Concerns

The team found that candidate awareness of the manner in which curriculum frameworks shape curriculum and influence the construction of state-adopted standardized tests was lacking. However, candidates, program completers and district employed supervisors indicate that candidates are well prepared by the program to teach in their content area. The instructor was aware of this limitation and is seeking ways to improve the course and the preparation it provides. He recently attended a webinar on pedagogical preparation for subject-specific content instruction sponsored by the CTC and will develop a plan this summer for monitoring candidates' progress in developing the content specific pedagogical knowledge and skills delineated in Program Standard 8B.

Program Standard 9**Met with Concerns**

The team found limited opportunities for candidates to learn about historical and cultural traditions of California student populations. In addition, limited evidence was found that candidates are well prepared to maximize academic achievement for students representing ethnic, race, socio-economic, cultural, gender, gender identity and sexual orientation backgrounds.

Program Standard 17**Met with Concerns**

The team found evidence that The Master's college has implemented the Cal TPA program in a manner that is inconsistent with the implementation manual. Specifically, candidates complete the Culminating Teaching Event prior to the Assessing Learning task. Additionally, interviews with the TPA lead assessor and department faculty uncovered a recent adoption of a student feedback form. Given the level of oversight the lead assessor is assuming during the completion of the student feedback form, the team has determined that the design feature related to awarding candidates a holistic score is slowly being modified to a system that establishes a score based on a numerical average of the relevant TPE standards.