

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Program at
Bard College**

**Professional Services Division
February 2013**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Bard 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. Following is a summary of the Common Standards and Program Standards decisions for the institution:

Common Standards 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
Single Subject	19	16	3	

On the basis of findings of the team and its report, a recommendation of **Accreditation with Stipulations** is made for the institution.

On the basis of that recommendation, the institution is authorized to recommend candidates for the following credentials:

Teaching Credentials:

Single Subject

Further, staff recommends that:

- The institution's response to the preconditions be accepted.
- Bard College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Bard 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.

The Visit

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

This visit was unusual in that the institution was approved by the Commission on Teacher Credentialing to offer educator preparation programs on March 8, 2012. The Committee on Accreditation approved the Single Subject Credential Program in April 2012. As a condition of initial institutional approval, the Commission required a Fall 2012 accreditation visit for Bard College, Delano, California, campus.

In summer 2012, Commission staff began working with the institution in planning for the site visit. Regular telephone and e-mail contact was made between Commission staff and institutional personnel. On September 14, 2012, the "Two Month Out" pre-visit was conducted via a conference call with institution staff, the Team Lead, and the CTC consultant. The site visit began on Wednesday, October 24 at 9:30 a.m. and was completed on Friday, October 26, 2012. On Thursday morning, a Mid-Visit Status report was shared with the institutional personnel. On Thursday evening, consensus was reached by the team on all standard decisions and on the accreditation recommendation, after which the written report was completed. The Exit Report was held at Bard College at 11:00 a.m. on Friday, October 26, 2012.

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

Institution: Bard College

Dates of Visit: October 24-26, 2012

**Accreditation Team
Recommendation:** Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** with a revisit at one (1) year was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, 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 decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 1 (Educational Leadership), Common Standard 2 (Unit and Program Assessment and Evaluation), Common Standard 7 (Field Experience and Clinical Practice), and Common Standard 8 (District Employed Supervisors), which are **Met with Concerns**.

Program Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Single Subject Program Standards were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met** with the exception of Program Standard 2 (Communication and Collaboration), Program Standard 8 (Pedagogical Preparation for Subject-Specific Content Instruction, and Program Standard 13, (Preparation to Teach Special Populations), which are **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervisors, mentor teachers, candidates, and stakeholders. Due to the fact that four (4) Common Standards are **Met with Concerns** and that three (3) program standards are **Met with Concerns**, the team recommends an accreditation decision of **Accreditation with Stipulations**.

Recommended Stipulation #1: That within one year, Bard College provide the Committee on Accreditation a written response with evidence that addresses the four (4) Common Standards issues identified in this report and demonstrate that these have been addressed.

Recommended Stipulation #2: That within one year, Bard College provide the Committee on Accreditation a written response with evidence that addresses the three (3) Program Standards issues identified in this report and demonstrates that theses have been addressed.

Recommended Stipulation #3: That within one year, Bard College undergo a focused revisit by the team lead and consultant, and, as required, members of the accreditation team.

Accreditation Team

Team Leader:	Caryl Hodges University of San Francisco
Team Member:	Sharon Russell CalStateTeach
Team Member:	Juan Flores CSU Stanislaus
Staff to the Visit:	Cheryl Hickey Consultant, Commission on Teacher Credentialing
Commissioner Present at Visit:	Erick Casallas

Documents Reviewed

Bard College Website	Candidate Files
Common Standards	Faculty Vitae
Common Standards Report	Application and Admission Materials
Program Standards	Recruitment materials
Program Standards Report	Bard College RTR Professional Develop.
	Training Reports
Preconditions	PBA Mentor Meeting Agenda
Program Summaries	Program Design Meeting Minutes
Course Syllabi	Faculty Meeting Agendas and Minutes
University Catalog	Advisement Documents
Schedule of Classes	Candidate Work Samples
Graduate Student Handbook	Course Evaluations
Apprentice Handbook	Mentor Contract
Faculty Handbook	Mentor Workshop Agenda
Mentor Handbook	Bard College Catalogue Supplement

Interviews Conducted

Program Faculty	7
Institutional Administration	3
Program Directors	2
Site Administrators/Potential Employers	4
University Field Supervisors	5
District-Employed Supervisors/Mentor Teachers	6
Student Teaching Placement Coordinator	3
Credential Analyst	1
Teaching Performance Assessment Staff	3
Candidates	12
Others	4
TOTAL	50

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: Founded in 1860 as St. Stephen’s College, Bard College is a four-year residential college emphasizing the liberal arts and sciences. The main campus is located in Annandale-on-Hudson, New York. This campus offers the Bachelor of Arts degree with concentration in more than forty (40) academic programs as well as a range of graduate degrees (MA and doctoral) at multiple campuses. Bard High Schools and early colleges allow students to earn a high school diploma and an AA at free, public schools.

Bard College offers the Master of Arts in Teaching degree in four distinct locations allowing students to become certified and to gain experience in both rural and urban high-needs school districts. Bard College in California has committed to provide the south Central Valley farming communities with a graduate teacher education program that will offer candidates a Masters of Arts in Teaching (MAT) while also earning a California teaching credential. The campus is located in Delano, a farming community north of Bakersfield.

Similar to Bard College’s MAT programs in the Hudson Valley, New York City, and Jerusalem’s West Bank, the California program includes the following features: (1) extended study in the discipline, where MAT candidates take four graduate-level courses with PhD-level faculty in their content area and complete a rigorous Academic Research Project; (2) a yearlong residency in local public schools following a developmental apprenticeship model; (3) a four-quarter “teaching lab” sequence, team-taught by faculty in education and the disciplines, that puts theory and practice together; and (4) meaningful contributions to the complete trajectory of student and teacher learning through collaboration and integration with the Paramount Bard Academy (PBA), a free public charter school that serves 600 student in grades 6-12 that shares the Bard College campus.

Teacher Education Program

The Bard College Master of Arts in Teaching (MAT) program employs a twelve-month residency model. In July 2012, the program enrolled its first cohort working toward the single subject teaching credential as a California approved program and a MAT degree.

The Bard MAT Rural Residency Program in Delano is the recipient of a U.S. Department of Education Teacher Quality Partnership (TQP) grant, which, along with generous fellowship funds from the Resnick Family Foundation, offers tuition and living stipend support for MAT candidates who commit to teaching at least three years after graduation in a federally-designated high needs public school in the Central Valley. These funds support the candidates during their MAT year of study and allow the program to offer comprehensive assistance in obtaining a teaching position and provide three full years of new teacher support to the graduates.

The Bard College MAT credential program is small by design, emphasizing individualized relationships among staff, faculty, and candidates. The design of the entire curriculum specifically addresses the relationship between theory and practice. Over their twelve months in the program (July – July), candidates complete coursework in education, content-specific pedagogy, graduate-level study in their discipline, capstone research projects (both in education and their discipline), and a yearlong residency in classrooms at Paramount Bard Academy (PBA) and surrounding district public schools. Field experiences begin in early August and continue through the four quarters of the program, following a developmental apprenticeship model in which candidates take on increasing responsibilities in classrooms, guided by carefully-selected mentor teachers and PhD-level faculty who serve as field supervisors.

Approved Credential Programs Offered by Institution 2011-2012

Credential Program	Current Enrollment	Agency Reviewing Programs
Preliminary Single Subject	12	CTC

Common Standards

Standard 1: Educational Leadership

Standard 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.

Findings

As documented by a review of the self-study, program documents, and interviews with administrators, staff, and faculty, the Bard College vision for the MAT program is clearly articulated: *The program seeks to educate teachers who can create learning environments that are clinically responsive to the varied learning needs of all students in the classroom and who are deeply trained in their respective disciplines so that learning goes beyond mere textbook knowledge, thus students emerge from classrooms with deep understanding and literacy in each academic field.*

The Bard College MAT program is designed as a one-year residency program that integrates advanced studies in education with graduate level courses in the academic discipline and daily engagement in public school classrooms. The Bard residency model involves candidates in the intensive study of critical issues in teaching and learning in the day-to-day context of current public school practice in which they apply knowledge to real problems and engage in the kinds of active research that is a guiding principle of reflective practice. Candidates are assigned to work in public schools from July through June, beginning as participant observers, engaged in research and teaching, and finishing with complete responsibility for a full teaching load. During each phase of the school experiences, candidates pursue a research question, engaging them in the kinds of reflective practices that are essential to effective teaching and growth in the teaching profession. Candidate engagement in the practice of teaching and teacher research is done in collaboration with mentor teachers in the public schools and faculty in the graduate education program at Bard College.

Paramount Bard Academy (PBA), a 6-12 free public charter school, and Bard College MAT program share a campus and have an active partnership that provides mutual benefits to both programs. The Director (Principal) of PBA meets daily with the Bard College MAT Director. MAT candidates are placed with mentor teachers in PBA for classroom experiences in their first three quarters. PBA teachers receive professional development on a regular basis from Bard College faculty including specific training on how to be mentor teachers. The partnership provides candidates with daily opportunities to be mentored into the teaching profession by

applying in the PBA classrooms what they are learning about educational theory, research, and pedagogy in their MAT courses while receiving guidance and support from the classroom teacher as well as Bard MAT faculty and supervisors.

Prior to the inception of the program, Bard College utilized an Advisory Board of local educational stakeholders to help inform the design of the program. After the transitional period of change in leadership in the Delano MAT program, a new advisory board is in the process of being created with education partners who understand the program mission and are equally sensitive to the challenges facing public schools in the Central Valley. Once formed, the new Advisory Board will meet twice annually to review and offer feedback on program policies and activities and participate in ongoing program improvement.

At the beginning of the process to establish a program in the Central Valley, Bard College personnel met with school districts from Delano to Porterville, and from Avenal to Bakersfield. Currently, a part-time consultant is assisting in developing partnerships and placements with local school districts. Since the first credential cohort began in July 2012 and candidates will not be placed in local district until their fourth quarter in Spring 2013, collaborations and coordination with stakeholders is still in the initial stage.

The Dean of Teacher Education at Bard College, who is also founding director of the Delano campus, provides the leadership for all 4 MAT credential programs at Bard College. An on-site, Program Director at the Bard College Delano campus oversees all program operations. A Program Administrator acts in a supportive capacity with management responsibilities for admissions processes, student life, campus activities, room and course scheduling, liaison with public school partners/mentor teachers as clinical faculty, and other administrative functions that arise. The Bard College Vice President and Dean of Graduate Studies affirm strong support for the MAT credential program, identifying it as extremely important to Bard College's mission and focus to identify and implement reforms to improve K-12 education as well as teacher preparation.

The Program Administrator also serves as the Credential Analyst and in that role manages the data and procedures related to the credential recommendation process. The credential recommendation process is a yearlong process that monitors candidate work and documents evidence of proficiency through program measures, including course evaluations, GPA, and assessment narratives from formal observations of candidates working as teachers in classrooms. CTC requirements (CBEST, subject matter competency, Certificate of Clearance, negative tb, CPR, etc.) and the Teaching Performance Assessment become a part of the candidate's academic and practice performance record, all of which is documented and stored using TaskStream and other electronic tools. Recommendations for a California teaching credential are based on the successful completion of all CTC designated tasks and the requirements for the Bard College Master of Arts in Teaching degree.

The process for validating the reliability of the credentialing process includes:

- The Credential Analyst stays current with all training in California policies and regulations related to credentialing.

- Each year the Credential Analyst will invite an outside Credential Analyst from another institution to review her work, making all files and processes open and transparent with a checklist for review that documents proper execution of the credential process.

Rationale

Two factors support the team recommendation for the decision that this standard is met with concerns:

- The first credential cohort working toward a California credential began in July 2012 and will not be placed in local district until their fourth quarter in Spring 2013, collaborations and coordination with stakeholders is still in the initial stage resulting in insufficient time to involve relevant stakeholders in the organization, coordination, and governance of the program.
- The current process to reestablish an Advisory Board indicates the need to provide this group with time to fully engage in the process of reviewing program policies, activities, and data in order to participate in ongoing program improvement.

Standard 2: Unit and Program Assessment and Evaluation Standard Met with Concerns

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.

Findings

As documented by a review of the self-study, program documents, and interviews with program administrators, Bard is implementing both an internal and external review systems for ongoing program and unit evaluation and improvement. Bard College's internal review leading to program improvement over time is accomplished in two ways.

First, as part of their self-study process, Bard developed an audit protocol in which a random sample of students equal to no less than five members or 20% of the cohort (whichever number is greater) are evaluated at the time of graduation. The audit follows the trail of evidence deemed critical to program outcomes from admission through the various instruments that provide evidence of the efficacy of program components. These audits are conducted by all faculty members with at least two faculty members following the trail of the same student as a measure of inter-rater reliability. This audit trail will help Bard identify aspects of the program that may be more or less influential or effective in student outcomes leading to further review, analysis, and modifications.

Second, Bard College is working to develop a way to examine data correlations in a similar fashion to look at broader trends that may or may not be illuminated by the sampling strategy of the audit trail method, which was originally developed to comply with Bard's Teacher Education Accrediting Council (TEAC) accreditation process. Though this is still in development, the idea

is that Bard College will review data trends and how these connect to contributing factors. For example, looking at the trend of candidate grades for their instructional planning process during the final practicum in conjunction with planning tasks completed in the education course ED 522 (Learning and Teaching in the Disciplines), will allow Bard to understand in what ways the preparatory work in this course can be linked to outcomes in practice during the apprenticeship cycle. Bard will be developing this process for execution at the end of the 2012-2013 academic year.

Bard College also has an external review process for their U.S. Department of Education Teacher Quality Partnership (TQP) grant. The outside reviewers collect and analyze data, per the grant, and provide monthly, quarterly, and yearly reports to Bard College administrators. Data will provide Bard College with information for program review and improvement based on candidates as they complete the program and also follows candidates into their first years of teaching and collects data related to teacher effectiveness in terms of student achievement.

Rationale

The factor that supports the team recommendation for the decision that this standard is met with concerns:

- The first credential cohort began in July 2012 and will complete the credential program in summer 2013. Given that this review was early in the process, there is not enough evidence to support that this standard is fully met. In order for this standard to be fully met, the team will need to see evidence of aggregated candidate assessment data for at least one (1) academic year, as well as evidence that the program is using data for program improvement.
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Standard 3: Resources

Standard Met

<p>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.</p>
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Findings

As documented by a review of the self-study, program documents, and interviews with program administrators, Bard College provides sufficient resources for the effective operation of the Single Subject credential program. Evidence including interviews with faculty indicated that adequate funding is provided for qualified personnel, adequate facilities, and other resources required to prepare candidates to meet the state adopted standards for educator preparation programs. As the program and facilities are new, an on-site library appropriate to support

graduate level courses is not currently available. Bard has negotiated access to local university library in Bakersfield (CSUB) to allow all graduate students the necessary academic resources to fulfill requirements and are working on a means of providing similar services for the faculty.

The Bard MAT Rural Residency Program in Delano is the recipient of a U.S. Department of Education Teacher Quality Partnership (TQP) grant, which, along with generous fellowship funds from the Resnick Family Foundation, offers tuition and living stipend support for MAT candidates who commit to teaching at least three years after graduation in a federally-designated high needs public school in the Central Valley. These funds support students during their MAT year of study and allow the program to offer comprehensive assistance in obtaining a teaching position and provide three full years of New Teacher Support to program graduates. This grant also provides for research and evaluation that monitors the success of the Bard College MAT program in preparing highly effective teachers as well as supplementary support for program recruitment and development.

An interview with the Dean of Teacher Education indicates an awareness of the need to consider and plan for program sustainability in the face of grant funding which is currently providing tuition and living stipend support for students during the year-long residency program.

Standard 4: Faculty and Instructional Personnel

Standard Met

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.

Findings

A review of self-study documents, faculty vitae, and faculty, candidate and administrative interviews provide evidence that the Bard/MAT program has qualified faculty employed and assigned to teach all courses, to provide professional development, and to supervise clinical experiences. Curriculum vitae reveal that faculty are experts in their fields and hold advanced degrees, masters and doctorates, and have public school experience and training. The mathematics faculty, though qualified for their positions, are part time due to the size of the mathematics cohort.

Educational and discipline faculty as well as supervisors go through a recruitment and application process which entails advertisement in national professional publications, submission

of a letter of intent, curriculum vita, and recommendations. A faculty committee reviews applications, holds initial phone interviews, and selects three finalists for a campus interview with faculty and administration. The Program Director and Dean arrive at a consensus decision and send their choice to the Dean of Graduate Studies for final approval.

A review of curriculum vitae and interviews document that faculty have the training and experience that indicate knowledge in the content they teach, understanding of the context of public schooling, and modeling of best professional practices in teaching and learning, scholarship, and service.

The vision of the program is to prepare scholar teacher activists with deep discipline preparation and a commitment to habits of mind and engagement. The selection of faculty reflects that commitment. Faculty who do clinical supervision have years of experience and a teaching credential.

Faculty participate in ongoing professional development activities supported by the program. All faculty participate in the Institute for Writing and Thinking, a linchpin of the Bard/MAT Program vision. Faculty meetings provide opportunities for professional development based on current research. In addition, funds are provided to support conference participation and research. Faculty have a quarter off each year, which they devote to research.

The faculty demographic profile reflects a diverse society, and the College has a commitment to diversity recruitment. The Bard/MAT Program fosters cultural and language proficiency awareness in candidates and highlights effective teaching practices for diverse learners through coursework, in focused observations in clinical practice, and culminating assignments.

Bard/MAT Program provides core content support by arranging observations and opportunities for collaboration with mentors familiar with the standards and frameworks of the content area of instruction. Faculty work closely with mentors at the Paramount Bard Academy and other public school partners to improve teaching, candidate learning, and educator preparation.

The Bard/MAT Program systematically assesses the performance of faculty using a protocol documented in the Faculty Handbook. Graduate faculty do not receive tenure, but rather serve on three or five year contracts. Faculty establish goals in teaching, research, and service and are reviewed annually by the Program Director. At the end of the contract period, faculty undergo an extensive review by internal or external reviewers before another contract is reviewed. Candidates evaluate all courses in a course evaluation and evaluate supervision support in a review of their clinical experiences.

Standard 5: Admission

Standard 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.

Findings

Review of the self-study, recruitment and application printed materials, online materials, and interviews with program administration; recruitment coordinator, faculty and candidates provide evidence that applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. The program requires that applicants be prepared in the subject area, have good communications skills, and demonstrate the potential for working with the student population of the Central Valley.

Applicants must submit the following materials: 1) personal statement explaining why the applicants has chosen to pursue a career in teaching through the Bard College/MAT program; 2) resume; 3) official transcripts; 4) three letters of recommendation; 5) California Basic Educational Skills Test (CBEST); 6) tuberculosis clearance; 7) California Commission on Teacher Credentialing Certificate of Clearance; and 8) subject matter competence through either a California Subject Matter Waiver Program or passage of the appropriate CSET examination prior to the beginning of student teaching.

Multiple measures are used in the admission process that encourage and support applicants from diverse populations. The recruitment and the program coordinators provide strategic and continuous assistance to applicants to support and guide them through the application process. Program applicants must have received a bachelor's degree from an accredited institution with a major, or equivalent, in the discipline they intend to study in the MAT program. They must provide a personal statement that explains their commitment to teaching and interest in the educational needs of students in the southern Central Valley. In addition, they must submit a letter of recommendation from an individual who can describe their interests, strengths, experiences, and motivations for applying to a teaching program structured for public education in the southern Central Valley. Evidence indicates that the criteria are applied equitably across the applicant pool.

The program determines that applicants have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, deep academic skills, and prior experiences that suggest a strong potential for professional effectiveness. This is determined through review of their personal statements, recommendations and individual interviews. All applicants participate in an interview with the MAT Program admissions committee. This committee is comprised of the program director and program faculty. The committee uses an interview protocol consisting of questions, scoring guide, and rubric to ensure

fairness in the interview process. Candidate interviews and evidence reviewed at the site confirm that criteria for admission are followed consistently.

Standard 6: Advice and Assistance

Standard 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 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.

Findings

Review of the self-study, program handbooks, online materials, and interviews with program administration, faculty and candidates provide evidence that 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. The Program Director, Credential Analyst, and faculty advise applicants and candidates from admission to program completion. The Admission Committee conducts an extensive intake interview to identify candidates with the potential to be successful. Once an application is received, the credential analyst guides the applicants to ensure that appropriate documents are submitted and faculty make contact to answer program questions. When applicants are admitted, the credential analyst begins the credential advising process. In addition, candidates have liberal access to course faculty and clinical supervisors. Repeatedly, candidates stated that one of the outstanding qualities of the Program is the support provided by faculty and the Program Director.

The Bard College MAT program subscribes to a cohort model, thereby enabling faculty members to build relationships and advise candidates on an ongoing and continual basis. Simple indicators, such as class attendance and punctuality, regular and timely submission of assignments, active and responsive participation in graduate and public school classrooms, are monitored regularly by faculty and communicated to the administrative team. Candidates are well known to the faculty and each other so that progress is consistently visible to all. Candidates are encouraged to form study groups, seek out faculty for assistance as necessary, and are provided with clear guidelines to monitor their own progress in the form of syllabi, regular faculty feedback, and a clearly articulated set of expectations laid out in the graduate student handbook.

Appropriate information is accessible to guide each candidate's attainment of all program requirements. Information regarding the program is available in the Bard College Catalogue, the Graduate Student Handbook, the Apprenticeship Handbook, and on the Bard/MAT Moodle. The Moodle is a repository for program handbooks, the program calendar, and critical materials.

In the orientation to the program, candidates receive a printed copy of the Graduate Student Handbook and participate in an in-depth review of its contents. Regular and timely credential and programmatic advising occurs in monthly business meetings conducted by the credential analyst.

In addition, the Program Director and Credential Analyst send regular email notifications about critical deadlines and other program information.

The program provides support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Bard MAT candidates are assessed on an ongoing basis by the graduate faculty and teacher mentors. Academic progress is monitored through assessment of coursework and expectations set out in courses syllabi. Additionally, a review is completed by faculty on an as needed basis at the end of each academic quarter. This quarterly review provides an opportunity for faculty to address concerns that they believe will be helpful and critical to a candidate's success in the program.

The administrative team monitors this process and intervenes as needed to provide the necessary counseling and support to help promising candidates succeed and to counsel those out of the program who are not meeting program criteria or seem otherwise unsuited to the teaching profession as determined by consistent and successive assessments. Candidates remark that the program standards are high and uncompromising but that faculty and program administration accommodate their individual needs and special circumstances.

Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. Clinical performance is monitored by supervising faculty, mentor teachers, and the Program Director. All communicate regularly with each other and with the candidate to address clinical performance and development. The Tracking of Progress (TOP) form, the primary instrument for assessment and evaluation, guides formal and informal classroom observations, quarterly evaluations, and the final evaluation.

Standard 7: Field Experience and Clinical Practice

Standard Met with Concerns

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 candidates 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.

Findings

As documented by a review of the self-study, syllabi, the apprenticeship and graduate student handbooks, and interviews with program administrators, faculty, candidates, mentors, grant consultants and program partners, the year-long Bard MAT Program Apprenticeship provides candidates opportunities to develop the knowledge and skills to be effective teachers of diverse students. The reviewers found no evidence that school district partners collaborated in the design, implementation, or evaluation of the planned sequence of clinic experiences. The field experience is a residency model designed as a developmental sequence that moves the MAT

candidate from classroom observer through cycles of tutoring and finishes with the apprentice taking primary responsibility for all aspects of classroom instruction, student learning, assessment, recordkeeping, and all other dimensions of managing a classroom. Since the program has not completed the year residency as an approved program, reviewers could not collect data about quarters three and four of the residency. An emphasis on addressing the needs of diverse learners and issues of English language acquisition and special needs students in inclusive classrooms is acknowledged in preparatory coursework and is put into practice during the cycle of practice in public school classrooms.

Faculty supervision and mentor teacher formative assessment provides candidates with multiple opportunities to examine issues of diversity that affect school climate, teaching, and learning as well as providing candidates with best practices and strategies to maximize academic achievement for all K-12 students. Candidates use a variety of tools to examine their ability to design and implement instruction in an inclusive and equitable way.

As candidates progress in the program the plan is to assign them to mentor teachers at different school sites as well as to Bard College faculty supervisors from within the preparation program. However, at the time of the site visit this had not happened yet for the spring 2013 placements, and there is no evidence available about the final student teaching experience. From August through March candidates apprentice in classrooms at Paramount Bard Academy and then from April-June candidates will do full-day student teaching in a partner public school.

Mentor teachers will meet with candidates at least weekly to reflect on their progress toward TPEs and plan for their increasing classroom responsibilities. The plan for the next two quarters is for program supervisors to conduct a minimum of three observations in the winter and four in the spring. At the end of each quarter, both mentors and field supervisors will complete the Tracking of Progress (TOP) form, the MAT program's clinical practice evaluation tool that is aligned with California Teaching Performance Expectations (TPEs). The plan is in place, but implementation will occur in the winter and spring quarters of 2013.

Coursework, the apprenticeship, and formative assessment processes are planned to focus candidates on the discovery of and implementation of research based strategies that improve student learning. Candidates will examine and develop research-based strategies using inquiry in the context of their teaching. As a part of their submission of evidence for their culminating research projects, candidates will indicate research that they have referenced and how it impacted their instructional planning and implementation. Analysis of results and impact of the research on their own practice and on student learning will be included in their documentation. Nevertheless, exemplars of candidate research are not yet available for examination.

Rationale:

The factor that supports the team recommendation for the decision that this standard is met with concerns:

- Though there is evidence of partnerships with local school districts, especially in professional development offered to local teachers, and a plan to constitute an Advisory Board, there is no evidence that partners participated in the design, implementation, and evaluation of the planned sequence of clinical experiences. In addition, the program has criteria for selection of school sites, effective clinical personnel, and site-based

supervising personnel and is working to improve relationships with school partners; however, there is no evidence that the program has collaborated with partners in establishing these criteria.

- Because the program has not completed an entire academic year as an approved program, evidence was not available to verify the details of the final clinical experience in local public schools.

Standard 8: District-Employed Supervisors

Standard Met with Concern

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.

Findings

As documented by a review of the self-study, workshop agendas, contracts, and memoranda of understanding and interviews with program administrators, faculty, mentors, grant consultants, and program partners, a process for selecting district-based mentors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. The selection and training of mentors is a carefully constructed process. Mentors are recruited through two activities: direct outreach to regional school districts and professional development programs offered by the Bard College MAT program and its partner Institute for Writing and Thinking. Teachers are advised of program expectations and invited to apply to be mentors. Since the approved program is in its second quarter of implementation, reviewers were able to verify the criteria for selection and training for mentors from PBA but not from the local public schools.

Mentors must satisfy certain criteria and sign contracts that set expectations for their work as mentors and their collaboration with the MAT program. Though the self study states: “Mentors must possess a Clear Credential in the Single Subject area that is the focus of their apprentice, have at least five years experience of teaching, and be recommended by their building principal and at least one colleague,” reviewers found that not all mentors from PBA had five years of teaching experience.

Mentors must agree to: engage in professional development activities provided by the MAT program prior to and during the course of the academic year, assess the MAT candidate using the Tracking of Progress form, meet the MAT candidate for a minimum of one instructional period per week to provide feedback on progress using the framework of the TOP form and CCTC standards, conduct formal observations of candidate teaching as specified by the MAT program expectations, communicate regularly with the MAT field supervisor, complete a final written evaluation of the MAT candidate’s work at the end of a cycle, attend the end-of-the-year Classroom Research Project colloquium, and write a letter of recommendation for the MAT candidate if asked to do so. However, reviewers could not find corroboration of the fulfillment of these obligations because the program has not completed its residency cycle.

Mentors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. Mentors are trained in their first year and continue to attend professional development workshops and graduate courses provided by the Bard College MAT program throughout the span of their mentoring service. Mentors receive stipends for their work and free access to professional development activities. They are granted status as adjunct faculty to the Bard College program with corresponding expectations of professionalism, collaboration, and community participation. Mentors are regularly evaluated by MAT faculty through observations and common participation in the mentoring process as well as by MAT candidates through MAT candidate course evaluations. Evidence was verified that PBA mentors are oriented, trained, supported, evaluated, and recognized in their roles; however, no data is yet available about mentors from public schools outside of PBA.

Rationale

The factor that supports the team recommendation for the decision that this standard is met with concerns:

- The program has not completed its four term clinical sequence as an approved program and therefore data are not yet available about mentors who will serve in the final clinical experience. At the time of the visit, the program was still in the process of identifying mentors for the clinical experience outside of PBA and securing agreements with local districts for them to serve in those roles. As a result, reviewers were unable to verify that proposed mentors in local public schools outside of PBA were certified and experienced in either teaching the specified content or performing the services authorized by the credential.

Standard 9: Assessment of Candidate Competence

Standard 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.

Findings

As documented by a review of the self-study, program documents, and interviews with program administrators, faculty, TPA Coordinator, supervisors, and candidates, candidates in the Bard College MAT credential program complete a series of assessments and evaluations throughout their coursework and field placements that are designed to provide them with multiple opportunities to demonstrate the professional knowledge, skills, and abilities necessary to educate and support effectively all K-12 students in meeting the state-adopted academic standards. Assessments in the program indicate when a candidate has met the CTC adopted competency requirements, as specified in the program standards, and can be recommended by the institution for the appropriate credential. Assessments include:

- Course specific assignments.
- Tracking of Progress (TOP) form used by mentor teachers and supervisors throughout the program to provide candidates with feedback on how well each meets Bard competencies in Planning, Classroom, Instruction and the Profession in relationship to the Teaching

Performance Expectations as well as subject-specific competencies for each discipline during practicum placements.

- Successful completion of the Teaching Performance Assessment.

Candidates have multiple opportunities to demonstrate their ability to access and incorporate state standards and frameworks in developing lessons and units of instruction prior to the completion of the California Teaching Performance Assessment (CalTPA).

The Program Administrator oversees the technical aspects, managing TaskStream and the mechanics of data collection for CalTPA. The TPA Coordinator provides an orientation for candidates each quarter in the CalTPA task to be completed in that time period. The orientation provides candidates with instructions for how to complete and submit the task through TaskStream, instructions for the completions of the video requirement, and an overview of each task to ensure that candidates are clear on what is required. The TPA Coordinator also provides coaching and support for any candidate who does not receive a passing score prior to resubmission of a task. A faculty member serves as the Faculty Liaison for the TPA to ensure that faculty understand the TPA requirement and that course content provides candidates with the knowledge and pedagogical skills to successfully complete the TPA.

Program Standards Preliminary Single Subject Credential

The Bard MAT Credential Program

The Bard College administration has established the Delano, California campus in collaboration with Paramount Farming Company, the leading employer in the area, to provide more effective teachers for under-represented minority students traditionally located in the farming communities of the south Central Valley. The Bard MAT program serves a diverse agricultural community with substantial numbers of English learners. Delano is a community with substantial unemployment.

The Bard MAT Rural Residency Program in Delano is the recipient of a U.S. Department of Education Teacher Quality Partnership (TQP) grant, which, along with generous fellowship funds from the Resnick Family Foundation, offers tuition and living stipend support for MAT candidates who commit to teaching at least three years after graduation in a federally-designated high needs public school in the Central Valley. Administrators, staff, and faculty of the Bard MAT program report great commitment to serving the educational needs of the community of Delano. Faculty are involved in community service projects in order to bring the Bard College to a prominent role in the community. Interviews with stakeholders reflect an appreciation for the support provided to educators in the south Central Valley.

Program Design

The Bard College Master of Arts in Teaching (MAT) program employs a twelve-month residency model in which graduate students receive a MAT degree and become eligible for the California Single Subject credential. Similar to Bard College's MAT programs in New York City, the Hudson Valley, and Jerusalem's West Bank, the California program includes the following features: (1) extended study in the discipline, where MAT students take four graduate-level courses with PhD-level faculty in their content area and complete a rigorous Academic Research Project; (2) a yearlong residency in local public schools following a developmental apprenticeship model; (3) a four-quarter "teaching lab" sequence, team-taught by faculty in education and the disciplines, that puts theory and practice together; and (4) meaningful contributions to the complete trajectory of student and teacher learning through collaboration and integration with the Paramount Bard Academy (PBA), the grade 6-12 free public charter school that shares the campus.

The Bard College MAT program is small by design, emphasizing individualized relationships among staff, faculty, and students. Administrative leadership includes the MAT director and program administrator, supported by five full-time and five part-time faculty. The teaching faculty and administration of the Paramount Bard Academy (PBA) serve in an adjunct-like capacity, serving as the basis for candidates' residency experiences from August – March and providing clinical expertise.

The design of the entire curriculum specifically addresses the relationship between theory and practice. Over their twelve months in the program (July – July), candidates complete coursework in education, content-specific pedagogy, graduate-level study in their discipline, two capstone

research projects (one in education and the other in their discipline), and a yearlong residency in classrooms at PBA and surrounding district public schools. Field experiences begin in early August and continue through the four quarters of the program, following a developmental apprenticeship model in which candidates take on increasing responsibilities in classrooms, guided by carefully-selected mentor teachers and PhD-level faculty who serve as field supervisors.

Leadership within the credential program

The Dean of Teacher Education at Bard College oversees the Delano Bard MAT program as well as the three other Bard MAT programs, including one international program. The current MAT Director has been in this position for one year. Previous to that, the Dean of Teacher Education at Bard College oversaw the four Bard MAT programs, in addition to serving as the Bard MAT Director of the Delano campus.

Communication within the credential program and with the institution

Communication within the credential program and institution, as well as with the students, is conducted by way of monthly business meetings with all members of the Bard MAT community. In addition, the Bard MAT program has recently developed an interactive student support website on Moodle that provides students with current information on all aspects of the program.

Structure of coursework and field experiences in the credential program

The Bard MAT education framework perceives learning as the merging of cognitive, affective, social, and psychomotor domains, within the content of authentic disciplinary practices for secondary students. This belief underscores the premise that education nurtures and promotes intellectual growth, as well as the candidate's emotional, social and physical well being, with a special focus on diversity and equity.

Means for stakeholder input

The Advisory Board is currently non-existent but is being re-constituted. The program has been in communication with identified community stakeholders inviting them to join the Advisory Board. Once members are identified, the Advisory Board will meet twice annually to review and offer feedback on program policies and activities and participate in ongoing program improvement.

Course of Study

The design of the entire curriculum specifically addresses the relationship between theory and practice. Students begin with a one-week, writing intensive course - team-taught by MAT faculty and one of the mentor teachers - that uses foundational readings to probe and challenge students' incoming beliefs about teaching and learning. In the summer quarter MAT candidates complete two education courses (ED 524: Language, Literacy, and the Adolescent Learner; and ED 513: Social & Historical Foundations of Education), two graduate-level courses in their discipline, and ED 515: Teaching as Clinical Practice, a clinical practice course unique to Bard that is team taught by education and discipline faculty. In each of the fall and winter quarters, candidates complete an additional education course (ED 522: Learning and Teaching in the Disciplines; and ED 512: Identity, Culture and the Classroom), an additional discipline course,

and the next phases of the Teaching as Clinical Practice course sequence (ED 525 and ED 535). Finally, in the spring quarter, as candidates move into full-time student teaching, they are concurrently enrolled in the last quarter of Teaching as Clinical Practice (ED 545).

The Clinical Practice course sequence or “teaching lab” (ED 515-545), which spans the four quarters of the program, requires candidates to make connections between what they learn in graduate classes and apply it to the challenges of teaching and learning in Central Valley public school classrooms. Assignments in the teaching labs include, for example, journal reflections on their mentor teacher’s strategies for supporting English language learners (ELLs) and students with special needs, analysis of formative assessment data collected in the apprenticeship classroom, and reflections on a lesson and assessment that meet Common Core standards.

Fieldwork begins early with observation assignments in both pedagogy and content courses progressing to full responsibility for the classroom with the teaching practicum courses. As candidates progress in the program they are assigned both a mentor teacher at the school site as well as a Bard College faculty supervisor from within the preparation program. From August through March candidates apprentice in classrooms at PBA, and beginning in October they spend half days Monday through Friday in their mentor’s classroom; the final phase of the apprenticeship from April-June places candidates full time in a surrounding district public school. This apprenticeship plan provides for continuity and a comprehensive understanding of the California public school system. Evidence confirms that mentor teachers meet with candidates regularly to reflect on their progress toward TPEs and plan for their increasing classroom responsibilities. Field supervisors conduct a minimum of three observations in the winter and four in the spring, with debrief conferences following each visit. At the end of each quarter, both mentors and field supervisors complete the Tracking of Progress (TOP) form, the MAT program’s clinical practice evaluation tool that is aligned with California Teaching Performance Expectations (TPEs).

Throughout the program, coursework integrates the TPEs and scaffolds students’ preparation to complete the TPAs. MAT candidates complete CTAP in the summer quarter, TPA 1 in summer, TPA 2 in fall, TPA 3 in winter, and TPA 4 during the spring quarter. Bard MAT candidates also complete two capstone projects: one in their discipline and one in education. The Academic Research Project (ARP) is an independent study course in which candidates complete original research in their discipline. Each MAT candidate has an advisor for this project, a PhD-level faculty in the discipline who meets one-on-one with the student regularly throughout the year. Bard MAT’s commitment to graduate-level disciplinary coursework and research for their secondary teacher candidates emanates from the belief that excellent teachers retain their participation as scholars in their discipline. The Classroom Research Project (CRP) is an independent study course that requires candidates to become teacher-researchers, examining the effects of particular practices or designs on student learning in the context of their particular field of study. These projects are collaboratively constructed with support from mentor teachers who help develop the leading questions that provide the impetus for the research. MAT education faculty act as advisors to these projects, providing support until the final publication of the research document and presentation to peers and other stakeholders at a research colloquium held prior to MAT graduation.

Effectiveness of the sequence of coursework

Faculty report great satisfaction with the effectiveness of their coursework and its sequence. In interviews with credential candidates, the team learned that students felt well prepared as a result of the effectiveness of their coursework and its sequence. Candidates reported that the field experiences dovetailed well into and complemented their coursework. They reported great satisfaction in their preparation to work with English learners and to serve the diversity of their service area. Since the first credential cohort began in July 1, 2012 and they are still in process, it is unclear at this stage of the program how to determine the effectiveness of field placement, as well as field supervision of both the program personnel and the district employed individuals (mentor teachers).

Candidate Competence

The competence of Bard MAT candidates to serve as professional school personnel is assessed through a system that requires the demonstration of competent professional knowledge and the application of pedagogical skills necessary to provide all K-12 students with the learning experiences to achieve state-adopted academic standards. The assessment system is constituted by the set of program expectations and requirements of the Bard MAT programs, including an undergraduate major or equivalent in the subject area, successful completion of all MAT coursework with a 3.0 or better GPA, and satisfactory reviews and evaluation by at least two faculty supervisors and two mentor teachers based on formal and informal observations according to criteria set out in the Tracking of Progress (TOP) form and as further documented by written evaluations by these parties. The system of assessment is aligned with the requirements of the California Commission on Teacher Credentialing. The satisfaction of these requirements is built into program expectations and monitored by Bard MAT faculty. MAT candidates are assessed on an ongoing basis with critical cycles of evaluation carried out at the end of each of the four quarters by the graduate faculty and teacher mentors.

MAT candidates receive ongoing advice and assistance about their academic and clinical progress in a variety of formats, beginning with the MAT Orientation held on the first day of the program. At that time the program administrator takes students through the MAT Student Handbook, which details program expectations, and teaches them how to access the program's Moodle (online) site, to which the Handbook and other program documents are uploaded. Students subsequently participate in monthly Business Meetings where they receive regular updates about program and state assessments. Each quarter, the program administrator and Faculty TPA Liaison arrange a TPA orientation for the specific task students are to complete that quarter. In addition, faculty in the Teaching Lab courses introduce and model the use of assessment tools, including the TOP form and the TPAs. Finally, each MAT student has a number of faculty advisors who provide advice and support about program assessment and progress. These include: one discipline faculty who serves throughout the year as ARP advisor, one education faculty who advises the CRP in winter and spring, and faculty field supervisors (both education and discipline faculty) who support candidates through the winter and spring field placements. The program has created an interactive website using Moodle in which they have installed program information as well as information regarding Teacher Performance Assessment.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the following: Program Standard 2 (Communication and Collaboration), Program Standard 8 (Pedagogical Preparation for Subject-Specific Content Instruction, and Program Standard 13, (Preparation to Teach Special Populations), which are **Met with Concerns**.

Standard 2: Communication and Collaboration

The team sought evidence that sponsors of the preliminary teacher preparation program had established collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Currently, a part-time consultant is assisting in developing partnerships and placements with local school districts. The team learned that the Advisory Board to the MAT credential program was dissolved and that Bard MAT is in the process of reconstituting the committee. At the beginning of the process to establish a program in the Central Valley, Bard College personnel met with school districts from Delano to Porterville, and from Avenal to Bakersfield. Since the first credential cohort began in July 2012 and candidates will not be placed in local district until their fourth quarter in Spring 2013, collaborations and coordination with stakeholders is still in the initial stage. The standard is met with concerns.

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Since the first credential cohort began in July 1 and the program is still in process, it is unclear at this stage of the program how this standard is fully addressed. In the team's review of the response to the self study and syllabi, the team did not find evidence of this standard being completely addressed. The program needs to develop a detailed report on how each course contributes to meeting the standards. Interviews with candidates indicated a lack of consistency in which discipline specific courses intersected with the education core and the lab. The standard is met with concerns.

Standard 13: Preparation to Teach Special Populations

Since the first credential cohort began in July 1 and they are still in process, it is unclear at this stage of the program how this standard is fully addressed. In review of the self study document and syllabi, the team did not find consistent evidence of this standard being completely addressed. Candidates expressed that they felt comfortable with their preparation at this time. However, the team needs additional information on how the needs of special populations are covered in the remainder of the program. Program needs to develop a detailed report on how each course contributes to meeting the standards. The standard is met with concerns.