

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Whittier College**

**Professional Services Division  
May 2019**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Whittier College. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>X</b>		
2) Candidate Recruitment and Support	<b>X</b>		
3) Course of Study, Fieldwork and Clinical Practice	<b>X</b>		
4) Continuous Improvement	<b>X</b>		
5) Program Impact	<b>X</b>		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple and Single Subject	6	<b>6</b>		
Preliminary Education Specialist – Mild/Moderate Disabilities	22	<b>22</b>		
Preliminary Education Specialist – Moderate/Severe Disabilities	24	<b>24</b>		
Teacher Induction	6	<b>5</b>	<b>1</b>	

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 Documentation and Evidence

- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

Previous History of Accreditation Status	
March 21, 2010 - <a href="#">Report</a>	<a href="#">Accreditation with Stipulations</a>
June 23, 2011 - <a href="#">Report</a>	<a href="#">Accreditation</a>

#### **Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team 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:

#### Program Standards

All program standards for the Preliminary Multiple/Single Subject programs were **Met**.

All program standards for the Education Specialist: Mild/Moderate Disabilities and the Education Specialist: Moderate/Severe Disabilities were **Met**.

All program standards for the Teacher Induction program were met with the exception of Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System which was **Met with Concerns**.

#### Common Standards

All Common Standards were **Met**.

#### Overall Recommendation

Based on the fact that the team found that all program standards were met with the exception of Program Standard 3 of the Teacher Induction program and that all Common Standards were met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Preliminary Multiple Subject, Traditional and Intern  
Preliminary Single Subject, Traditional and Intern  
Preliminary Education Specialist: Mild/Moderate Disabilities, Traditional and Intern  
Preliminary Education Specialist: Moderate/Severe Disabilities

In addition, staff recommends that:

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

### **Accreditation Team**

**Team Lead:**

**Colleen Keirn**

St. Mary's College of California

**Common Standards:**

**Sandra Fenderson**

University of San Francisco

**Programs Cluster:**

**Elizabeth Jara**

Teachers College of San Joaquin

**Christie Pearson-Wohlwend**

San Diego State University

**Staff to the Visit:**

**Sarah Solari Colombini**

Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Course Syllabi and Course of Study	Candidate Advisement Materials
Accreditation Website	Faculty Vitae
Candidate Files	Assessment Materials
Candidate Handbooks	College Handbooks
Survey Results	Performance Expectation Materials
Precondition Responses	Course Evaluations
Broadoaks Website	Meeting Agendas
Student Evaluations	Assessment Self Study Form
TPA Results and Analysis	Recruitment Materials

### Interviews Conducted

Stakeholders	TOTAL
Candidates	28
Completers	30
Employers	8
Institutional Administration	16
Program Coordinators	1
Faculty	7
Adjunct Faculty	6
TPA Coordinator	1
Support Providers	2
Field Supervisors – Program	6
Field Supervisors – District	14
Credential Analysts and Staff	2
Advisory Board Members	4
<b>TOTAL</b>	<b>125</b>

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

## **Background Information**

Whittier College was founded in 1887. It is located in southern California just 18 miles southeast of downtown Los Angeles. Whittier College offers 31 majors and a variety of minors and program options. The student to faculty ratio is 12 to 1 and the average class size is 19 students. The student body is comprised of 1,750 students from more than 38 states and 20 countries. 69% of students are students of color with 44% identifying as male and 56% identifying as female. 89% of Whittier students who graduate complete their degree in four years.

## **Education Unit/Department**

Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: developing a social constructivist approach toward learning and teaching; valuing diversity and supporting all students' learning; establishing a responsive and inclusive learning community in and beyond the classroom; nurturing both collaborative and independent inquiry and learning; and growing professionally by continually reflecting on one's practice and pursuing other opportunities for learning.

Whittier College's teacher education program's mission is to create a social justice-oriented community of teachers and learners that embodies these qualities: intellectually-rich, caring, student-centered, equitable, just, collaborative, creative, culturally responsive, moral, ethical, and inspiring. They are guided by the following core values:

**Culture:** Whittier College believes in developing compassionate educators who deeply understand, utilize, and respect students' cultural and linguistic diversities as assets that should be built upon. As such, their graduates are able to create culturally and linguistically responsive classrooms that validate students' backgrounds, talents and strengths.

**Community:** Whittier College believes in developing sensitive and thoughtful educators who value and support collegial collaboration and cooperation with a purpose. This purpose is mindful of the needs of students, families, communities, and colleagues towards a combined effort of excellence.

**Communication:** Whittier College values the personal approach to communicate the goals of their educational program to their candidates and their local school districts. Their education classes build a personal relationship between the student and the teacher.

**Connections:** Whittier College embraces interdisciplinary thinking and teaching. In order to do this, they begin by listening and valuing others' points of views and recognizing communities are stronger together.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2017-18)</b>	<b>Number of Candidates Enrolled (2018-19)</b>
Preliminary Multiple Subject	11	20
Preliminary Single Subject	13	15
Preliminary Education Specialist, Mild to Moderate	2	7
Preliminary Education Specialist: Moderate to Severe	1	4
Teacher Induction	0	0

Number of candidates enrolled may be enrolled in more than one program.

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports Preliminary Multiple/Single Subject**

### **Program Design**

Whittier's Department of Education and Child Development offers Preliminary Multiple and Single Subject credential programs. The candidates may complete the program through multiple pathways. If the decision to pursue a credential occurs while the candidate is an undergraduate, the department offers the credential courses which can be used toward a minor in Education. The credential program then extends to post baccalaureate work for the candidate to complete any preliminary coursework not completed as an undergraduate and to fulfill student teaching requirements. If a candidate decides to pursue the credential program as a graduate student, the program offers all the credential courses as post baccalaureate coursework. The credential courses are double numbered to facilitate undergraduate and graduate course sequencing and credit. Candidates may complete the program as an intern upon completion of the pre-requisites and requirements (which include completion of the first year of the credential program) and an intern employment opportunity.

The courses are designed to build upon the knowledge and skills needed to develop into a professional educator. Every foundational and methodological course requires a 15-hour fieldwork experience which contributes to the 600 hour fieldwork/clinical practice requirement. Candidates reflected that these were important experiences that prepared them for designing lessons for and engaging with students in the classroom. The education department has a system in place that facilitates the placements of candidates in their fieldwork which ensures that placements are appropriate and meaningful for the candidates and align with the objectives and teaching performance expectations (TPEs) that are introduced, practiced and assessed in respective education courses.

The leadership of the program are visible and available. Many candidates commented on the accessibility of the leadership. The leadership is well versed on current research and active in professional organizations. Changes to the program are based on data and sound research. A strength of the department is the responsiveness to the candidates. The institution has a clear and direct line of communication between the college administration and the department.

Whittier College is a vital part of the surrounding community. The leadership of the educational community enthusiastically supports the college. Several employers commented that they would hire only from Whittier College. An area of strength that the school leadership noted was that the candidates were able to develop professional and appropriate relationships with the K-12 students. Several master teachers commented that the student teachers brought sound academic methods and strategies to the classroom from the start. The advisory committee, which meets twice a year, provides ideas and feedback to the department. This connection is vital to the program's success.

Every candidate is given the opportunity to provide feedback to the program. The program has implemented a system of improvement that includes multiple measures including course feedback, classroom evaluations and disaggregation of candidate assessment results. There is a clear process for grievances resolution through department leadership. In addition, faculty and adjunct faculty are regularly evaluated and provided feedback. Adjunct faculty are evaluated once a year. Candidates are always part of the evaluation process and respond to a survey that includes open-ended feedback. One candidate reported that she felt her feedback was truly valued since she was asked to provide the instructor with information about what the professor should focus on in the course that she felt was most important to her development as a teacher.

**The Course of Study (Curriculum and Field Experience)**

EDUC 401/501	Teaching Diverse Learners (3 units)
EDUC 404/504	Second Language Acquisition and Methodology (3 units)
EDUC 406/506	Learning and Learners (3 units)
EDUC 412/512	Promoting Students’ Health and Safety (1 unit)
EDUC 429/529	Introduction to Exceptional Learners (2 units)
EDUC 520	Student Teaching/Internship (12 units)
EDUC 521	Professional Development Seminar (1 unit)
Coursework specific to the Preliminary Multiple Subject Credential	
EDUC 402/502	Literacy Development in the Elementary School (3 units)
EDUC 405/505	Multiple Subject Curriculum & Pedagogy: Integrating Language Arts, History-Social Science, & Visual –Performing Arts (3 units)
EDUC 407/507	Multiple Subject Curriculum & Pedagogy: Math and Science (3 units)
Coursework specific to the Preliminary Single Subject Credential	
EDUC 403/503	Teaching Content Area Literacy (3 credits)
EDUC 408/508	Single Subject Curriculum & Pedagogy I (3 credits)
EDUC 409/509	Single Subject Curriculum & Pedagogy II (3 credits)
EDUC 409/509 is broken into the following sections, based on content area:	
EDUC 409/509 – 01	English Language Arts/History Social Science
EDUC 409/509 – 02	Mathematics & Science
EDUC 409/509 – 05	Physical Education
EDUC 409/509	Spanish

Both the Preliminary Multiple Subject and Single Subject teacher education programs at Whittier College require 34 units.

Beginning in Summer 2018, the department began to review how fieldwork-related assignments aligned with the Teacher Performance Expectations. They began by creating an excel file that identified when a TPE was addressed by a fieldwork-related course assignment.



It was aggregated out by program type (Multiple Subject and Single Subject) for further analysis.

Types of coursework in critical areas (e.g. English learners for all initial teaching programs) were also identified and aligned to the TPEs.

A strength, as noted by candidates and employers alike, is the culturally responsive thrust of the program. For example, the preliminary programs include coursework in the critical areas of second language learning and special populations. Employers remarked that the candidates were well prepared to employ strategies for the diverse classroom.

Every education course has fieldwork hours associated with it. Most candidates are placed within a 10-mile radius of the college. However, the department makes every effort to facilitate the candidate's requests for clinical placement assignments. One candidate noted that the department was able to accommodate a request for a student teaching placement in West Los Angeles due to transportation and housing issues. The fieldwork and coursework connection is evident based on the reflection of program completers.

### **Assessment of Candidates**

Each course has a clearly articulated assessment system. Each syllabus delineates assignments and methods of evaluation. The syllabus clearly states the standard of assessment and the method of remediation if necessary. Communication to the candidates about progress is ongoing and robust. The Whittier College Department of Education has a very personal investment in each candidate and can closely monitor progress.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Preliminary Multiple/Single Subjects Program.

## **Preliminary Education Specialist – Mild/Moderate Preliminary Education Specialist – Moderate/Severe**

### **Program Design**

Whittier College offers multiple pathways for candidates pursuing either education specialist preliminary credential. Candidates may begin taking coursework as an undergraduate student or graduate student. Candidates completing credential coursework as an undergraduate may do so as part of the Pathway Integrating Child Development and Education Specialist (PICES) program whereby they earn a bachelor's in Child Development and a Preliminary Education Specialist in the Mild/Moderate credential concurrently. PICES candidates interviewed

reported the program to be beneficial, albeit condensed; as one candidate expressed, it allowed for him to “impact the world sooner”. The supportive nature of the program provided by professors as expressed in interviews help candidates maneuver and manage the rigor of the program.

Candidates who wish to begin coursework towards either education specialist credential (Mild/Moderate or Moderate/Severe) as an undergraduate outside of the PICES pathway may do so by beginning their coursework as an undergraduate. Multiple candidates interviewed reported beginning their coursework as undergraduates. Furthermore, multiple candidates interviewed reported working towards obtaining dual credentials in Mild/Moderate or Moderate/Severe, and Multiple Subject. Candidates would complete their student teaching as a graduate student along with any remaining coursework they may have as described in the integrated and a la carte options in the course sequence.

Candidates who complete the program at the graduate level may do so as a traditional candidate or as an intern. Candidates interviewed reported being appreciative of the option to complete the program via the traditional or intern pathway. Based on the program’s scope and sequence, candidates would be eligible in their second year of the program to become an intern. Candidates have three opportunities to enter the program, fall, spring or summer. Candidates expressed the opportunity to pursue both the credential program and master’s program concurrently. Multiple candidates reported this option helped to solidify their decision to pursue their Education Specialist credential.

Regardless of the pathway, the program is comprised of 42 units that can be completed within two years. Like all preliminary credential programs offered through Whittier College, there is a core set of coursework (12 units) that all candidates complete in addition to 13 units associated with student teaching. There is also 17 units of coursework specific to the education specialist preliminary credential.

**Course of Study (Curriculum and Field Experience)**

Candidates in the Preliminary Education Specialist Credential program (Mild/Moderate or Moderate/Severe) complete a total of 42 units of credential coursework including 25 units of common requirements. Faculty expressed benefit to having both multiple subject and education specialist credential candidates complete common coursework. This benefit included candidates having the option to obtain both general education and education specialist credentials. All candidates enrolled in the Whittier College credential programs complete a core set of coursework listed below:

<b>Core Courses</b>	
EDUC 401/501	Teaching Diverse Learners (3 units)
EDUC 404/504	Second Language Acquisition and Methodology (3 units)
EDUC 406/506	Learning and Learners (3 units)

EDUC 412/512	Promoting Students' Health and Safety (1 unit)
EDUC 429/529	Introduction to Exceptional Learners (2 units)
EDUC 520	Student Teaching/Internship (12 units)
EDUC 521	Professional Development Seminar (1 unit)
Coursework specific to the Education Specialist Credential	
Education 402/502	Literacy Development in Elementary School (3 units)
Education 430/530	Foundations in Special Education (3 units)
Education 431/531	Assessment of Exceptional Students (3 units)
Education 432/532	Case Management and Assistive Technology (2 units)
Education 433/533	Creating Positive Classroom Management and Behavior System (3 units)
Coursework specific for Mild/Moderate Credential Candidates	
Education 434/534	Characteristics and Instructional Practices for Students with Mild/Moderate Disabilities (3 units)
Coursework specific for Moderate/Severe Credential Candidates	
Education 436/536	Characteristics and Instructional Practices for Students with Moderate/Severe Disabilities (3 units)

As shown in the table above, for candidates pursuing the Preliminary Education Specialist Mild/Moderate credential, the final course required is Education 434/534: Characteristics and Instructional Practices for Students with Mild/Moderate Disabilities (3 units). For candidates pursuing the Preliminary Education Specialist Moderate/Severe credential, the final course required is Education 436/536: Characteristics and Instructional Practices for Students with Moderate/Severe Disabilities (3 units).

Multiple candidates expressed the rigor of coursework, "intense pace", and fieldwork greatly prepared them as student teachers and current practitioners. Assignments were research based, relevant, "hands-on" and concerned with content, rather than busy work. Feedback on assignments was accurate, helpful, and thorough. Multiple candidates expressed the expertise, knowledge, background experience, and mentorship of professors in the education specialist program were instrumental in preparing them for practice. One master teacher interviewed reported her student teacher was "very well prepared" with content knowledge that allowed the candidate to work with students after initial training. The candidate was especially strong in the area of informal and formal assessment. Multiple candidates denoted creating, implementing, and recording lessons to be critiqued in class by peers and professor was especially helpful for their practice. Candidates further expressed preparedness was especially evident in the areas of understanding special education acronyms, processes, creating and implementing Individualized Education Programs (IEPs), assessment, and working with students with behavioral challenges. Candidates interviewed also attributed preparation to the small class sizes, 1:1 "personalized learning", supportive, close relationships, and mentoring capacities of their professors in the education specialist credential program.

Several candidates, supervisors, and a master teacher reported the structure of the program and lesson plan format utilized throughout the courses was especially helpful in guiding, planning, and implementing plans to meet and accommodate the needs of a diversified student population. Supervisors and one candidate interviewed specifically supported the rationale component of the lesson plan format. Supervisors reported this component allowed for the candidate to move from theories introduced in the classroom to practice. Candidates must provide a rationale utilizing theories and research identified in the classroom to support instructional methods and interventions. The supervisors conduct follow-up discussions with candidates who do not address this section thoroughly to assist in helping candidates understand the connection of theory to practice in implementing lesson plans in their student teaching placements. The candidate interviewed expressed this lesson plan component is especially helpful to reflect upon her practice and rationale for the lesson, interventions, etc.

Candidates in this program complete a total of 10 fieldwork placements in which they complete 15 hours for each placement. Each fieldwork placement has to meet requirements set by the course. For example, when candidates take Education 529: Introduction to Exceptional Learners, their fieldwork placement needs to be in a classroom that has students with a 504 plan or an IEP. For candidates seeking a Mild/Moderate credential all of the fieldwork placements have to be in a Mild/Moderate classroom setting. The program coordinator reported candidates are placed in a variety of settings with the majority of placements in Resource Specialist Programs (RSPs), Special Day Class (SDC) settings, and sometimes in inclusive general education settings. The program coordinator and multiple faculty and candidates reported students were placed in varying settings to gain a “wide spectrum” of fieldwork experience. Further the program coordinator reported all Mild/Moderate and Moderate/Severe candidates are placed in SDC classes for students with Moderate/Severe disabilities for Education 429/529 and Education 433/533 courses. The program coordinator explained the premise for these placements as necessary for all candidates to be introduced to characteristics of students with varying disabilities, i.e. autism, intellectual disabilities, emotional and behavioral disorders, etc.

Student teaching assignments are 14 weeks (490 hours). All student teaching is completed in the content area in which the candidate is receiving his or her credential. Candidates are observed by the same college supervisor, approximately once per week (12 observations total), throughout the semester. Student teaching placements are scheduled for fall, spring, and summer terms.

Education Specialist credential candidates are required to pass one section of the CSET and the CBEST as part of the program’s entrance requirements. All remaining CSETs must be passed prior to student teaching. Candidates may take CSETs for multiple-subject or a content area approved by NCLB. The RICA can be passed at any time during the program.

## **Assessment of Candidates**

Candidates are assessed in multiple ways throughout the program. Expectations for course grades are included in the course syllabus for each credential course as mandated by Whittier College policy. The syllabus includes assignments, readings, and the TPE alignment to readings and assignments. Assessments are embedded in coursework. Each credential course requires a specific passing grade for the course to count towards a preliminary credential. When candidates are advancing to student teaching, they complete an audit form that verifies that they have met all coursework requirements including fieldwork hours. Candidates who apply to student teach and have not met all requirements, are notified of pending requirements. If the candidate is not ready to student teach, their application is moved another semester allowing them time to complete the requirement. During the student teaching boot camps, the candidates receive an overview of the clinical practice requirements. Assessments are also embedded in student teaching, including weekly observations from college supervisors. Supervisors interviewed reported they are required to complete a mid-semester evaluation and end-semester evaluation with narrative of progress on TPEs. Supervisors and master teachers report candidates must identify TPEs to be observed on submitted lesson plans prior to planned observations. Further, supervisors and master teachers asserted observed TPEs are discussed in post-observation meeting. Supervisors report they are required to submit candidate assessment forms at end of each semester denoting observed and met TPEs.

In accordance with college wide policy, students who are not performing at the level expected, receive mid-semester warnings. Faculty can also use the Poet Early Alert Program (PEAP) which can be used at any time during the semester, if they have any concerns about any student. Aside from these two college wide policies, the department also uses the Professional Dispositions and Competencies Evaluation and the guidelines are established in the Education handbook.

## **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate Disabilities and the Preliminary Education Specialist: Moderate/Severe Disabilities program.

## **Teacher Induction Program**

### **Program Design**

The Whittier College Teacher induction program has not admitted any new candidates for the past two academic years. The program transitioned to the new induction standards and a small group (2) of candidates completed the program using the new induction program standards during the 16-17 academic year. Because of the close association with Broadoaks

school, the induction program was implemented with 2 teacher candidates through the lab school. Broadoaks team-teaching approach was a natural fit for the induction program. During the site visit, the institution submitted a withdrawal request for the program.

Whittier College offered a Teacher Induction Program as a two-year, highly individualized, job-embedded system of mentoring, support and professional learning that began in the teacher’s first year of teaching. The credential program at Whittier College models the teacher/mentor relationship from the very first education course in the preliminary credential program and extends that practice into their induction program.

The program is structured around the development of the Individualized Learning Plan (ILP) based on candidates’ identified goals and support provider/candidate professional mentoring. However, in addition to developing an ILP, the induction program also embedded the content standards from the previous clear/induction standards. Modules based on the former clear/induction content standards were implemented in a monthly professional development meeting.

In the recent past, the clear/induction program was led under one director from 2008-2016. During the 2016-17 academic year, the program coordinator also served as the Inquiry Coach and Assistant Director of Broadoaks. Given the potential conflict of interest, the Assistant Director stepped away from the program coordinator position.

**Course of Study**

The program was structured around the 2-year induction model of development of ILP using the cycle of inquiry and was implemented as follows:

First Year	
January	ILP Reflection and Revision (if needed) Pedagogy Post-Assessment Rubric Completed Field-Based Professional Development for Support Teachers
February	Clear Candidate Professional Development: English Language Learners Module English Language Learners Pre-Assessment Rubric Completed
March	Classroom Observation and Reflection of Goals
April	Clear Candidate Self-Assessment on the Continuum of Teaching English Language Learners Post-Assessment Rubric Completed
May	ILP Reflection and Revision (if needed)
Second Year	
September	Clear Candidate Self-Assessment on the Continuum of Teaching Field-Based Professional Development for Support Teachers
October	Revisit Individual Learning Plan (ILP) Goals and Steps to Achieve Goals
November	Classroom Observation and Reflection of Goals

	Clear Candidate Professional Development: Special Populations Special Populations Pre-Assessment Rubric Completed
December	Clear Candidate Self-Assessment on the Continuum of Teaching
January	ILP Reflection and Revision (if needed) Special Populations Post-Assessment Rubric Completed Field-Based Professional Development for Support Teachers
February	Clear Candidate Professional Development: Universal Access and Equity Universal Access and Equity Pre-Assessment Rubric Completed
March	Classroom Observation and Reflection of Goals
April	Clear Candidate Self-Assessment on the Continuum of Teaching Universal Access and Equity Post-Assessment Rubric Completed
May	ILP Reflection and Revision (if needed) Clear Candidate Summative Assessment and Planning for Future Professional Development Presentation of Growth and Development Program modifications over the recent two years

### **Assessment of Candidates**

Candidates developed a portfolio that includes the ILP and content modules documentation. The program checklist documented the items that are necessary for the clear credential recommendation. The program coordinator had a very active role in the documentation of the completion of requirement and only candidates who completed all of the requirements were recommended for a clear teaching credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Teacher Induction Program except for the following:

### **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System – Met with Concerns**

While the Whittier Induction program uses the ILP to establish goals for and document candidate's growth in the CSTP, there is still a requirement that candidates complete four modules in the specified areas of Pedagogy; Teaching English Learners; Teaching Special Populations; and Universal Access. The additional requirement of the modules detracts from the individualization of the candidate's experience in the induction program.

**Withdrawal of Teacher Induction Program**

Whittier College was waiting for the new President to begin prior to making a final decision whether to continue to offer a Teacher Induction program. Whittier has been providing the Induction program for candidates at Broadoaks School, a P-8 school on their campus, but the need for Induction has not been present for the past 2 years. Based on these facts, the President decided that Whittier College should withdraw the Teacher Induction program and submitted the withdrawal form during the site visit.



**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12</li> </ul>	<b>X</b>		

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard (required for all findings)</b>  Whittier College’s education program is actively involved in the local community through numerous educational partnerships, two-way collaborations, and participation on advisory boards at the college and also at community organizations. Through the campus’ commitment to community-based decision making, feedback is a systematic part of all of their program improvement and development processes. Efforts to create and sustain a culture of inclusion and equity for all members of the campus community is distinctly supported by the campus leadership and executive team through hiring practices and faculty and staff development processes and efforts. The credential recommendation process is thorough, organized and entirely done on paper. Interviews with multiple administrators, staff and faculty confirm that the communication and collaboration around the credential recommendation process, while well organized and thorough could be improved through the integration of a paperless system, which would allow for better use of staff and faculty time in responding to student needs. Staff and administration report the need for increased communication between the program and campus offices (Registrar, Institutional Research, I.T., etc.) to create systems and provide training so that the program staff can easily access data reports (demographics, majors/programs of study, grades, etc.) in the campus Student Information System (Banner) rather than researching data in individual paper files.</p>			
<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.			
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear</li> </ul>	<b>X</b>		

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
criteria that include multiple measures of candidate qualifications.			
<ul style="list-style-type: none"> <li>The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard (required for all findings)</b></p> <p>The student population of Whittier College and its education programs is uniquely diverse, including over 60% of the student population identifying as people of color and 44% of the students are first-generation college students. The education program has recently adopted the Customer Relationship Management (CRM) platform Slate to facilitate their admission process and communication, and multiple staff and faculty members report the need for ongoing training about Slate so the program can maximize its features. The program has key personnel to guide the candidates into, through and beyond the program, recently hiring an admissions recruiter to focus specifically on graduate recruitment and outreach. This position works closely with the education department staff to coordinate communication and advising of applicants, taking a very unique and individualized and high-touch approach. The program uses paper forms for all advising, and multiple staff, faculty, and administrators report the need for an electronic system to support advisement documentation. The pending adoption of a paperless electronic file server, as described by multiple staff, could facilitate and improve this process, freeing personnel to continue the high-touch advising as the program enrollment grows.</p>			
<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to	<b>X</b>		

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.			
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> <li>Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	X		
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	X		
<ul style="list-style-type: none"> <li>For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.</li> </ul>	X		
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>		

**Brief summary of information applicable to the standard (required for all findings)**

The programs are designed around a research-based sequence of coursework and clinical experiences to support candidate success. The programs offer a contextualized learning environment embedding pedagogy with theory which includes an intentional integration of candidate field experience. The programs have long-standing partnerships with local districts and schools to place candidates in fieldwork and clinical practice. Whittier’s strong ties to their community allows all candidates to have significant experience with California state standards in diverse school settings. The collaboration with partner school districts results in the selection of site-based supervisors and offers candidates opportunities to experience issues of diversity in the curriculum and in their field experiences.

The programs effectively implement and evaluate field work and clinical practice. The site-based supervisors are knowledgeable, experienced, and certified in their content areas and are well supported in their supervisory roles. The ILP and the support provided by the college supervisors support the attainment of the skills necessary for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

<b>Common Standard 4: Continuous Improvement</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>		

**Brief summary of information applicable to the standard (required for all findings)**

The education program and the College has multiple mechanisms and measures for reviewing data to inform program and unit improvement. These include committees and dean’s council, vice presidents and cabinet members, education and campus faculty and staff, and education advisory boards that include Whittier education alumni. There are numerous continuous improvement resources instituted by the College including an Assessment Committee, Assessment Handbook, and Self Study forms that involve the presentation of outcomes data, discussion of the data and the resulting programmatic changes that occur as a result of the data. The program, through the campus norm of consensus-based decision making, routinely and systematically reviews program, candidate, and completer data for program improvement purposes. The program regularly engages with stakeholders about the preparation of candidates through their advisory board. Team members noted that the advisory board members consisted entirely of Whittier alumni; it is recommended to include other community members who are non-alumni and have a commitment to P-12 education.

**Common Standard 5: Program Impact**

Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>X</b>		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	<b>X</b>		
<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>		

**Brief summary of information applicable to the standard (required for all findings)**

Through a review of program documents, interviews with leadership, staff, advisory board members, supervisors, district employed supervisors, and completers it was confirmed that the unit provides clear expectations, pathways, and feedback for the professional growth of all candidates to meet the state competency requirements. Interviews with stakeholders also confirmed that candidates are provided with consistent and timely feedback related to their progress in the program. The units' impact on teaching and learning and access to instructional resources and strategies guide candidates to effectively support P-12 students.

Whittier College's stakeholders are actively involved as candidates move through all stages of program coursework. This supported progression includes multiple check-in opportunities (both formal and informal) of candidate competencies and culminates in candidates' ability to complete their individual learning plan (ILP).

Evidence reviewed plus interviews with advisory board members, district employed supervisors, and district employers indicate that the unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

**INSTITUTION SUMMARY**

Whittier College is a residential four-year liberal arts institution that serves approximately 1750 students from diverse backgrounds to excel in a complex global society. Through challenging, interactive courses, taught by accomplished professors, students learn to make connections across disciplines, understand cultural perspectives, and integrate learning with practical application. Inspired by a Quaker heritage, the Whittier education equips students to be active citizens and effective communicators who embrace diversity and act with integrity. The college offers only one graduate program which is in education. Uniquely, the college serves as the unit that contains the education program.

As the lone graduate program within a small college, the education department fosters close relationships among and between students, university employees, and external stakeholders that provides candidates with a high degree of personalized support. Program procedures create a comprehensive range of support services to their undergraduate and graduate students. Stakeholders verify that the curriculum (coursework and fieldwork) supports the integration of TPEs and includes observations, assistance, and student teaching fieldwork placements in school settings that represent California's diverse population.