

**Report of the Accreditation Re-visit to
Project Pipeline (Mt. Diablo Unified School District)
Professional Services Division
March 15, 2009**

Overview:

This item is a follow-up of the accreditation visit to Project Pipeline (Mt. Diablo Unified School District) that was conducted March 4-6, 2009. This item provides the report of the re-visit team and recommendations regarding seven stipulations and the accreditation status.

Staff Recommendations

1. That the seven stipulations from the 2008 accreditation visit be removed.
2. The accreditation decision be changed from ACCREDITATION WITH SUBSTANTIVE STIPULATIONS to ACCREDITATION.

Background

A COA accreditation team conducted a visit at Project Pipeline (Mt. Diablo Unified School District) on March 9-12, 2008. On the basis of the accreditation team report, the COA made the following accreditation decision for Project Pipeline (Mt. Diablo Unified School District) and all of its credential programs: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. The institution prepared a document indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The institution prepared an interview schedule for the constituencies identified by the team. The re-visit was conducted by the original team leader and CTC staff consultant. After a full day of interviews on campus, the team prepared an accreditation report that was presented to the institution. It is now provided to the Committee on Accreditation for consideration and action.

Following are the stipulations from the original accreditation visit and the Re-visit team's recommendations:

Stipulations from the 2008 Visit	Re-visit Teams Recommendations
1) That the institution is required to provide evidence that all standards less than fully met are appropriately addressed within one year of the date of this action.	The stipulation be removed.
2) That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.	The stipulation be removed.
3) That the institution provide evidence that qualified personnel are assigned to coordinate and monitor the special education program	The stipulation be removed.

Stipulations from the 2008 Visit	Re-visit Teams Recommendations
4) That the institution provide evidence that every candidate has a systematic fieldwork sequence that meets the program standards and that program and district field supervisors are carefully selected, trained, oriented, and assessed.	The stipulation be removed.
5) That a revisit take place within one year to review evidence related to the evaluation system, the fieldwork components of the program, coordination of the special education programs, and the involvement of program faculty in program design, evaluation, and governance.	The stipulation be removed.
6) That the institution provide evidence that all requirements of Standard 7B have been met. Evidence of the following require particular attention: (a) there is a comprehensive systematic program of reading and writing instruction that is aligned with state adopted academic content standards and (b) that cohesive connections have been established among reading methods coursework, other coursework and intern fieldwork which includes ongoing opportunities to participate in effective reading instruction.	The stipulation be removed.
7) That the institution provide evidence that all candidates have district employed mentors/support providers assigned to them by districts and schools and that the assigned mentors/support providers are providing the appropriate support.	The stipulation be removed.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM RE-VISIT REPORT**

Institution: Project Pipeline (Mt. Diablo Unified School District)

Dates of Re-Visit: March 4-6, 2009

**Original
COA Accreditation
Decision:** ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Re-visit Team Recommendations

The team recommends that:

1. That the seven stipulations from the 2008 accreditation visit be removed.
2. The accreditation decision be changed from ACCREDITATION WITH SUBSTANTIVE STIPULATIONS to ACCREDITATION.

Rationale

Based upon the Institutional Response to the Stipulations, review of supporting evidence and interviews with faculty members, institutional administration, interns, field supervisors, and field-based mentors the team determined that the institution has provided responses to each of the stipulations and made substantial progress towards meeting the stipulations. In addition, the institution has addressed the standards less than fully met which were identified during the accreditation visit one year ago and the standards were all found to be **Met** except for one program standard which was found to be **Met with Concerns**.

Team Leader: Helene Mandell, Chair
University of San Diego

Staff: Teri Clark, Administrator

Below are listed the stipulations approved by the COA after the site visit in 2008 followed by the 2009 institutional response. Next are listed the revisit team findings and recommendations. After this section, the re-visit team findings on the Common Standards and program standards are presented.

Findings on Stipulations

Stipulation #1

That the institution is required to provide evidence that all standards less than fully met are appropriately addressed within one year of the date of this action.

Institutional Response (2009)

The institution provided a narrative and evidence related to all standards—Common and program—that were less than fully met. See the standards section for specifics.

Revisit Team Finding

The five Common Standards are now met. The six single subject program standards are now met. Three of the four Education Specialist Level I program standards are now met and all three of the Education Specialist Level II program standards are now met. The one program standard that is not fully met is ***Program Standard 9: Program Design, Rationale and Coordination*** for the Education Specialist Level I program.

At the March 2008 site visit the program standard was **Not Met**. The program has begun a process of review and redesign related to the Education Specialist Level I program but the team was not able to find the standard to be met because the program will not implement the redesigned scope and sequence for the courses until the 2009-10 school year. Although the standard is not yet fully met, the work completed to date is extensive and the team has every confidence that the revised scope and sequence will be implemented in the next school year.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #2

That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.

Institutional Response (2009)

See Institutional Response for ***Common Standard 4: Evaluation***.

Revisit Team Finding

See ***Common Standard 4: Evaluation***.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #3

That the institution provide evidence that qualified personnel are assigned to coordinate and monitor the special education program.

Institutional Response (2009)

See Institutional Response for *Common Standard 1: Education Leadership*, *Common Standard 4: Evaluation* and *Education Specialist-Level I: Program Standard 9: Program Design, Rationale and Coordination*.

Revisit Team Finding

The program contracted with two special education professionals to complete a comprehensive audit of both the Level I and Level II special education programs. The audit team was completed by October 2008 and the audit team made recommendations for a revised course of study. Once the audit was complete the program convened a Special Education Design Team to resequence the courses for the Preservice program, and all three years of the program. In addition, the program has developed a new position for a coordinator of the special education program. The intent is that the coordinator will be in place in the near future.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #4

That the institution provide evidence that every candidate has a systematic fieldwork sequence that meets the program standards and that program and district field supervisors are carefully selected, trained, oriented, and assessed.

Institutional Response (2009)

See the Institutional Response for *Common Standard 7: School Collaboration* and *Common Standard 8: District Field Supervisors*. In addition, see the Institutional Response to single subject program standards *15: Learning to Teach Through Supervised Fieldwork* and *16: Selection of Fieldwork Sites and Qualifications of Field Supervisors*.

Revisit Team Finding

See *Common Standard 7: School Collaboration* and *Common Standard 8: District Field Supervisors*.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #5

That a revisit take place within one year to review evidence related to the evaluation system, the fieldwork components of the program, coordination of the special education programs, and the involvement of program faculty in program design, evaluation, and governance.

Institutional Response (2009)

The institution prepared for and hosted a re-visit.

Revisit Team Finding

The team conducted a re-visit March 4-6, 2009.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #6

That the institution provide evidence that all requirements of Standard 7B have been met. Evidence of the following require particular attention:

- (a) there is a comprehensive systematic program of reading and writing instruction that is aligned with state adopted academic content standards and*
- (b) that cohesive connections have been established among reading methods coursework, other coursework and intern fieldwork which includes ongoing opportunities to participate in effective reading instruction.*

Institutional Response (2009)

See Institutional Response for the single subject program standards **7B: Preparation to Teach Reading-Language Arts – Single Subject Reading, Writing and Related language Instruction in English.**

Revisit Team Finding

There has been a deliberate effort to connect the field supervisors and the instructors for the two reading courses. This connection allows the field supervisors to observe for and provide feedback to the interns regarding their use of effective strategies to teach reading in the content areas.

The initial reading course, *ED 105: Theories of Reading and Writing in the Content Areas*, has been added to the Preservice portion of the program. This provides the interns with early skill development and a focus on teaching reading across the content areas. In addition the interns complete *ED 308: The Methodology of Teaching Reading and Writing* in their second year of the internship. The syllabus for *ED 105* clearly addresses the state adopted academic content standards.

Moreover, there has been significant effort to integrate the field supervisors and all instructors as faculty members. There are four required faculty meetings each year which serve as a forum for all faculty to connect coursework and field work and ensure consistency across the three centers.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #7

That the institution provide evidence that all candidates have district employed mentors/support providers assigned to them by districts and schools and that the assigned mentors/support providers are providing the appropriate support.

Institutional Response (2009)

See Institutional Response for ***Common Standard 8: District Field Supervisors.***

Revisit Team Finding

See ***Common Standard 8: District Field Supervisors.***

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Common Standards

Findings on Common Standard 1 (2008)

Met with Concerns

Project Pipeline is organized with an Executive Director, Director of Programs, Director of Operations, Recruiter, Coordinator of Advertising and Marketing, Credential Analyst, and five coordinators who staff three centers located in Sacramento, Concord and Alameda. Course instructors and program supervisors are managed and supported by coordinators.

Reviews of program documents and interviews with faculty, interns, and practitioners reveal the lack of a carefully articulated and widely shared process for the active involvement of credential program faculty in program design, governance, and organization of the program. Interviews with a wide variety of stakeholders suggest that the direction of the program rests mainly with the three directors.

Institutional Response (2009)

In response to the accreditation team's findings, Project Pipeline has:

- Reorganized its staff to foster greater participation in program direction and coordination
- Created a new model of "design teams" to involve the faculty and other stakeholders in program design
- Created a faculty advisory committee to assist in program governance

The program now has five senior administrators: the President/CEO, Director of Program Development, Chief Financial Officer, Vice President of Academic Affairs and the Director of Research and Evaluation. In addition, there are now seven coordinators: a coordinator of New Teacher Development and Instruction at each of the three centers and a coordinator of New Teacher Support and Supervision at each of the three centers and the new Coordinator of Special Education.

Project Pipeline (PP) has created a set of design teams to review the curriculum taught in each General Education and Special Education course. The design teams are charged to review the Course of Study and validate the materials and approaches currently in use, and make recommendations for improvements.

Project Pipeline's new design teams respond to concerns the accreditation team raised calling for greater participation of credential program faculty in program design. In addition, this response is a useful backdrop for addressing concerns in other standards, including: **Common Standards 3 and 4**; and **Single Subject Standards 7B: Preparation to Teach Reading-Language Arts – Single Subject Reading, Writing and Related language Instruction in English**, and **Education Specialist Standard 9: Program Design, Rationale and Coordination**.

Design Team members will include faculty, Project Pipeline Coordinators of Instruction, outside academic experts, consortium district teacher leaders (such as mentors or coaches, directors of curriculum), and graduates. Design team groups will develop a schedule for their work, which may entail meetings, site visits,

telephone conference calls and other electronic forms of communication. The anticipated end product will be a published curriculum from each design team, with proper credits to participating members.

Revisit Team Finding

After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns, the team finds that a plan is in place to include stakeholders in program design and governance through Design Teams. In addition the program has doubled the number of required faculty meetings and now includes field supervisors as well as instructors in the faculty meetings. Therefore, the standard is now **Met**.

Findings on Standard 3: Faculty Standard (2008)

Met with Concerns

Project Pipeline is composed of dedicated faculty (in this program defined as part-time instructors and program supervisors). Approximately, two-thirds of supervisors and three-fourths of faculty have advanced degrees. While Project Pipeline offers both Education Specialist Level I and Level II credential programs, the program does not have a director or coordinator with expertise in special education presently assigned to supervise and monitor coursework and field experiences.

Program documents and interviews with constituents show that the evaluation of faculty occurs both informally in the form of visits by the center coordinators to classes and through end of course student rating forms. According to the directors and coordinators, instructors are provided feedback, but the team found no documented faculty evaluation process. There is no evidence that Project Pipeline provides support for ongoing faculty development.

Institutional Response (2009)

In response to the accreditation team's findings, Project Pipeline has created a two-tiered instructor evaluation system that relies on written feedback from both the Coordinator of Curriculum and Instruction and Project Pipeline interns. An Instructor Evaluation Instrument has been designed and adopted and is currently being used in all centers. Coordinators of Curriculum and Instruction observe instructors and document their observations on the evaluation instrument. On the final evening of class, Project Pipeline interns complete the Course Evaluation which is analyzed and evaluated by the Coordinator of Curriculum and Instruction.

In further response to the accreditation team's findings, Project Pipeline will create a new position for a Coordinator of Special Education. A highly qualified individual with extensive professional expertise in Special Education will fill this position. The Coordinator of Special Education will oversee the Special Education program, including curriculum, supervision, and induction, in all three centers.

Revisit Team Finding

Project Pipeline has a clearly articulated instructor and field supervisor evaluation process. The process is being implemented at this time. After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns, the team finds that the standard is now **Met**.

Findings on Standard 4: Evaluation (2008)

Standard Not Met

Project Pipeline does not regularly involve program participants, graduates, employers, and local practitioners in evaluation of the quality of its credential programs. The team found that data was neither systematically nor comprehensively collected across all programs. Interviews of stakeholders show that informal, conversational efforts have been made by the directors and coordinators to assess and then alter the program. However, there is no systematic process to review data and use the information to guide and coordinate program improvements.

The program has developed an evaluation tool for assessing the quality of support of field supervisors, but has yet to implement the tool. Interns complete a rating form for every course instructor, but the team did not find the data to be aggregated or organized. The program has made recent efforts to collect some survey data, but there is no evidence they have analyzed or utilized the data.

Institutional Response (2009)

Project Pipeline has created a new research and evaluation department, following a detailed implementation plan in order to build our internal capacity to evaluate our teacher credential programs. The department is led by a Director of Research and Evaluation. Project Pipeline's founder, Dr. Rex Fortune is serving in this new position. Dr. Fortune has had leadership and administrative experience with several reputable research organizations including, WestEd and the American Institutes for Research. The research and evaluation department will be staffed by graduate associates from universities.

In addition, the director has convened an evaluation committee to provide a means for faculty and other key stakeholders to participate in program evaluation activities. The evaluation committee includes:

- Faculty (Instructors/Supervisors)
- Mentors
- Research & evaluation personnel from consortium school districts
- Site Administrators
- Graduates
- Coordinators

The director and the evaluation committee will analyze data, make findings and provide an annual program evaluation report. The director of research and evaluation will present findings to Project Pipeline staff, the Board of Directors and the faculty advisory committee. Program coordinators will also present the program evaluation report to the larger faculty in their regular meetings, giving

faculty multiple opportunities to have input into program improvements based on evaluation findings. Project Pipeline staff will discuss the findings cited in the annual report and feedback from the faculty at the organization's annual retreat. The staff will use this information for program planning and budget development for the ensuing year.

Revisit Team Finding

The team met with the Research and Evaluation staff and the Evaluation Committee, comprised of staff, faculty, field supervisors, intern, and program completers. The institution has three graduates students from CSU Sacramento serving as research associates. The research associates are collating and organizing data for the staff and the Evaluation Committee to analyze. The Evaluation Committee is charged with analyzing and interpreting these data and making recommendations for program improvement.

Project Pipeline has created an Evaluation Committee composed of stakeholders and staffed by research associates. The Evaluation Committee along with Project Pipeline staff is in the process of a full a meta-analysis of the data collected, from whom, when, and for what purpose. In addition, the evaluation committee is looking forward to both the accreditation system's Biennial Report and the revised *Common Standard 2: Unit and Program Assessment and Evaluation*. The committee will produce a report by August 2009 which will guide the program's evaluation efforts in the 2009-10 year.

In addition, for the 2008-09 year the evaluation and research department has systematized the data collection and analysis activities related to candidate assessment, instructor evaluation, field supervisor evaluation and program effectiveness. The program is analyzing the data that was previously collected and making decisions based on the analysis of the data.

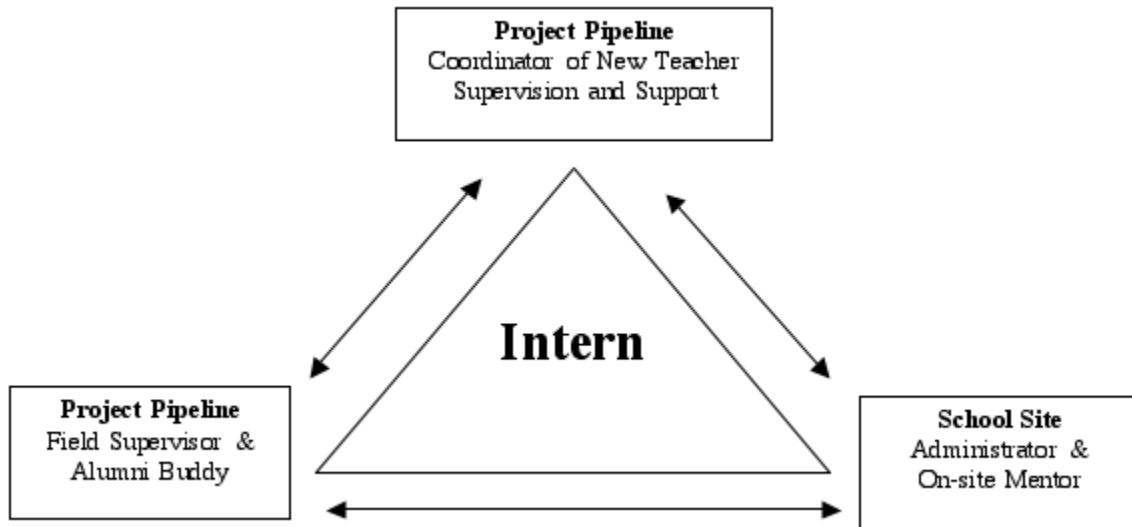
After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns, the team finds that the standard is now **Met**.

Findings on Standard 7: School Collaboration (2008) Standard Met With Concerns

Project Pipeline participates with many school districts to place students for internships. The collaboration also includes using local district personnel as adjunct faculty, teaching courses and serving as school site mentors. The school district personnel provide practical information in courses as well as on-site support for credential candidates. Project Pipeline's program supervisors assigned to candidates are knowledgeable of the teaching profession and well equipped to assist interns in both a supportive and evaluative role. Student interviews indicated that in some districts and schools, interns have to find their own site mentors or are assigned by school personnel without assistance from Project Pipeline. There were many instances when the team did not find evidence that there were effective site based mentors identified to guide candidates through their internship.

Institutional Response (2009)

Project Pipeline has developed a multi-tiered collaborative model (see diagram below) which provides multiple means of ensuring that effective on-site mentors are identified for each intern.



Ongoing collaboration among the Coordinator of New Teacher Supervision and Support and district and school site administrators will ensure that interns have effective on-site mentors identified by October 1 of each school year. Administrators will recommend the most effective on-site mentor available based on Project Pipeline's clearly articulated criteria for selecting an on-site mentor.

Revisit Team Finding

In addition to the program field supervisor and the onsite mentor, Project Pipeline has initiated a system of Alumni Buddies for all first year interns. An Alumni Buddy is paired with each first year intern to provide support and guidance during the first week or two of the school year. After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns, the team finds that the standard is now **Met**.

Findings on Standard 8: District Field Supervisors (2008)

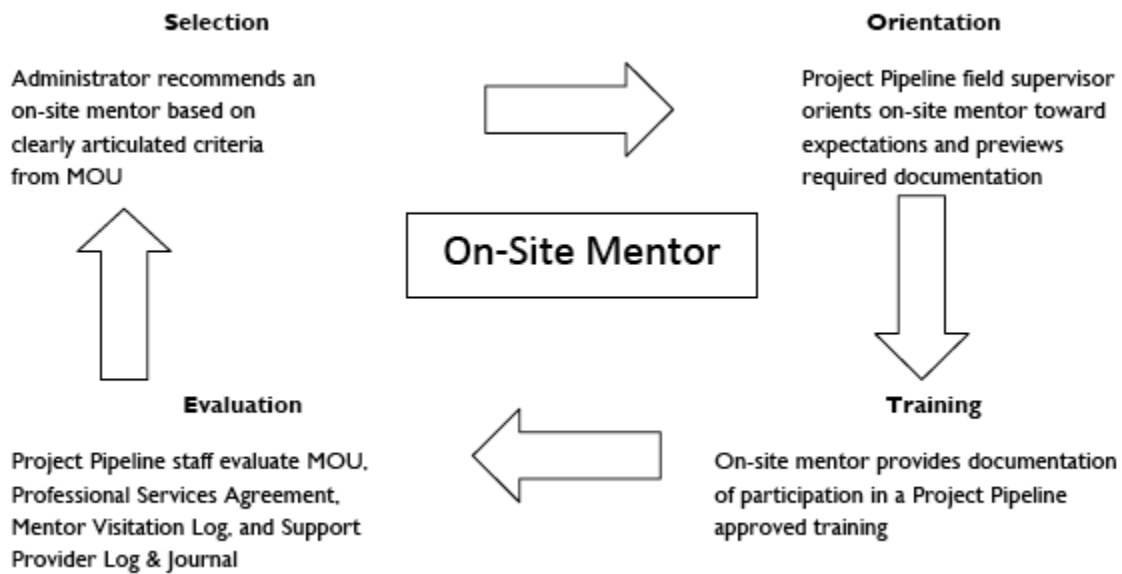
Standard Met with Concerns

The team found a few districts or school sites had processes in place for carefully selecting and training school site mentors, but this was not consistent across the program. Many interns reported that they did not have a school site mentor assigned to them or their assigned mentor was not providing the requisite support. There is a lack of evidence of consistent, uniform procedures for selecting, orienting to the program, training in supervision, and evaluating district-employed field supervisors. Additionally, there are no processes and procedures for recognizing and rewarding outstanding service.

The program recognizes the difficulty and challenges in meeting this standard and is exploring multiple strategies to address the issues related to the selection, orientation, training, and evaluation of district-employed field supervisors.

Institutional Response (2009)

Project Pipeline has implemented a detailed action plan (see diagram below) with multiple levels of accountability to insure that all interns are assigned an on-site mentor who has been selected, oriented, trained, and evaluated based on clearly articulated standards.



Revisit Team Finding

After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns, the team finds that the standard is now **Met**.

Single Subject Credential Program

Findings on Standards (2008)

Standard 1: Program Design – Met with Concerns

- 1 (a-b) A number of graduates as well as current interns expressed frustration with the sequencing of the curriculum. Although preservice coursework (160 required hours prior to becoming teacher of record) is appropriately sequenced, it becomes problematic when this curriculum is significantly delayed as a result of an intern late-hire. In these cases, which account for as many as one third of incoming interns, preservice takes place after the first year of teaching.
- 1 (g) Although there is evidence that the summative evaluation in the form of a Portfolio and presentation are introduced early in the curriculum sequence (course *ED 100: Introduction to Project Pipeline*) and an existing Portfolio Handbook, a preponderance of recent graduates and current interns interviewed indicated that they were not fully aware of the requirements, rubrics and timelines concerned with the Portfolio.

Standard 2: Collaboration in Governing the Program – Not Met

- 2 (a-c) Interviews with school site personnel, supervisors and institutional administration reveal minimal evidence of purposeful, substantive dialogue where partners have contributed to the design and monitoring of the existing program. Meaningful and collaborative working relationships and ongoing joint efforts among constituents that produce effective communication and problem solving are not apparent.

7-B: Preparation to Teach Reading-Language Arts – Single Subject Reading, Writing and Related language Instruction in English – Not Met

- 7-B (a,b,f) Although course *ED 308: The Methodology of Teaching Reading and Writing* is offered in the second year, the course outline and syllabus indicates that instruction fails to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards. There is minimal evidence of a rich array of effective strategies and methods for guiding and developing content-based reading and writing for students of varied reading levels and language backgrounds. Additionally, there is little evidence to suggest that cohesive connections have been established among reading methods coursework, other coursework and intern fieldwork which include ongoing opportunities to participate in effective reading instruction.

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning – Met with Concerns

- 10 (a-e) Although a class and syllabus exists to meet this standard, the current curriculum does not reflect the inclusion of this curriculum during 2007-2008. The team was assured that the course will be in the 2008-2009 program schedule.

Standard 15: Learning to Teach Through Supervised Fieldwork – Met with Concerns

- 15 (g) There is a lack of evidence of collaboration between the program and site-based supervising practitioners (mentors) and program supervisors. Further, there is no evidence that interns observe and/or participate in the instruction of students in settings other than their regular assignment.

Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors – Met with Concerns

16 (b,c,e,f,g) Interviews with interns reveal evidence of inconsistent availability of site mentors. Further, available criteria for such positions are not consistently made available in order to facilitate selection, nor are they consistently adhered to in order to insure that the support personnel are experienced and effective in supervising credential candidates. Clearly-defined roles and responsibilities are not consistently communicated to mentors. Interviews with mentors reveal a lack of evidence that training is provided by either the program or the cooperating school administration on a consistent basis.

Institutional Response (2009)

1 (a-b) Project Pipeline recognizes that district hiring practices have made it difficult for intern candidates to begin pre-service in early July as required by Project Pipeline. To compensate for the significant number of late summer hires, Project Pipeline has modified both its pre-service schedule and requirements for enrollment.

Pre-service schedule

- Pre-service is now offered three times a program year; summer, fall and spring.
- This provides three options for candidates to complete 160 hours before they begin service on the district intern certificate.

Pre-service enrollment eligibility

- Pre-service is now a prerequisite for admission into the district intern program.
- Candidates with a BA and CBEST can enroll in pre-service.
- Project Pipeline makes an admissions decision regarding a candidate's participation in the district intern program once the individual has successfully completed pre-service and all the requirements of the district intern certificate.

1 (g) Project Pipeline has fully adopted the California Teaching Performance Assessment (CalTPA) as the summative evaluation for all Single Subject Candidates beginning in program July 1, 2008. The Teaching Performance Assessments are introduced in Course 100. Participant Handbooks are complete with CD-Rom's which include the CalTPA handbook and templates for all four tasks. Further, specific TPA tasks are previewed in the instructional courses in which they are embedded. Additionally, Project Pipeline Coordinators of Curriculum and Instruction calendar TPA seminars in order to check-in with intern progress and offer assistance as necessary.

2 (a-c) Project Pipeline's goal is to deepen and maintain the relationships with school districts in our consortium in order to establish meaningful and collaborative working relationships in which effective communication and problem solving are routine.

The intent of the Program is that ongoing relations among Project Pipeline staff and each school district will be purposeful and substantive. Significant opportunities for dialogue include:

- District office visits
- School site visits
- Consortium meetings
- Recruitment Fairs
- Evaluation Committee
- Design Teams
- Practitioner Faculty
- Advisory Boards

Project Pipeline considers the Memorandum of Understanding to be the foundation of the relationship with consortium districts. In order for the working relationship to be authentic Project Pipeline needed to reconsider how relationships with new districts are established and maintained over time. In response, Project Pipeline has standardized the process to intake new districts into the consortium and developed a six step intake process

7B (a,b,f) Project Pipeline has reintroduced course *ED 105: Theories of Reading and Writing in the Content Areas* into the pre-service curriculum beginning Summer 2008. Within this course, interns are required to watch 5 hours of effective reading instruction. During the video, instructors pause to interject meaningful comments used to guide the interns through the observational process. Interns take notes during their observations and debrief in their class in small group discussion facilitated by their instructor. Interns observe, evaluate, interpret, and respond to the recorded materials. This course provides an opportunity for interns to observe and/or participate in effective reading instruction. All interns, both General Education and Education Specialist, must complete this 20 hour course as part of their pre-service requirements.

Cohesive connections have been established among the reading methods courses and intern fieldwork. Project Pipeline has trained all field supervisors to incorporate the educational goals of Single Subject Standard 7B, courses *ED 105*, and *ED 308* as they conduct their quarterly classroom observations. Field supervisors are expected to document evidence that Project Pipeline interns are using a rich array of effective strategies and methods for guiding and developing content-based reading and writing for students of varied reading levels and language backgrounds.

Further, both Project Pipeline reading courses, *ED 105* and *ED 308*, will be reviewed by a Reading Design Team. The design team will include Project Pipeline faculty who are experts in the field of reading, a Project Pipeline Coordinator of Supervision and Support, and a recent graduate. The team will meet over the course of six weeks to:

- Review adopted standards related to reading, including SB 2042
- Prepare a matrix of Project Pipeline courses and standards
- Review syllabi of reading course from other teacher education programs
- Meet with other teacher education programs about model reading programs

The end product of the design team will include a curriculum guide for course *ED 105* and *ED 308* which will be comprised of:

- The course description
- A course syllabus
- The selected texts
- A reader of articles
- Hand-outs for course activities

Further, the Design Team will develop a teaching guide using *infoflip*. The teaching guide will include:

- Course outline
- Statement of objectives for each session
- Breakdown of each session by segments of time with a detail of class activities
- Tips for instructional delivery
- Clips of model instruction from Project Pipeline faculty

Recommendations from the Design Team will be reviewed by the Vice President of Academic Affairs and the President/CEO and adopted and implemented by the Coordinators of Curriculum and Instruction in all three centers.

10 (a-e) *ED 305, Health Across the Curriculum*, was reintroduced to the Single Subject course of study beginning with the 2008-09 program year. The content of the course syllabus meets the program standards. The course is calendared for the interns' second year of study.

15 (g) Project Pipeline has introduced a collaborative process to design a field experience plan which establishes a year-long professional development plan including opportunities to observe and/or participate in the instruction of students in settings other than their regular assignment. A collaborative meeting, held at the school site by October 1, included the Coordinator of New Teacher Supervision and Support, site administrator, on-site mentor, and intern. The school site administrator informs the Coordinator of New Teacher Supervision and Support regarding professional development seminars, conferences, and in-service trainings in which the intern will be enrolled. The Coordinator of New Teacher Supervision and Support, administrator, on-site mentor, and intern, collaboratively plan release time for the intern to observe their on-site mentor and other teachers who are known for using effective teaching practices. The on-site mentor and the intern determine their debriefing appointments which take place after each classroom observation.

This early meeting establishes individual roles and responsibilities of:

- Coordinator of New Teacher Supervision and Support
- Site Administrator
- Field Supervisor
- On Site Mentor
- Intern

Additional opportunities to observe and/or participate in instructional settings other than their regular assignments are embedded into Project Pipeline's core curriculum. These opportunities are realized in multiple ways in the following courses:

Education 103: Classroom Management

Education 102: Language Acquisition

Education 105: Reading and Writing in the Content Areas

Seminar 110: Field experience

Ongoing collaboration between Project Pipeline and school sites are represented by a five pillar collaboration model (noted below):

Pillar 1: Project Pipeline Coordinator of New Teacher Supervision and Support and School Site Mentor

Pillar 2: Project Pipeline Coordinator of New Teacher Supervision and Support and On-site Mentor

Pillar 3: Project Pipeline Coordinator of New Teacher Supervision and Support, Project Pipeline Field Supervisor, and On-site Mentor

Pillar 4: Project Pipeline Field Supervisor and Site Administrator

Pillar 5: Project Pipeline Coordinator of New Teacher Supervision and Support and Coordinator of Curriculum and Instruction

16 (b, c, e, f, g) See Institutional Response for *Common Standard 7: School Collaboration* and *Common Standard 8: District Field Supervisors*.

Revisit Team Finding

The team confirmed the activities described by the institution in relation to the single subject teacher preparation program. After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns the team finds that all single subject program standards are now **Met**.

Education Specialist: Mild to Moderate Level I

One year ago, the team determined that two program standards were *Not Met* and two program standards were *Met with Concerns*.

Findings on Standards (2008)

Standard 9: Program Design, Rationale and Coordination – Not Met

The team found little evidence of a cohesive preparation program design based on a cogent rationale. The program design—coursework and supervision of activities—is not under the direction of individual(s) with current special education knowledge and expertise.

Standard 13: Special Education Field Experiences with Diverse Populations – Not Met

Candidates are completing all field experiences in their own classrooms. They are not participating in the broad spectrum of experiences across age, grade and services authorized by the credential.

Standard 14: Qualifications and Responsibilities of Supervisors and Selections of Field Sites – Met with Concerns

Although, there is a process for district employed field experience supervisors to be selected and oriented to their role in some districts and some schools, the process is inconsistent across the program. The process must be monitored systematically for all interns in all districts and schools.

Standard 18: Determination of Candidate Competence – Met with Concerns

There needs to be consistent and periodic feedback for all candidates throughout their program. The standards require that each candidate be assessed by both a field supervisor or site administrator and a program supervisor. The team found that assessment is inconsistent and some supervisors are more thorough than others in providing feedback to the candidate.

Institutional Response (2009)

Standard 9: Project Pipeline has undertaken a sequence of steps to assure knowledgeable input into program design, rationale, and coordination. In response to the accreditation team's findings regarding the Education Specialist program, Project Pipeline commissioned an outside Special Education Audit Team to review, evaluate and make recommendations for program improvement. Project Pipeline contracted a two-person audit team for a 30-hour project, including six meetings and a written report. The timeframe for the audit team to complete its work is July 30 - October 31, 2008.

The Special Education Audit Team reviewed all aspects of the Educational Specialist Mild/Moderate Level I and II credential programs, including:

- Analyzing course syllabi and course sequencing
- Conducting interviews with and compiling surveys from interns, instructors, field supervisors, on-site mentors, administrators, and Project Pipeline staff
- Assessing the availability of Special Education expertise within Project Pipeline staff

- Recommending modifications aligned with California BTSA and Intern Alternative Certification Evaluation Study Technical Report (2007) and the accreditation teams' findings

Standard 13: Project Pipeline has made intern participation in field experiences other than their own a priority beginning with the Memorandum of Understanding (MOU) intake process; continuing through instructional courses, with ongoing monitoring by the Coordinator of New Teacher Supervision and Support.

As described in detail in Single Subject Standard 2, Project Pipeline's process for entering into an MOU with any district includes an on-site meeting between the Coordinator of New Teacher Supervision and Support and the site administrator as discussed in further detail in Program Standard 2. The Coordinator of New Teacher Supervision and Support meets with a district and/or school site representative to discuss the specific requirements of the district intern program. The Coordinator of New Teacher Supervision and Support presents the field experience matrix which was developed by Project Pipeline's Special Education Audit Team in response to the accreditation teams' feedback. This meeting establishes the understanding that Project Pipeline interns need to observe and/or participate in classroom settings other than their own. At the end of this sit-down meeting, the Coordinator of New Teacher Supervision and Support and the school site have a common understanding of the requirements for outside field experiences.

Standard 14: Project Pipeline has implemented a detailed action plan with multiple levels of accountability to insure that all interns are assigned an on-site mentor who has been selected, oriented, trained, and evaluated based on clearly articulated standards.

Project Pipeline clearly communicates the expectations for selecting school on-site mentors to the appropriate district and school site personnel through written memorandum, including:

- Memorandum of Understanding (MOU)
- Mentor Recommendation Form
- Professional Services Agreement

Standard 18: In response to the accreditation teams' findings, Project Pipeline has developed a Level I assessment instrument designed to provide feedback regarding candidate competence from the site administrator. This assessment will be completed by site administrators by May 30 of each of the two years of level I programming. The assessment includes statements of candidate competence aligned with the Education Specialist, Mild/Moderate, Level I standards. Site administrators will be asked to assess Project Pipeline interns in terms of their knowledge and practices and in relationship to the entry level expectations of a beginning educator.

Project Pipeline interns receive ongoing formative feedback from Project Pipeline field supervisors. Project Pipeline field supervisors are active faculty members, participating in four faculty meetings each academic year. To ensure consistency across Project Pipeline's three centers, faculty meetings and trainings have been standardized. Meeting agendas are developed through a collaborative process among the center Coordinators before being approved and adopted by the Vice President of Academic Affairs. To ensure consistency for all interns, field supervisors are provided written guidelines and training on the responsibilities of their position. Further, field supervisors receive a detailed supervision schedule which highlights expectations and protocol for each visit.

Revisit Team Finding

The team confirmed the activities described by the institution in relation to the Education Specialist Level I program. After review of documentation, interviews with the program leadership, faculty, program supervisors, district-based supervisors, and interns the team finds that three of the four standards are now **Met**.

The Special Education Design Team has reviewed the scope and sequence of the Preservice and years one, two and three of the Special Education Program. The revised course of study will be in place for the 2009-10 year. **Program Standard 9: Program Design, Rationale and Coordination** is now **Met with Concerns**. The program has a job announcement currently posted for a Coordinator of Special Education, the closing date is in late March 2009, applications have been received and the program expects to have the position filled before the beginning of the 2009-10 school year.

Education Specialist: Mild to Moderate Level II

One year ago, the team determined two program standards were *Met with Concerns* and one program standard was *Not Met*.

Findings on Standards (2008)

Standard 10: Support Activities and Support Provider Qualifications- Met with Concerns

There is inconsistent evidence of interns having assigned support providers. When support providers are assigned, there is a lack of evidence related to the role of the support provider in Level II.

Standard 11: Nature and Inclusion of Non-University Activities-Not Met

The institution does not have clearly defined criteria and procedures that allow for the inclusion of appropriate non-university (program) activities in the Level II professional credential induction plan for each candidate. There is no evidence of the school districts providing these activities.

Standard 12: Assessment of Candidate Competence– Met with Concerns

Evidence is inconsistent that assessment of candidate competence is being documented. Verification that the candidate has met the Level II performance standards and other expectations must be done by both field supervisor or site administrator and program supervisors. This assessment must be authentic, fair, clear and in writing.

Institutional Response (2009)

Standard 10: Project Pipeline has developed an explicit supporting role for the on-site mentor during the 3rd year of the program in which the intern completes their Induction/Tier II requirements. The orientation meeting between the field supervisor and the mentor follows an agenda set forth by the Coordinators of New Teacher Supervision and Support and socializes mentors toward their responsibilities during the interns' Induction year in program which are essentially to provide the on-site support that is needed for the intern to complete their Level II requirements. Responsibilities of the on-site mentor include, but are not limited to:

- facilitating intern selection of the focus area for their induction plan
- helping intern complete the required paperwork related to the induction plan
- providing feedback to intern that is focused on the standard/s that the intern has selected for their induction plan
- navigating intern through the program and school site requirements as they complete their non-university activities

Standard 11: Project Pipeline developed a systematic plan for identifying and documenting appropriate non-university activities for the Level II professional induction plan.

Project Pipeline requires each Mild/Moderate Credential Program Level II Intern to submit a proposal for the Level II Induction Plan in the beginning of their third year of program. Signatories on this proposal include the intern, Coordinator of Curriculum and Instruction, site administrator, field supervisor, and on-site mentor. Interns and administrators, prior to submitting the proposal, are required to identify district in-services, conferences, or other professional activities that the intern will participate in as a condition of the Induction Plan. Interns are responsible for documenting their attendance and participation in the appropriate non-program activities and for including sign-in sheets, certificates of participation, and/or transcripts in their Professional Portfolio. Interns are required to present the completed Induction Plan as part of their Professional Portfolio Presentation at which their program coordinators, site administrators, and field supervisors are present.

Standard 12: Project Pipeline requires site administrators to assess Education Specialist Level II interns' progress. Project Pipeline developed a Level II assessment instrument designed to provide feedback regarding candidate competence from the site administrator. This assessment will be completed by site administrators by May 30 of the interns' final year in the program. The assessment includes statements of candidate competence aligned with the Education

Specialist, Mild/Moderate, Level II standards. Site administrators are asked to assess Project Pipeline interns in terms of their knowledge and practices and in relationship to the expectations of a candidate eligible for the Education Specialist Clear Credential.

Revisit Team Finding

The team confirmed the activities described by the institution in relation to the Education Specialist Level II program. After review of documentation, interviews with the faculty, program supervisors, district-based supervisors, and interns the team finds that all three standards are now **Met**.