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## Action

### *Professional Services Committee*

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## Program Approval and Initial Accreditation

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**Executive Summary:** This agenda item presents six single subject matter programs and two induction programs for program approval. In addition, there is one prospective program sponsor seeking initial accreditation at this time.

**Recommended Action:** That the Commission takes action to approve the single subject matter programs, the induction programs, and grant initial accreditation to the prospective program sponsor.

**Presenter:** Joe Dear, Consultant, Helen Hawley, Consultant, and Karen Sacramento, Consultant, Professional Services Division

#### Strategic Plan Goal: 1

#### Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.



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## **Program Approval and Initial Accreditation**

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### **Introduction**

This agenda item has three parts. The first part presents six single subject matter programs submitted by institutions of higher education for single subject matter program approval. The second part of the item presents two induction programs for approval. The third section presents one prospective program sponsor seeking initial institutional accreditation.

### **Part 1: Single Subject Matter Programs Recommended for Commission Approval**

#### **Background**

The Commission regularly hears recommendations from review panels for single subject matter program approvals. When those programs are recommended, they have been reviewed by subject matter experts and found to have met the common and specific subject matter standards which are aligned to the K-12 academic standards. These programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher education courses.

#### **Subject Matter Program Review Procedures**

Following are the general procedures for the review of new subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review teams.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions which are based on state laws and Commission policies that address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the SMRs. Reviewers are trained in the alignment of the standards and subject matter requirements and the review process before they are assigned proposals to review. Reviewers are instructed to

find explicit evidence that programs are not only aligned with K-12 content standards but introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program approval is requested of the Commission.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission-approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents six single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs* ([www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval.

### **Summary Information on the Single Subject Matter Programs**

#### California State University, Los Angeles: Social Science

The program faculty believes that a fundamental prerequisite for good teaching is that a teacher be actively engaged with the subject that he or she is to teach. Development of that engagement requires that a History-Social Science Teacher acquire a thorough mastery of the scholarship, content, and methodology of the social sciences. The program seeks to achieve this goal in two stages. First, prospective History-Social Science Teachers will take a carefully structured mix of survey and advanced period and thematic courses in History and the other Social Sciences. Second, each prospective History-Social Science teacher must also complete an upper division concentration equivalent in scope to an academic minor in History in addition to the Core and Breadth areas mandated by the Social Science Teacher Education quality standards. Candidates must complete 56 quarter units of history courses.

In selecting the specific courses to be included in the CSULA Teacher Preparation Program the program faculty adhered closely to the principle that a prospective History-Social Science teacher should be prepared to teach the curriculum that he or she will actually encounter in California public schools. The program, therefore, reflects closely the emphases and recommendations of the *California History-Social Science Framework* and the *History-Social Science Content Standards for California Public Schools*. Accordingly, the courses included in the Core and Breadth areas provide academic support through a combination of lower division survey and upper division period and thematic courses for each of the five mandatory areas in the California History-Social Science curriculum--World History: 500 AD to the Present, US History: 1783 to Present, Principles of American Democracy, Geography, and Economics--while the upper division concentration is designed to particularly develop students' expertise in the areas of History taught in California public schools.. The program faculty also believes that

intellectual coherence is essential to the strength of any academic program but especially to a Teacher Preparation Program. The Core and Breadth areas, therefore, have been built around several themes highlighted in the California History-Social Science Framework, and courses were then chosen so that each theme would be studied from the perspective of several Social Sciences.

The expected learning outcomes of the History-Social Science Teacher Preparation program are as follows:

1. Candidates will acquire an in-depth understanding of subject matter and methodology of history and the other Social Sciences and understand the basic themes and issues of the history of the United States and Europe and at least one other region of the world (Africa, Asia, and Latin America).
2. Candidates will acquire a mastery of the basic principles of historical analysis and discourse. They will have a mastery of the research methodology appropriate to historical study. They will be able to locate and retrieve information.
3. Candidates will gain an understanding of the methodology of other Social Sciences in the program and be able to integrate data and concepts drawn from these disciplines (Economics, Geography, and Political Science) with History in the analysis and solution of problems.
4. Candidates will be able to communicate the results of their studies in appropriate written form.
5. Candidates will be able to give an oral presentation.
6. Furthermore, candidates will be able to demonstrate specific content knowledge as outlined in the *California History-Social Science Framework* and the *History-Social Science Content Standards for California Public Schools*.

#### California State University, Northridge: Social Science

The CSUN Social Science Subject Matter Program requires 33 semester units of course work in history and 27 units distributed across the other social sciences necessary for teaching K-12 social science classes. The program is intrinsically affected by the institutional commitment to teacher education which has resulted in major grant projects to bring higher education together with K-12 education, including Carnegie and the William Keck Foundation. These grants have brought exemplary K-12 teachers into the social program as teachers-in-residence. CSUN is also the host for the Valley New High School, which is a new Los Angeles Unified school dedicated to preparing students for teaching careers among others.

The subject matter program philosophy and design lead to the following learning objectives:

1. Meet the Subject Matter Program Standards established by the California Commission on Teacher Credentialing for prospective teachers in History/Social Science at the secondary level.
2. Be able to use concepts and knowledge of the social sciences in discussing and analyzing subjects common to the California secondary social science curriculum.
3. Demonstrate the habit and skills of self-reflection.

4. Demonstrate information competency skills relevant to the secondary education curriculum in history and social sciences.
5. Be able to use technologies useful to secondary school teachers.
6. Demonstrate familiarity with the major themes and concepts that unite history, social science and the humanities.

In accomplishing these learning objectives, candidates will develop a comprehensive knowledge of subject matter, an awareness of and commitment to life-long learning, a broad expertise in all the social sciences as they inform the specific curriculum of K-12 students, a dedication to developing classroom environments that allow every student to learn, and an appreciation of the power of the social sciences to understand the human condition and inspire social change. The program is committed to rigorous, measurable academic standards for all of its prospective teachers.

#### California State University, Stanislaus: Mathematics

The Mathematics Subject Matter Program at CSU, Stanislaus is based on the following learning objectives:

1. Candidates will have an understanding of mathematics that is considerably deeper than the K-12 curriculum which they will have to teach.
2. Candidates will possess knowledge, skill and commitment to teach all students.
3. Candidates will understand the role of mathematics in the world around us and know how to apply mathematics to solve problems in other disciplines.
4. Candidates will be able to communicate mathematical ideas clearly and effectively.
5. Candidates will be skilled in using technology as a mathematical tool.
6. Candidates will be able to appropriate manipulatives in illustrating concepts and transitioning into abstract concepts.

The subject matter program is based on the philosophy that prospective teachers should have a thorough knowledge of the mathematics that they will be teaching in K-12 schools. The program provides the appropriate academic and technical terminology and the research methodology for mathematics teachers. The program addresses the need to translate real world problems into mathematical solutions using multiple representations to arrive at the best one. In doing so it emphasizes critical thinking and analytical skills as candidates learn mathematical procedures and rationales. Candidates are required to demonstrate their proficiency through a variety of communication forms. The program requires completion of 36 semester units of core mathematics in algebra, geometry, number theory, calculus, probability and statistics, computer programming and the history of mathematics. An additional 21 semester units of mathematics and related courses provide candidates with breadth and perspective.

#### California State University, Sacramento: English

The English Subject Matter Program at CSUS is guided by the philosophy of linguist Ludwig Wittgenstein: "The limits of my language mean the limits of my world." Those who enter the CSUS English program must exhibit a high level of commitment to the process of linguistic empowerment of their future students. To that end, the program is informed and shaped by the California K-12 academic content standards. In their first orientation to the teaching profession, professional practices are modeled through advisement and mentoring, integrated coursework,

practical field experiences, explorations of current and appropriate technology, the plurality of American English and its multicultural tradition. Candidates receive intensive instruction in grammar, composition and linguistics to provide a sound foundation for teaching reading and writing.

Candidate competency is assessed based upon the following outcomes:

- Knowledge of major genres, trends, figures and movements in British and American literature
- Knowledge of traditionally marginalized works by women and ethnic minorities
- Knowledge of major literary traditions of the English-speaking world, exclusive of England and America, and of world literature
- Knowledge of literature for young people
- Knowledge of major literary critical positions and the ability to analyze both print and visual media
- Knowledge of the issues involved in the teaching of literature in secondary schools and familiarity with strategies for engaging students in making meaning and interpretation.
- Knowledge of the structure of the English language
- Knowledge of traditional grammatical terminology
- Knowledge of the issues facing English Language Learners and strategies for addressing their needs in the classroom
- Ability to write clearly and confidently
- Knowledge of the issues involved in the teaching of reading and writing in secondary schools and familiarity with strategies for engaging students in the writing process
- Ability to speak clearly and cogently
- Knowledge of the impact of a variety of media forms and presentations
- Knowledge of creative and dramatic expression and how to foster these in secondary school students
- Personal qualities appropriate to the management of secondary classrooms, including initiative and motivation, ability to work under pressure and respond critical and constructively to others, interest in literature and the language, and clear and enthusiastic expression of ideas

These outcomes are defined early and assessed continuously throughout the program in a variety of forms. The CSUS English subject matter faculties are dedicated to remaining current in the research and teaching fields through involvement in professional inquiry and organizations for the teaching of English. Thus, subject matter preparation is both theoretical and practical with a focus on the language and literature demands of the K-12 classroom.

#### San Francisco State University: English

The San Francisco State English Subject Matter Program provides comprehensive preparation in all of the domains of the Subject Matter Requirements as well as opportunities for its candidates to specialize in an area of their own interest. The courses that constitute the core of the program such as literature, grammar and applied linguistics, non-literary texts and writing, listening and speaking, provide the breadth of knowledge that new teachers need to effectively teach at the level required by the K-12 academic standards. Through this program of focused coursework, prospective teachers are expected to achieve the following broad outcomes:

- Integration of language performance competencies (reading, writing, listening and speaking)
- Significant multicultural awareness
- Understanding of adolescent learning and development related to language competency

Because the program recognizes the need for prospective teachers to have a firm foundation for teaching reading, candidates are provided with course work that includes cognitive and socio-cognitive research on reading along with strategies in research-based reading development for adolescents. The program requires a total of four courses in applied linguistics along with a breadth of literature and composition experiences.

#### California State University, Chico: Chemistry

The Academic Content Standards for K-12 students and the Curriculum Frameworks for science for California public schools center on Glenn T. Seaborg's definition of science: "Science is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment." The purpose of the *Single Subject Teaching Credential in Science with Concentration in Chemistry* preparation program California State University, Chico is to train prospective teachers to be proficient in science according to Seaborg's definition which is reflected in the program's learning outcomes:

- 1) Candidates will acquire a broad understanding of the fundamental principles of science across the disciplines,
- 2) Candidates will develop a deep understanding of the principles of chemistry and biochemistry, and
- 3) Candidates will have the ability to engage in scientific endeavors, such as hypothesis formation, experimentation, and communication.

The *Single Subject Teaching Credential in Science with Concentration in Chemistry* program was designed to address the California Academic Content Standards for K-12 Students. Planned curricular development includes pursuit of a new B.A. degree in Chemistry Education and introduction of a special topics course in Chemistry Teaching Methods. In the *Single Subject Teaching Credential in Science with Concentration in Chemistry* subject matter preparation program, students are exposed to the ideas, structures, and concepts of science in two waves. They begin with introductory sequences in physics, chemistry, geoscience and biology are required. These are followed by in-depth courses in chemistry and biochemistry. The program emphasizes theory and practice across the science disciplines.

Candidates also have hands-on experiences in the program courses with the most modern technology available in chemistry such as:

- Modern nuclear magnetic resonance spectrometer.
- Computer-based molecular modeling.
- Gel chromatography of proteins.
- Quantitative analysis and reasoning

Written and oral communication skills are developed through actual scientific research and experimentation. In these investigations candidates encounter open-ended problem solving and data analysis, designing and evaluating some of these experiences themselves. Finally, candidates are fully apprised of the importance of safety procedures necessary when working with chemicals, especially in classroom environments.

## **Part 2: Recommendation for Approval of Professional Teacher Induction Programs**

### **Background**

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

### **Induction Program Review Procedures**

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance-Working together, Commission staff members, California Department of Education Staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.
2. Program Review-The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division Staff, California Department of Education Staff and BTSA Induction Cluster Region Directors, the external induction program experts in the region. Professional Services Staff works with the program during the review period, communicating with them the findings from the

review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

### **Induction Programs Submitted for Consideration**

This report presents the Conejo Valley Unified School District Professional Teacher Induction Program and the Merced Union High School Professional Teacher Induction Program which have both been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panels and, as such, are recommended to the Commission for approval.

### **Summary Information on the Professional Teacher Induction Programs Recommended for Approval**

Conejo Valley Unified School District: The Conejo Valley Unified School District is the sole sponsor for the Conejo Valley Unified School District Professional Teacher Induction Program, which will operate as a single district induction program. Conejo Valley Unified School District has a long standing history of commitment to and participation with new teacher support and assistance. In the early 1990's the district began the New Teacher Mentor program, offering monthly professional development and support to beginning teachers. In 1998, the district established the Conejo Peer Assistance and Review (CPAR) program. Conejo Valley Unified School District has been part of the Ventura County Office of Education BTSA Induction Consortium since 1999. Since 1998, the program has served approximately 400 new teachers, providing them with support, formative assessment and leadership.

The Conejo Valley Unified School District is comprised of 19 K-5/6 elementary schools, 1 K-8 elementary schools, 4 middle schools, 3 comprehensive high schools, 2 alternative high schools, and an adult school. The enrollment in 2004-2005 was approximately 22,000 students in grades K-12. Approximately 85 first and second year elementary and secondary teachers are expected to be served this year through the Conejo Valley Unified School District Professional Teacher Induction Program. The district will utilize exemplary teachers, full-released from their own classroom duties, to serve as support providers for the beginning teachers participating in the program.

The Conejo Valley Unified School District Professional Teacher Induction Program will partner with the University of California, Santa Cruz New Teacher Center and will utilize the New Teacher Center Formative Assessment System with its participating teachers. The Conejo Valley Unified School District Professional Teacher Induction Program will also partner with California Lutheran University which lies within boundaries of the school district. In addition to California Lutheran University, the Conejo Valley Unified School District also places student teachers from the teacher preparation programs of the following universities at school sites throughout the district:

- Pepperdine University

- Azusa Pacific University
- California State University, Channel Islands
- California State University, Northridge
- Chapman University

The Conejo Valley Unified School District Professional Teacher Induction Program will build upon these existing relationships to benefit the program participants by establishing regular communication concerning credential requirements and professional development with these university teacher preparation programs.

Merced Union High School District: The Merced Union High School District Professional Teacher Induction Program serves teachers employed by the Merced Union High School District. The Merced Union High School District has a student population of just over 10,000 students with almost 500 teachers at five comprehensive high schools and an alternative education center comprised of a continuation high school and independent studies program. The District spans the three cities of Merced, Atwater, and Livingston and receives students from several smaller outlying communities.

The Merced Union High School District student population is diverse. The largest group of students, 40%, is Hispanic/Latino, with about 30% White, 20% Asian, and 7% African American. Over 20% of the students are Limited English Proficient and over 50% qualify for free lunch. Literacy, high levels of student support, research-based strategies across the subjects, and a rigorous standards-based curriculum with meaningful and ongoing assessments have been the emphasis of the Merced Union High School District over the last several years.

The Merced Union High School District Professional Teacher Induction Program has been designed to ensure that new teachers have all the support and training they need to meet the needs of the diverse student population of the District. The Program will exist in partnership with the California State University, Stanislaus which is where most of the District's new teachers receive their preliminary credentials. The Merced Union High School District Professional Teacher Induction Program will also maintain a partnership with the University of California, Santa Cruz New Teacher Center to utilize the New Teacher Center Formative Assessment System.

The Merced Union High School District Professional Teacher Induction Program has previously existed under Merced County Office of Education Professional Teacher Induction Program and proposes to serve beginning teachers in 2006 – 2007 as the Merced Union High School District Professional Teacher Induction Program. The Program will serve 22 first year participants and 20 second year participants. The Merced Union High School District projects over 100 teacher retirements over the next two years. It is hoped that the Merced Union High School District Professional Teacher Induction Program will provide the necessary support to keep teacher retention rates high during this time of major transition. In addition, the area's population is steadily increasing which necessitates the hiring of additional staff. The Merced Union High School District Professional Teacher Induction Program is prepared to expand as needed to accommodate all potential newly hired beginning teachers. The leadership of the Merced Union High School District is committed to providing a quality induction experience for all newly hired

beginning teachers so that they earn their proper credential and possess the teaching skills necessary to successfully engage all students in a rigorous curriculum.

### **Part 3: Request for Initial Institutional Accreditation**

#### **Background**

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the California Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs. With the adoption of the *Accreditation Framework* in 1995, the Commission made a distinction between “initial accreditation of institutions” and “initial accreditation of programs,” as described below.

#### **Policies for Initial Accreditation of Institutions**

Under the authority of the Education Code, the Commission has the authority to determine the eligibility of institutions to offer preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation.

**Education Code Section 44227 (a)** – The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

**Education Code Section 44372** – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

(c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

***Accreditation Framework Section 4 A 1 - Initial Accreditation of Institutions.*** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) or another regional accrediting body is required for initial professional accreditation by the commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education. Under the above provisions, the only specific criterion for initial accreditation is regional accreditation. However, the Commission is given authority by the *Accreditation Framework* to establish additional procedures and criteria. In

October 1998, the Commission adopted procedures and additional requirements for initial accreditation.

### **Adopted Procedures for Initial Institutional Accreditation**

The following procedures, adopted by the Commission, apply to institutions and other program sponsors, such as school districts, who have not previously prepared educators for state certification in California:

1. The institution (program sponsor) prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The proposal is considered to be the application for accreditation.
2. Initial Accreditation is a two-stage process:
  - a. The proposal is reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission for initial institutional accreditation action. If the proposal meets the Commission's requirements, the institution (program sponsor) will be recommended for initial accreditation, essentially making it eligible to operate a credential preparation program.
  - b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for further action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff or panels of expert advisors to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for initial program accreditation.
3. Once granted initial program accreditation, the institution (program sponsor) is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

### **Initial Institutional Accreditation Review Process**

Before a proposal is submitted for review, there is usually consultation with one or more Commission staff members. Once the proposal is submitted, staff review is conducted to see if it is complete, if responses to the required preconditions and standards are satisfactory, and if appropriate supporting evidence is included. If the response is incomplete, the prospective sponsor is notified and given the opportunity to submit additional information. If the proposal meets the Commission's requirements, a Commission agenda item will be prepared and the program sponsor will be considered for initial institutional accreditation.

Once a program sponsor has been given initial institutional accreditation it is included in the ongoing continuing accreditation system. This would mean a regular updating of program standards and participation in the accreditation process. For every new program sponsor granted initial institutional accreditation, the Commission's accountability responsibilities are increased.

### **Request for Initial Institutional Accreditation from the Madera County Office of Education**

Educational Leadership programs and/or services provided by Madera County Office of Education include the California School Leadership Academy (1987-2003), AB 75 Principal Training (2003 – present), Cognitive Coaching (2000- present), Regional Collaborative Network of Coach's Liaison (2002-present), SAIT Providership (2003-present), Leadership Training for Building District Capacity (2203-present), Title 1 Program Improvement (1995 – present), and School Leadership Team Training (1992 – present). Given this history of leadership development, the county office believes their application is a logical action to become a provider of the Preliminary Administrative Services Credential (PASC) by sponsoring the *Bridges to Leadership* Program

The core elements of the *Bridges to Leadership* curriculum, authored by Counties Collaborative Education Leader Program (CCELP) reflect Madera County's vision and mission statement. It includes a carefully developed curriculum which integrates, course work, field experiences and technology. Special attention is placed on rigorous, results-based, interrelated learning experiences. The *Bridges to Leadership* Program is designed for credential candidates to demonstrate the ability to:

- Facilitate a shared vision of learning
- Build and sustain a positive school culture focused on teaching and learning
- Ensure a safe and effective learning environment
- Create culturally proficient and responsive schools
- Develop professional leadership capacity
- Demonstrate the connection of school success to a larger context

Candidates are informed in the orientation session of the program's mission and design, learning outcomes and performance assessments based on the Preliminary Standards adopted in May 2003 and the Professional Clear Standards and Guidelines adopted in November 2003. Madera County Office of Education believes that their vision of developing instructional leaders, who transform education in their schools, shapes the design and delivery of the sequence of courses, field experiences, online and face-to-face interactions as well as frequent opportunities for reflection experienced by each participant. The program is designed to prepare school leaders to confront issues of equity, achievement gaps, scarce resources, hard to staff schools, and underperforming teachers and staff to lead in ways that positively impact teaching and learning, school culture, and community involvement. The program design ties content to field practice in an aligned, coherent, and sequenced pattern to build leadership.

A critical component of the success of the *Bridges to Leadership* Program is the collaboration and coordination. For program coordination to be successful, an emphasis is placed on teamwork and careful attention to staff responsibilities. A key contributor to their development of teamwork is their relatively small size. The program coordinators believe that this size, as well as the cooperation and collaboration of the county office, contributes greatly to a cohesive management system. The *Bridges to Leadership* program is coordinated with the active involvement of all stakeholders both within our county and among the region. The Program Director has developed an organizational chart and a table describing responsibilities of each position. All administrators of subgroups are in frequent communication via email, phone conversations and regularly scheduled meetings. The Program Director, who coordinates and oversees the program, teaches in the program as well. This provides for a more cohesive network for purpose of implementation and coordination. The collaborative, regularly scheduled, committee meetings provide evidence of shared responsibility.

### **Review of Institutional Proposal**

The Madera County Education of Office has submitted a complete response to the Commission's Preconditions, Common Standards, and *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs*. The responses to the preconditions and standards were reviewed by Commission staff and were determined to be appropriate. A Commission action to grant initial accreditation will allow the completion of the review of the program proposal. The results of the review of responses to the Common Standards and Program Standards will be forwarded to the Committee on Accreditation for further consideration, if the Commission grants initial institutional accreditation.

### **Recommendations**

#### Single Subject Matter Programs

Staff recommends approval of the following single subject matter programs at the following institutions:

- California State University, Sacramento: English
- San Francisco State University: English
- California State University, Northridge: Social Science
- California State University, Los Angeles: Social Science
- California State University, Stanislaus: Mathematics
- California State University, Chico

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, the sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation as SB 2042 single subject matter programs.

### Induction Programs

Staff recommends approval of the following Induction programs offered by the following program sponsors:

The Conejo Valley Unified School District Professional Teacher Induction Program  
The Merced Union High School District Professional Teacher Induction Program

Based on the satisfactory review of responses to the *Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs*, the sponsor meets the requirements for approval. Granting initial program approval to the program sponsor will allow the district to begin operation as an approved SB 2042 teacher induction program.

### Initial Institutional Accreditation

Staff recommends the Commission award initial institutional accreditation to the following program sponsor:

Madera County Education of Office

Based upon the satisfactory review of responses to the Preconditions and the Common Standards, the sponsor meets the requirements for initial institutional accreditation. Granting initial institutional accreditation to the program sponsor will allow the sponsor to submit and receive approval to offer credential programs.