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## Action

### *Professional Services Committee*

### **Initial Institutional Approval**

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**Executive Summary:** This agenda item presents two program sponsors for initial institutional approval by the Commission.

**Recommended Action:** That the Commission take action to approve the prospective program sponsors as institutions eligible to offer educator preparation in California.

**Presenter:** Teri Clark, Administrator,  
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 and performance of professional educators and for the accreditation of credential programs

November 2010



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# Initial Institutional Approval

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## Introduction

This agenda item presents two program sponsors for initial institutional approval by the Commission. As was discussed at the September 2010 meeting, this agenda item includes a matrix of information (Appendix A) as to how each institution satisfied the Preconditions.

## Background

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two stage initial approval process: 1) initial institutional approval, and 2) initial approval of programs as described below. The steps in the Commission's accreditation system were described in the Study Session presented to the Commission in June 2005. The agenda item may be found at: (<http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf>).

- 1) Initial Institutional Approval: The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (such as 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, and agreement to provide information to the Commission). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. This stage determines only an institution's *eligibility* to offer an approved program.
- 2) Initial Approval of Programs: Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on Accreditation (COA) for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, 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 COA for *initial program approval* and the institution is given authority to begin the program which will then come under the Commission's continuing accreditation procedures.

Currently, agenda items are brought before the Commission when an institution or other sponsor that has not previously been declared eligible to offer educator preparation programs elects to submit a program proposal for approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards, and the appropriate program standards.

The materials are 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.). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. The institution's prospective program(s) must still complete the program review process and the individual program(s) must go before the COA for approval.

### **Request for Initial Institutional Approval for Two Local Education Agencies (LEAs)**

Commission action to grant initial institutional approval will allow for the completion of the review of the induction program proposal. When each program proposal has met all the adopted standards, the Induction program will be forwarded to the Committee on Accreditation for initial program approval.

### ***Project Optimal (Wiseburn Elementary School District)***

The Wiseburn Elementary School District is a small public school system in the El Segundo/West Hawthorne area serving the communities of Del Aire, Hollyglen, and Wiseburn and many children of employees from the surrounding aerospace, technology, travel, and entertainment industries, as well as families living in the Westchester, Playa del Rey, Playa Vista, Mar Vista, and Ladera Heights areas. With approximately 2,400 students and four schools, the Wiseburn Elementary School District is one of the few remaining small school districts in Los Angeles County. During the past decade the Wiseburn Elementary School District enrollment, which at its peak reached 2,900 pupils before dropping to 1,100, has been growing again as resident student numbers have increased and been supplemented by pupils granted interdistrict attendance permits. Currently, the ethnic composition of the student body is: Caucasian 20%, Latino 53%, African-American 18%, and Asian 9%.

Wiseburn Elementary School District (the institution) and Project Optimal's (the unit) mission is to provide an affordable, accessible, and a credible educational program to support one of the goals of the redesign of special education in order to expedite the methods that are available for Education Specialists credential holders in California and specifically in the Southwest Special Education Local Plan Area (SELPA) by adding expertise in areas of special education that were not part of their original credential authorization. Wiseburn Elementary School District serves as the fiscal agent for Southwest SELPA and will oversee the responsibility for delivering the Autism Spectrum Disorder (ASD) Added Authorization Program through SW SELPA's Project Optimal. Wiseburn Elementary School District as the approved educator preparation provider will ensure the program consistently meets all of the Preconditions, Common, and ASD Standards as defined by CTC. The purpose of the Wiseburn Project Optimal ASD Added Authorization is to provide advanced, specialized training for Education Specialists credential holders who work with K-12 pupils with Autism Spectrum Disorder and who need to add expertise in the areas of special education. There are approximately 13,000 students who have been diagnosed with Autism within the Southwest SELPA service area. Wiseburn Elementary School District will offer this ASD Authorization to at least 350 teachers within SW SELPA who are required to have the ASD Added Authorization.

### ***Green Dot Public Schools (Animo Leadership)***

Green Dot Public Schools is a charter school management organization, which operates 17 public schools in the Los Angeles area. The organization was founded by Steve Barr in 1999. Most of the schools that Green Dot operates are named Animo, the Spanish word for rigor and strength. The mission of Green Dot Public Schools is to empower an ethnically diverse group of students in urban communities by preparing them for college, leadership, and life by offering students significant personal attention and rigorous standards-based curriculum delivered by committed and well prepared teachers. Green Dot Public Schools enrollment is between 500-525 students per school and active parent participation is strongly encouraged. All of the Green Dot Public Schools offer extensive extracurricular activities, including clubs, sports, field trips and additional after-school academic support. Green Dot Public Schools offer a college-preparatory education for all students. Over 96% of the most recent Green Dot Public Schools senior class graduated on-time with 66% of recent graduating seniors attending a 4-year university.

The vision of the Green Dot Public Schools BTSA Induction Program is to improve student achievement through ongoing and systematic support and assessment of teacher effectiveness. Green Dot Public Schools BTSA Induction participating teachers have the individualized support of a support provider, as they demonstrate the scholarship necessary to gain knowledge and mastery of the *California Standards for the Teaching Profession* and the California academic content standards. The products of this scholarship include an Individual Learning Plan, an Inquiry Action Plan based on participating teacher's individual goals and assessment of student needs, and an individual professional development plan designed to ensure that their scholarly endeavors support their service to the unique students they serve. The BTSA Induction Program focuses on the application and examination of the *California Standards for the Teaching Profession*, state adopted K-12 academic content standards, and the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in order to prepare and retain high quality teachers. This collaborative and reflective professional growth model provides each participating teacher with a support provider who guides them through formative assessment and professional development activities during weekly meetings and monthly seminars.

### **Recommendation**

Based upon a determination by Commission staff and a review panel that the applicants have met all relevant Preconditions and Common Standards, staff recommends that the Commission grant initial institutional approval to the following institutions:

Project Optimal (Wiseburn Elementary School District)

Green Dot Public Schools (Animo Leadership).

## Appendix A

### Initial Institutional Approval Precondition Review Worksheet

**Project Optimal (Wiseburn Elementary School District)**

**Type of Program: Autism Spectrum Disorder (ASD) Added Authorization**

Precondition	Meets Precondition Yes/No	How Wiseburn Elementary Satisfies the Precondition
<p><b>(1) Accreditation and Academic Credit.</b> To be granted <u>initial institutional accreditation</u> by the Commission to become eligible to submit programs or to be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)</p>	N/A	Not Applicable
<p>For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.</p>	Yes	<p>The Wiseburn School District wishes to offer ASD Authorization and the Superintendent, has submitted verification of the governing board's approval of sponsorship. Wiseburn School District included a letter from the superintendent as documentation.</p>



Precondition	Meets Precondition Yes/No	How Wiseburn Elementary Satisfies the Precondition
		direct reporting relationship to the Superintendent of Wiseburn School District and the Board of Trustees which is ultimately responsible for ensuring the ASD Added Authorization program is administered and monitored according to all CTC regulations.
<p><b>(3) Personnel Decisions.</b> To be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.</p>	Yes	Wiseburn School District confirmed that it makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited conditions. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.
<p><b>(4) Demonstration of Need.</b> To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable</p>	Yes	New state regulations by the California Commission on Teacher Credentialing (CTC) are requiring teachers who work with students with ASD to complete an Autism Authorization certification due to the vast increase of children diagnosed with Autism Spectrum Disorder (ASD). There are approximately 25,000 veteran teachers who hold a special education credential. The prevalence of students diagnosed with ASD in California has increased 12 fold over the last twenty years, according to the California Department of Developmental Services. Today, there are more than 53,000 students with ASD in California schools who need specialized services.

Precondition	Meets Precondition Yes/No	How Wiseburn Elementary Satisfies the Precondition
future, hire or assign additional personnel to serve in the credential category.		<p>With the flexibility to quickly meet the needs of school districts, alternative certification programs will tailor instruction, professional development and training on Autism based on the individual needs of veteran teachers in each school district. The Wiseburn School District ASD Added Authorization program offered in collaboration with Project Optimal is one such program.</p> <p>There are approximately 13,000 students who have been diagnosed with Autism within the Southwest SELPA service area. Wiseburn School District will offer this ASD Authorization to at least 350 teachers within SW SELPA who are required to have the ASD Added Authorization.</p>
<p><b>(5) Practitioners' Participation in Program Design.</b> To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	Yes	<p>Project Optimal (the unit) development of the program design included practitioners and proposal included the following on-going examples of ways in which practitioners who teach students with Autism will continue to actively participate in the implementation of the program's philosophical orientation, educational goals, and content emphasis. These include:</p> <ol style="list-style-type: none"> <li>1. Support of district and Non-Public Agency (NPA) collaboration related to implementation of contracts for student support services, through recommendations for contract changes, and staff training.</li> <li>2. Data collection from Non-Public Agencies (NPA) has already been used to create a published version, and an Online version, of information about each agency to assist in district and NPA collaboration to improve services to students and their families.</li> <li>3. Support enhancement of systems and processes to monitor progress of students supported by NPAs, including: review of behavior support plans developed by NPAs, review of progress reports submitted by NPAs,</li> </ol>

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Wiseburn Elementary Satisfies the Precondition</b>
		<p>(analyzing assessment procedures, student progress and NPA reports).</p> <p>4. Piloting of data collection to assess student progress on behavioral goals and determination of recommendations for scale-up.</p> <p>5. Analysis of information and development of recommendations for quality monitoring procedures to be implemented.</p> <p>6. Creation of a staff professional development continuum based on “best practices” of IDEA, researched practices and criteria set through legal requirements and professional organizations.</p>
<p><b>(6) Commission Assurances.</b> To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.</p>	<p>Yes</p>	<p>(a) Wiseburn School District (the institution) confirmed that Project Optimal (the unit) will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission.</p> <p>(b) Wiseburn School District will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program.</p> <p>(c) Wiseburn School District will participate in focused reviews of one or more aspects of the program when designated by the Commission.</p>

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Wiseburn Elementary Satisfies the Precondition</b>
<p><b>(7) Requests for Data.</b> To be granted <u>initial</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</p>	<p>Yes</p>	<p>The Director and Coordinator of Project Optimal's ASD Added Authorization Program/ Director of Research and Evaluation will be responsible and oversee through the Project Optimal System under the Wiseburn School District the reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</p>
<p><b>General Preconditions Established by State Law</b></p>		
<p><b>(8) Faculty Participation.</b> Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. <i>Reference: Education Code Section 44227.5 (a) and (b)</i></p>	<p>N/A</p>	<p>Not Applicable</p>

Precondition	Meets Precondition Yes/No	How Wiseburn Elementary Satisfies the Precondition
<p><b>(9) California Basic Educational Skills Test.</b> In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. <i>Reference: Education Code Sections 44252 (f) and 44225 (n)</i></p>	N/A	Not Applicable
<p>For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. <i>Reference: Education Code Section 44252 (b)</i></p>	N/A	Not Applicable
<p><b>(10) Certificate of Clearance.</b> A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and</p>	N/A	N/A

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Wiseburn Elementary Satisfies the Precondition</b>
character identification process and has been issued a valid document by the Commission. <i>Reference: Education Code Section 44320 (d)</i>		
For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.	N/A	Not Applicable

**Green Dot Public Schools (Animo Leadership)**

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Animo Leadership Satisfies the Precondition</b>
<p><b>(1) Accreditation and Academic Credit.</b> To be granted <u>initial institutional accreditation</u> by the Commission to become eligible to submit programs or to be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both. <i>(This provision does not apply to professional preparation programs offered by school districts.)</i></p>	<p align="center">N/A</p>	<p align="center">Not Applicable</p>
<p>For school districts wishing to offer a professional preparation program, the Chief Academic Officer of the district shall submit verification of the governing board’s approval of sponsorship of the program.</p>	<p align="center">Yes</p>	<p>Animo Leadership (CDS 19-64709-1996313) School is the Official LEA Sponsor for Green Dot Direct Funded Public Charter Schools. The Chief Academic Officer submitted an organizational chart of Green Dot Public Schools and verification of the governing board’s approval to sponsor an Induction program.</p>



<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Animo Leadership Satisfies the Precondition</b>
gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.		
<p><b>(4) Demonstration of Need.</b>  To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	Yes	Green Dot Public Schools encompass 17 schools which hire beginning teachers who need to earn a Clear Teaching Credential.
<p><b>(5) Commission Assurances.</b>  To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff</p>	Yes	The Chief Academic Officer confirms that Green Dot Public Schools shall respond to requests for data from the BTSA Interagency Task Force and the Commission on Teacher Credentialing and understands as an approved induction program, Green Dot Public Schools will participate in the accreditation activities as required by the BTSA Interagency Task Force and Commission policy.

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Animo Leadership Satisfies the Precondition</b>
member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.		
<b>(6) Requests for Data.</b> To be granted <u>initial</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.	Yes	The Chief Academic Officer confirms that Green Dot Public Schools shall respond to requests for data from the BTSA Interagency Task Force and The Commission on Teacher Credentialing and understands as an approved induction program, Green Dot Public Schools will participate in the accreditation activities as required by the BTSA Interagency Task Force and Commission policy.
<b>General Preconditions Established by State Law</b>		
<b>(8) Early Completion Option</b>	Yes	The Chief Academic Officer certifies that the Green Dot Public Schools BTSA Induction Program makes available an early completion Option for candidates that meet the program's established criteria, and that all candidates are informed as to the availability of this option in accordance with the CTC Common Standard 6: Advice and Assistance. The Green Dot Public Schools BTSA Induction Program Early Completion Option application and associated documents provided to candidates within the Induction Handbook is submitted as evidence to support this certification. (Reference Education Code Section 44279.25)
<b>(9) Program Support Providers</b>	Yes	The Chief Academic Officer certifies that Green Dot Public Schools understands and communicates to stakeholders, the necessity to assign a support provider to each teacher

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How Animo Leadership Satisfies the Precondition</b>
		enrolled in the Green Dot Public Schools Induction Program, within 30 days of the start of the Participating Teachers' teaching assignment.
<b>(10) English Language</b>	Yes	The Chief Academic Officer certifies that Green Dot Public Schools will assure that each candidate participating in the Green Dot Public Schools BTSA Induction Program shall demonstrate knowledge of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language. These requirements are aligned with Category B of the California Induction Program Standard; Standard 5 Pedagogy and Standard 6: Universal Access: Equity for all Students. The Green Dot Public Schools BTSA Induction Program shall, upon request, submit evidence that participating teachers have access to opportunities that support their attainment of Induction Program Standard 6a: Teaching English Learners. (Reference Education Code 44259.5)
<b>(11) Completion Requirements</b>	Yes	The Chief Academic Officer certifies that Green Dot Public Schools BTSA Induction Program understands that, prior to recommending a candidate for the Clear Multiple or Single Subject California Credential, the program is required to verify that the individual has met all established program requirements. The Green Dot Public Schools BTSA Induction Program Portfolio Requirements (as outlined in the Induction Handbook) Year 1 and 2 Portfolio Requirements Checklist, Evidence Affidavit, Portfolio Evidence Completion Criteria, and the Induction Program Transcript is submitted to demonstrate the way in which completion of the Green Dot Public Schools BTSA Induction Program is monitored and documented for each candidate. (Reference Education Code Sections 44259, 44274.)

