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# 3B

## 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:** Cheryl Hickey, 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

April 2011



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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.

## 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**

#### ***Pacific Technology School-Orange County, Magnolia Educational and Research Foundation***

The Magnolia Teacher Intern Program is a credential program developed by the Magnolia Education and Research Foundation, a public benefit not for profit charter management organization (CMO), in collaboration with Pacific Technology School-Orange County, the sponsor and Lead Local Education Agency, with support from faculty advisors from the High Tech High Graduate School of Education, the University of San Diego School of Leadership and Education Sciences (USD SOLES) and other high-quality California schools of education that have Commission-approved teacher training programs. The Magnolia Teacher Intern Program is an alternative teacher training program for the primary credentialing of Single Subject teachers who receive mentoring and supervised teaching experience while teaching at one of Magnolia's small, innovative school environments that emphasize math, science, and technology education.

Commission action to grant initial institutional approval will allow for the completion of the review of the preliminary teacher preparation program proposal. When the program proposal has met all the adopted standards, the Pacific Technology School-Orange County, Magnolia Schools program will be forwarded to the COA for initial program approval.

#### ***California School for the Deaf***

The California School for the Deaf (CSD) has long been recognized as a national and international leader in Deaf education. Established in 1860, CSD is now well-known for its progressive educational programs that incorporate American Sign Language/English bilingual and multicultural principles and best practices in a Deaf-centered environment. As part of the California Department of Education, State Special Schools and Services Division CSD educates deaf students from age 3 through 22 who reside in Northern California, from San Luis Obispo County to the Oregon border. CSD also serves Deaf infants/toddlers and their families in an Early Childhood Education program in conjunction with the Mission Valley and Tri-Valley Special Education Local Planning Agencies (SELPA). Students are referred to CSD through their local LEA and through parent or per family request.

CSD is committed to addressing the needs of its teachers and beginning the implementation of a teacher induction program. This year, as a result of changes in the law, teachers with the Educational Specialist Credential will be able to clear their credentials, as well as participate in the Clear Education Specialist Induction program. CSD's commitment to Induction is driven by state credentialing requirements, NCLB's highly qualified teacher mandate, current research, which states that induction programs increase retention rates, as well as by the recent change in legislation regarding Induction eligibility for teachers with preliminary Educational Specialist credentials. Research repeatedly shows that high quality instruction and highly skilled teachers are powerful factors in predicting student achievement. CSD's new Clear Education Specialist Induction Program is intended to support the beginning teacher from pre-service to a

professional clear credential through the formative assessment process that is responsive to content standards and curriculum frameworks.

**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 Pacific Technology School-Orange County, Magnolia Educational and Research Foundation and the California School for the Deaf.



Precondition	Meets Precondition Yes/No	How Pacific Technology School-Orange County, Magnolia Educational and Research Foundation Satisfies the Precondition
<p>organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).</p> <p>(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.</p>	Yes	<p>responsibility for the program.</p> <p>The Chief Executive Officer of the Magnolia Foundation, Suleyman Bahceci, Ph.D., reports directly to the Board of Directors. The Magnolia Teacher Intern Program Director will report directly to Dr. Bahceci.</p>
<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	<p>The Magnolia Foundation and each of its associate schools make all personnel decisions without consideration of 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>
<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</p>	Yes	<p>New Magnolia Schools will be opened in communities across California where there are diverse populations with large percentages of the state's neediest students. To sustain this growth, the organization will need to recruit an average of 25-30 math, science, and technology</p>

Precondition	Meets Precondition Yes/No	How Pacific Technology School-Orange County, Magnolia Educational and Research Foundation Satisfies the Precondition
administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.		teachers each year. This demonstrates need.
<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	Practitioners in each credential category have participated actively in the design and development of the Magnolia Teacher Intern Program's philosophical orientation, educational goals, and content emphasis.
<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>	Yes	<p>(a) The Magnolia Teacher Intern Program has addressed and will fulfill all applicable standards of program quality and effectiveness that have been adopted by the Commission, as documented by the responses to the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and the Common Standards in the proposal to the Commission.</p> <p>(b) The Magnolia Foundation and its affiliate schools 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) The Magnolia Foundation and/or each of its affiliate</p>

Precondition	Meets Precondition Yes/No	How Pacific Technology School-Orange County, Magnolia Educational and Research Foundation Satisfies the Precondition
		schools will participate in focused reviews of one or more aspects of the programs when designated by the Commission.
<p><b>(7) Requests for Data.</b> To be granted initial or continuing accreditation 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>	Yes	The Magnolia Teacher Intern Program Director will serve as contact for all CTC reviews, evaluations, and site visits, and as necessary, will generate 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.
<b>General Preconditions Established by State Law</b>		
<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. Reference: Education Code Section 44227.5 (a) and (b)</p>	Yes	Each post-secondary faculty member who regularly teaches one or more courses relating to instructional methods in the Magnolia Teacher Intern Program will actively participate in public elementary or secondary schools and classrooms at least once every three academic years.

Precondition	Meets Precondition Yes/No	How Pacific Technology School-Orange County, Magnolia Educational and Research Foundation 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> <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>	Yes	Candidates participating in the Magnolia Teacher Intern Program will be required to pass the California Basic Educational Skills Test (CBEST) prior to assuming internship teaching responsibilities.
<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 character identification process and has been issued a valid document by the Commission. <i>Reference: Education Code Section 44320 (d)</i></p> <p>For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.</p>	Yes	A Certificate of Clearance will be obtained for each Candidate in the Magnolia Teacher Intern Program prior to that Candidate assuming internship teaching responsibilities.

**California School for the Deaf**  
**Type of Program: Clear Education Specialist Induction Program**

Precondition	Meets Precondition Yes/No	How California School for the Deaf 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.)            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	The superintendent verified that the governing board approved the sponsorship of the program.
<p><b>(2) Responsibility and Authority.</b> To be granted <u>initial institutional/district accreditation</u> by the Commission or <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the institution/district shall provide the following information.</p> <p>(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).</p> <p>(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who</p>	Yes	The California School for the Deaf (CSD) assures that there are identified positions within the organization that are responsible for ongoing oversight for all educator preparation programs offered by this institution. The identified positions are the Director of Instruction and the Supervisor of Curriculum and Media Services.

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How California School for the Deaf Satisfies the Precondition</b>
coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.		
<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.	Yes	All personnel decisions at the CSD are made without consideration of differences due to gender or other constitutionally or legally prohibited considerations.
<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.	Yes	Each year CSD hires at least 8 – 10 new teachers to meet its teaching needs. These teachers, hired with the appropriate credential, need to clear the Educational Specialist credentials as well as their general education credentials, to remain at CSD and to stay in the teaching work force.
<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.	Yes	Assistance and feedback on CSD's program design was obtained from the Teacher Specialists in the curriculum department, the Director of Instruction at CSD, from the BTSA coordinator in the Fremont School District and from the Regional Directors of Cluster 2.

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How California School for the Deaf Satisfies the Precondition</b>
<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>The California School for the Deaf agreed to fulfill all applicable standards, cooperate in external monitoring of the program, and participate in focused reviews.</p>
<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 California School for the Deaf agreed to respond to requests for data from the BTSA Interagency Task Force and the Commission. They stated that they understood that as an approved BTSA Induction Program, they will participate in the accreditation activities as required by the BTSA Interagency Task Force and Commission policy.</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</p>	<p>Not applicable</p>	

<b>Precondition</b>	<b>Meets Precondition Yes/No</b>	<b>How California School for the Deaf Satisfies the Precondition</b>
and classrooms at least once every three academic years. <i>Reference: Education Code Section 44227.5 (a) and (b)</i>		
<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> <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>	<p>Not applicable</p> <p>Not applicable</p>	
<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 character identification process and has been issued a valid document by the Commission. <i>Reference: Education Code Section 44320 (d)</i></p> <p>For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.</p>	<p>Not applicable</p> <p>Not applicable</p>	