
4G

Action

Professional Services Committee

Initial Institutional Approval

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

Policy Question: Have the institutions reviewed in this report satisfied the Commission's requirements for initial institutional approval?

Recommended Action: That the Commission take action to approve the two entities as 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

August 2012

Initial Institutional Approval

Introduction

This agenda item presents two program sponsors for consideration 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 accreditation 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 December 2010. The agenda item may be found at: (<http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-6E.pdf>). Provided below is information on the Initial Accreditation process.

Initial Accreditation is a two-stage process:

1. The prospective 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. The Common Standards document is reviewed by members of the Board of Institutional Reviewers and the Preconditions document is reviewed by staff. The documents are reviewed for compliance with the appropriate preconditions and the Common Standards. Once the review process is complete, the application for initial institutional approval is presented to the Commission for consideration.
2. If the Commission confers initial institutional approval, the institution's proposed programs will be reviewed against the relevant program standards and then forwarded to the COA for 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 and panels of expert advisors to determine the sufficiency of the responses.

Once granted initial accreditation, the institution will then come under the continuing accreditation procedures and will participate in the regular accreditation cycle for on-site reviews.

Currently, agenda items for initial institutional approval 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.

Request for Initial Institutional Approval for Shasta County Office of Education

Shasta County Office of Education (SCOE) was established more than 150 years ago by California's Constitution and now works in collaboration with twenty five school districts, community colleges, state universities, and many businesses and organizations to provide educational resources for all students in the county. Shasta County Office of Education's mission is to provide assistance and leadership to schools and districts within the county to ensure all students have equal access to high quality education.

In an effort to provide direct service and quality educator training to improve student learning, Shasta County wishes to offer a clear administrative services credential designed for new administrators in Region 2. The program draws upon research-based best practices to prepare candidates to become effective, high quality educational leaders. This is accomplished by assessing each candidate in the California Professional Standards for Educational Leaders (CPSELs) and formulating an individualized development plan in which the candidate will be supported in their growth towards the demonstration of CPSELs competency. In this two-year program, each candidate is provided with a one-on-one Certified Leadership Coach to support him/her in developing the skills, knowledge and competencies required of today's California educational leaders.

In keeping with the Commission process for initial institutional approval, Shasta County Office of education submitted its Preconditions document and a document responding to the Common Standards. A review has been completed by staff of the Preconditions document and by members of the Board of Institutional Review of the Common Standards document. The Preconditions worksheet is available in Appendix B to this item and the Common Standards document will be available prior to the Commission meeting on the Commission's webpage as follows: <http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-4H-appendix-1.pdf>.

Request for Initial Institutional Approval for King-Chavez Academy of Excellence

King-Chavez Academy of Excellence opened in September 2001, serving grades K–7 with an initial enrollment of 75 students. By year's end it exceeded 200 students. In the 2002–03 school year King-Chavez Academy of Excellence expanded to serve grades K–8 and has a maximum enrollment capacity of 320 students.

King-Chavez Academy of Excellence is one of seven schools operated under King-Chavez Academy of Excellence, Inc. (King-Chavez) (aka "King-Chavez Neighborhood of Schools") an independent 501(c)(3) non-profit charter school network operator (CNO). Each of its seven schools (Pre-K through High School) is committed to promoting social justice through educational reform through the development and operation of high-quality public charter schools and preschools.

King-Chavez Academy of Excellence seeks to host a State-approved teacher Induction program centered around five objectives: (1) To prepare teachers to become reflective practitioners in order to refine subject matter and pedagogical expertise; (2) To increase student learning by accelerating teacher effectiveness via tailored support based on their assessed needs; (3) To maintain a supportive, collegial adult learning community; (4) To regularly apply the CSTP to

new teachers' practice; and (5) To consistently address the challenges of unequal access to education for special/educationally disadvantaged populations of learners.

The Chief Executive Officer of King-Chavez Academy of Excellence, Inc., Dr. Tim Wolf, is responsible for ongoing oversight of all aspects of the King-Chavez Induction program.

In keeping with the Commission process for initial institutional approval, King-Chavez submitted its Preconditions document and a document responding to the Common Standards. A review has been completed by staff of the Preconditions document and by members of the Board of Institutional Review of the Common Standards document. The Preconditions worksheet is available in Appendix A to this item and the Common Standards document will be available prior to the Commission meeting on the Commission's webpage as follows: <http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-4H-appendix-2.pdf>.

Recommendations

Based upon a determination by a review panel that the following entity has met all relevant standards and requirements, staff recommends Commission approval of the following:

Shasta County Office of Education
King-Chavez Academy of Excellence

Appendix A

Shasta County Office of Education Preconditions Feedback Form Letter from Shasta County Office of Education

Precondition	Meets Precondition	How Shasta County Office of Education Meets the Precondition
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.	Yes	(b) The Director for Instructional Improvement is the Program Coordinator for professional preparation programs
(3) Personnel Decisions. 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	Shasta County Office of Education 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.
(4) Demonstration of Need. 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	Combined with 1) the increase in California's need for credentialed administrators, 2) the sunseting of the current Administrative training Program (ATP) as of July 1, 2012, and 3) NO other institutions in California's Region 2* offering professional preparation programs for Tier II Administrative Services Credentials; these factors demonstrate a clear and urgent need for educator preparation programs in the region. Shasta COE has obtained assurances from County Offices of Education in Region 2* (Butte, Glenn,

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		Lassen, Modoc, Shasta, Siskiyou, Tehama, and Trinity) as well as Shasta County school districts . The assurances state that, in the foreseeable future, the counties/districts will hire or assign additional personnel in the administrative category who are in need of educator preparation programs in the category of Tier II credentialing.
<p>(5) Practitioners' Participation in Program Design. 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	Shasta COE's Instructional Services Department's Assistant Superintendent, Executive Directors, and Directors/Managers are practitioners in the professional preparation programs and are actively involved in the design and development of the program's philosophical orientation, educational goals and content emphasis. Monthly meetings are held by the Instructional Services Department and program unit.
<p>(6) Commission Assurances. 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</p>	Yes	(a) Shasta County Office of Education confirmed that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission. (b) Shasta County Office of Education will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission

Precondition	Meets Precondition	How Shasta County Office of Education Meets the Precondition
aspects of the program when designated by the Commission.		staff member within four years of the initial enrollment of candidates in the program. (c) Shasta County Office of Education will participate in focused reviews of one or more aspects of the program when designated by the Commission.
(7) Requests for Data. 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 Program Coordinator for all professional preparation programs offered by Shasta COE is the manager within the Instructional Services Department identified to respond to all requests of the Commission of data including but not limited to program enrollments, completions, examinations results, and state and federal reporting. It is the responsibility of the Program Director to complete all responses within the time limits specified by the Commission.
General Preconditions Established by State Law		
(8) Faculty Participation. 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>	N/A	Preconditions 8 through 10 are not required for an Administrative Clear Program as they have been addressed in the Administrative Preliminary Program.

Precondition	Meets Precondition	How Shasta County Office of Education Meets the Precondition
<p>(9) California Basic Educational Skills Test. 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	<p>Preconditions 8 through 10 are not required for an Administrative Clear Program as they have been addressed in the Administrative Preliminary Program.</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>	N/A	
<p>(10) Certificate of Clearance. 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>	N/A	<p>Preconditions 8 through 10 are not required for an Administrative Clear Program as they have been addressed in the Administrative Preliminary Program.</p>
<p>For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.</p>	N/A	

Appendix B

King-Chavez Academy of Excellence Preconditions Feedback Form Letter from King-Chavez Academy of Excellence

Precondition	Meets Precondition	How King-Chavez Academy of Excellence Meets the Precondition
responsibility for each credential program.		induction program director, reports directly to the Chief Executive Officer
(3) Personnel Decisions. 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	King-Chavez Academy of Excellence 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.
(4) Demonstration of Need. 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	The projected need for induction within King-Chavez schools include: 2012-2013 (25); 2013-2014 (30); 2014-2015 (20). There is also a expansion of one of King-Chavez’s high schools which will increase the potential need for induction. Teachers from schools within San Diego Unified are also welcome to enroll in the proposed King-Chavez Teacher Induction program
(5) Practitioners’ Participation in Program Design. 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	Multiple stakeholders participated in the design and development of the philosophical orientation, educational goals and content emphases of the program. During the design process, there was both formal and informal feedback from teachers, site

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		administrators and organizational leadership including the Chief Academic Officer. The collaborative process included bi-monthly meetings held by directors, principals and the Advisory Team.
<p>(6) Commission Assurances. 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) King-Chavez Academy of Excellence confirmed that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission.</p> <p>(b) King-Chavez Academy of Excellence 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) King-Chavez Academy of Excellence will participate in focused reviews of one or more aspects of the program when designated by the Commission.</p>
<p>(7) Requests for Data. To be granted <u>initial or 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>	Yes	Angela Hubbs, King-Chavez Director of Teacher Development

Precondition	Meets Precondition	How King-Chavez Academy of Excellence Meets the Precondition
General Preconditions Established by State Law		
<p>(8) Faculty Participation. 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>	N/A	Application for Induction program
<p>(9) California Basic Educational Skills Test. 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	Application for Induction program
<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	
<p>(10) Certificate of Clearance. 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>	N/A	Application for Induction program

Precondition	Meets Precondition	How King-Chavez Academy of Excellence Meets the Precondition
For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.	N/A	