

Report of Program Accreditation Recommendations

February 2012

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Preliminary Single Subject Credential- English ***William Jessup University***

William Jessup University's Preliminary Single Subject credentialing program for English is a traditional, 12-month, post baccalaureate course of study. The cohort model provides candidates a rigorous experience with multiple opportunities to practice and demonstrate competence in the California Teacher Performance Expectations. The integration of course and field work provides the candidates with a clear and relevant connection of course theory and practice with practical application and professional mentorship. The program will use the CalTPA as the teaching performance assessment. The program will challenge and prepare candidates to be teachers of excellence

Program(s) of Professional Preparation for the Clear Education Specialist Induction

Lancaster School District

The Lancaster Elementary School District Clear Education Specialist Induction Program is designed as a two-year job embedded professional development program that builds upon and extends a participant's preparation in order to prepare him/her to meet the academic learning needs of all students. Each participating teacher is assigned a support provider whose role is to provide individualized support in application of pedagogy and Universal Access in response to the assessed needs of the teacher as identified by formative assessment and reflection. Lancaster School District will offer the program for Education Specialist Preliminary Credential holders so that they may clear their credentials. Candidates are required to be employed by Lancaster or Eastside School Districts in order to participate in the program.

Long Beach Unified School District

The Clear Education Specialist Induction Credential Program for the Long Beach Unified School District will run parallel to the general education induction program in the district.

General education participants and education specialists will work collaboratively throughout the two-year induction program. The scope of the program includes ongoing support, professional development, and formative assessment. Each participant receives one-on-one support with a trained support provider and Education Specialist mentor as well as working within peer learning communities. The program offers extensive opportunities for professional development in the California Standards for the Teaching Profession (CSTP), Induction Standards, and California Academic Contents Standards. The Formative Assessment for California Teachers (FACT) system is the adopted program for ongoing self-reflection and professional growth.

Mt. Diablo Unified School District

The Mt. Diablo Unified School District Clear Education Specialist Induction Program is designed to be a two year job embedded professional development program that builds upon and extends a candidate’s preparation within the context of the candidate’s assignment in order to prepare him/her to meet the academic learning needs of all students. Each candidate is provided a fully released Peer Coach whose role it is to provide individualized support in the application of Pedagogy and Universal Access in response to the assessed needs of the teacher as identified by formative assessment and reflection. The program promotes collegiality, collaboration and lifelong learning as a focus to increase teacher efficacy and retention while improving instruction for all students. Upon satisfactory demonstration of all program requirements, candidates will be recommended for the Clear Education Specialist Induction Credential.

Westside Union School District

The Westside Union School District (WUSD) Induction Program provides a small-district induction experience. Recognizing the rigor and complexity of the teaching profession, the district implements a coherent system of formative assessment based on the California Standards for the Teaching Profession and the state adopted student content standards. Committed to providing intensive individualized support, the district assists participating teachers in their professional journey toward attaining a Clear Education Specialist Induction Credential through an intense professional development experience based on self-reflective, research-based practices. In keeping with the district Board of Trustees’ vision that “people are our most valuable resource”, the WUSD Induction Program continues to expand its professional growth opportunities by including the Clear Education Specialist Induction Credential Program.

Antelope Valley Union High School District

The Antelope Valley Union High School District Clear Education Specialist Induction Program is a single district program which serves its beginning teachers who hold preliminary education specialist credentials in mild/moderate and moderate/severe authorizations. The program uses the Formative Assessment System for California Teachers (FACT) to conduct its formative assessment process along with other induction program standard requirements. Participating teachers engage in an Individual Induction Plan (IIP) as a form of action research and complete related professional development workshops to satisfy areas of need, while collaborating with a trained support provider for mentorship and collaboration. A full time coordinator from the central office manages the day-to-day administrative responsibilities of the program and liaises with other members of the Educational Services and Human Resources divisions to advance its progress and growth.

Kern High School District

The Kern High School District (KHSD) Clear Education Specialist Induction Program is designed as a job-embedded system of professional development that builds upon and expands a participating teacher's preparation in order to prepare him or her to meet the academic learning needs of all students. The Kern High School District will support Level I and Preliminary Education Specialist credential holders who will clear their credentials within the two-year Induction program. As a single district Special Education Local Plan Area (SELPA), the KHSD has the resources to provide a meaningful induction program to both mild/moderate and moderate/severe special education teachers. Candidates are required to be employed by KHSD in order to participate in the program. Upon satisfactory completion of all program requirements, candidates will be recommended for the Clear Education Specialist Credential.

Program(s) of Professional Preparation for the Education Specialist: Mild/Moderate Credential

Biola University

The Preliminary Education Specialist Program, Mild/Moderate Disabilities, proposed by Biola University's School of Education is designed to provide prospective education specialists with the skills and competencies needed for service in K-12 special needs classrooms. The program offers coursework taught by expert faculty. After completing four in-person regular education prerequisite courses that include 70 regular education fieldwork hours, candidates take core units in special education issues, assessment and evaluation, mild/moderate disabilities in inclusive classrooms, and behavior and classroom management with 30 fieldwork hours in special education and inclusive classrooms. Candidates then proceed through the education specialist program to earn an additional 24 units in curriculum design, diagnosis and remediation of reading difficulties, consultation and collaboration, Autism Spectrum Disorders, culminating in a full semester of student teaching, which includes 70 fieldwork hours.

Program(s) of Professional Preparation for the Education Specialist: Deaf and Hard of Hearing

Mt. Saint Mary's College

The Education Specialist Program in Deaf and Hard of Hearing at Mount St. Mary's College combined with the M.S. degree, in partnership with John Tracy Clinic, is founded on four principles: passion, excellence, respect, and leadership. The DHH program offers two options: A one-year Onsite Program for full-time candidates, and a two-year Distance Learning/Intern Program for teachers working with children with hearing loss as the teacher of record. Both options are offered as a professional development school model at John Tracy Clinic in Los Angeles, where graduate candidates are immersed in the daily programs provided to families and their children with hearing loss. The program includes special education courses and field experiences in a variety of settings, including parent infant, special day class, auditory-verbal therapy, teletherapy, inclusion, mainstream, itinerant, parent education, parent support groups, and international/global perspectives. All coursework is grounded in the educational and developmental domains of children who are developing typically and children with hearing loss, as well as children with additional or multiple challenges (e.g., autism spectrum disorders, orthopedic handicaps, specific language and speech disorders, English language learners, etc.). The philosophy of the program focuses on the technology and science that allow children with hearing loss to develop listening and spoken language.

Education Specialist-Added Authorization

Early Childhood Special Education Added Authorization

Brandman University

The Education Specialist Early Childhood Special Education Added Authorization (ECSEAA) program provides eligible candidates with a Commission designated authorization to serve children with disabilities, ages birth to pre-K. The authorization is offered in a six course sequence that addresses the historical, philosophical and legal foundations of early intervention/early childhood special education, family guided practices, assessment, curriculum and intervention as well as consultation and advanced strategies. Fieldwork is embedded in all courses across a variety of settings and the program culminates with in-depth field experiences with infants, toddlers and preschool age children.

Autism Spectrum Disorders: Added Authorization

San Diego Unified School District

San Diego Unified School District's Education Specialist Autism Spectrum Disorders Added Authorization (ASDAA) Program is housed within the Teacher Preparation and Induction Department of the San Diego Unified School District. The program is comprised of four blended and online courses that are complemented by structured opportunities for application and demonstration of the knowledge and skills gained in each course. The program implements a formative and summative assessment process to determine candidate competency based on the ability to demonstrate knowledge and perform skills related to program standards for the Autism Spectrum Disorders Added Authorization. A qualified mentor is assigned to support and guide each participating teacher through reflective conversations, and collaborative planning. The participating teacher develops an online portfolio that documents competent application of the knowledge and skills for working with students with Autism Spectrum disorders.

Deaf-Blind: Added Authorization

San Diego County Office of Education

The San Diego County Office of Education's Deaf-Blind program has been developed to meet the needs of teachers county-wide who work with the Deaf-Blind population. Teachers attaining the added authorization will move through a core module of classes which consist of assessment, behavior, collaboration, specialized health care, and transition. Candidates will also take a "characteristics of deaf-blind student" course and will be provided a coach to guide them through the entire process. As the candidates work through the program they create an electronic portfolio to show their learning both within and outside of the modules. The Added Authorizations in Special Education Steering Committee reviews all work and recommends candidates for the added authorization upon completion of all program requirements.

Program(s) of Professional Preparation for the Bilingual Authorization

California State University, Fullerton (Korean)

Completion of California State University Fullerton's Korean Bilingual Authorization will authorize teacher candidates to teach in K-12 Korean bilingual classroom settings. The program includes a proficiency assessment and six units of instruction in culture and language methodology courses that are in addition to the requirements for the multiple- or single-

subject credential. This program will increase support for English learners and their families, promote bilingual education, and create learning environments that more effectively validate the language and culture of their students.

Chapman University (Spanish)

The College of Educational Studies Multiple Subject Bilingual Emphasis program at Chapman University is designed to provide teacher candidates with the knowledge, skills and field experiences necessary to teach in California’s diverse bilingual school settings. Candidates learn theory, content and methods to provide outstanding bilingual instruction that will help to improve the academic and linguistic proficiency of future generations of English learners (EL) through quality schooling. This program has an emphasis on equity in education and social justice, which comes through in all of our courses and field activities. While bilingual teacher candidates work towards their SB2042 certification, they simultaneously participate in the bilingual emphasis, which enhances their teacher preparation through a rigorous program to certify their capacity to teach in bilingual Spanish/English settings in California schools. Candidates demonstrate competence in bilingual theory, content, and methodology through signature assignments aligned to the Bilingual Authorization Standards. Candidates demonstrate language and culture competence by examination.

Program(s) of Professional Preparation for the Teacher Librarian Credential – Special Class Authorization (SCA): Digital Literacy

Fresno Pacific University

The mission of the Teacher Librarian (TL) program at Fresno Pacific University is to expose candidates to a set of rich experiences, preparing them to administer successful and resourceful school library programs. The proposal to offer a method by which the Teacher Librarian may add a special class authorization (SCA) to their credential provides an excellent opportunity for TMs to acquire the requisite skills and knowledge to meet the needs of today’s learners. Candidates will understand, communicate, and model information theory and digital literacy. They will have opportunities to design and implement curriculum, using both traditional and digital strategies, to address needs of students in multiple learning environments and will assess and develop individual interventions to optimize student learning.

Program(s) of Professional Preparation for the Administrative Services Clear Guidelines-Based Credential

Sacramento County Office of Education

The SCOE Clear Administrative Services Credential Program is a two-year program that is designed around the California Professionals Standards for Educational Leaders (CPSELs). The CPSELs’ six standards provide indicators of leadership actions that contribute to meeting the standards and provide the foundation for the program. These leadership standards provide an overview of what successful leaders do and are used for setting a general course for leadership preparation, professional development activities, and administrator certification. The CPSELs will be used to determine the developmental objectives for each participant in the program. The program includes in depth one-on-one coaching, focused on elements of each CPSEL, and supports candidates in their leadership growth and development.

Orange County Department of Education

The Orange County Department of Education Clear Administrative Services Credential Program is a two-year individualized program offered through an ACSA/NTC Certified coach-based model. Grounded in an administrator's current employment requirements, coaching is focused on the individual's practice as evidenced by the California Professional Standards for Educational Leaders (CPSELs). The ongoing face to face coaching sessions, conducted at the candidate's site, will be augmented by six Learning to Lead Seminars focused on the application of CPSEL skills within the candidate's context of employment. These seminars will assist the candidate in not only establishing, but sustaining an innovative, educational environment that represents the voices of all stakeholders and where the needs of all students may be met through effective instructional practices.

Merced County Office of Education

The Merced County Office of Education's Clear Administrative Services Credential Program is a guidelines-based program reflecting the California Professional Standards for Educational Leaders (CPSELs) adopted by the Commission on Teacher Credentialing in 2004 as standards for administrator licensure. It is designed to build upon the knowledge, skills and competencies acquired by beginning administrators through Preliminary Administrative Services Credential programs. The goal of Merced COE's Clear Administrative Services Credential program is to be a two year job-embedded professional development program that supports administrators through an assessment tool to identify the unique needs of administrators, the development of an Individual Learning Plan (ILP), mentoring, and a system of formative and summarize assessment tasks that are contextualized for each candidate. This will ensure effective implementation of research-based, best practices as candidates apply these in administrative settings. The ability to offer a Clear Administrative Services Program for this county region will support many district candidates in need of clearing preliminary credentials.

Los Angeles County Office of Education

The Los Angeles County Office of Education has created a new guidelines-based Clear Administrative Services program based on the California Professional Standards for Educational Leaders (CPSELS). Candidates in the two-year program will be matched with a Certified Leadership Coach for thirty hours of individual coaching each year. Candidates, employers and the leadership coach will collaborate to develop an annual Individualized Mentoring Plan. This plan will be informed by the Leadership 360 survey which evaluates candidates' progress on the CPSELS. Candidates will be expected to write goals for three CPSELS each year and provide artifacts of their work in an on-line portfolio. Six CPSEL information sessions for candidates and coaches in an on-line, on-demand format, will provide a base of information for participants to begin work on their CPSEL goals.

Stanislaus County Office of Education

Stanislaus County Office of Education is adding to its spectrum of CTC-approved credential programs with the submission of its Clear Administrative Services Credential Program. The Guidelines-based program provides new administrators the opportunity to be provided a 1:1 mentor-supported experience in the development and support of an individualized mentoring plan and e-Portfolio; assess growth in their administrative skills based on the Descriptions of

Practice based on the California Professional Standards for Educational Leaders; participate in job-related professional development events; and be recommended for a Clear Credential upon successful completion of the two-year program.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

Speech-Language Pathology Services Credential

California State University, Northridge (effective August, 2011)

Special Class Authorization

California State University, Northridge (effective August, 2011)

Reading Certificate

California State University, San Bernardino, effective October, 2012

California State University, Los Angeles, effective December, 2012

California State University, Fresno, effective August, 2012

California State University, San Jose, effective June, 2012

University of California, Riverside, effective December, 2012

University of Southern California, effective December, 2012

Reading and Language Arts Specialist Credential

California State University, San Bernardino, effective October, 2012

California State University, Los Angeles, effective December, 2012

California State University, Fresno, effective August, 2012

University of California, Riverside, effective December 2012

University of La Verne, effective August, 2012

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

Humboldt State University

Education Specialist Moderate/Severe Internship program, effective September 1, 2012.

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.

There are no programs requesting reactivation at this time.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

***Western Governors University: Multiple Subject Intern Program
Single Subject Intern Program***

Stanford University: CTEL Credential Program

Program Clarification:

General Education (Multiple and Single Subject) Induction Programs are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

General Education (Multiple and Single Subject) Clear Programs are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer