

# Report of Program Accreditation Recommendations

May 18, 2010

## Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. In addition the report provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status and programs that have been “Withdrawn” by the institution.

## Staff Recommendation - Panel Review

That the Committee on Accreditation grant initial accreditation to the following preparation program(s), as recommended by the appropriate reviewers.

### **A. Programs for Approval by the Committee on Accreditation**

Each institution identified below has responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that describes how each standard and precondition is met and that includes appropriate supporting evidence. The appropriate reviewers following the procedures adopted by the Committee on Accreditation have read each program proposal. Each program has been judged to meet all standards and preconditions and is recommended for initial accreditation.

#### Program(s) of Professional Preparation for the Career and Technical Education Credential

##### ***Fresno Pacific University***

The Fresno Pacific University CTE Program design addresses all CTE Standards in a scaffolded sequence and reflects conditions of contemporary CA public education. As a result, teacher candidates receive a cohesive set of learning experiences and are assessed on formal coursework aligned to the 2005 CTE Standards. Faculty teach to standards-based course objectives. To ensure that English language learner pedagogy is embedded throughout the program, an ELL specialist conducts CTEL in-services for all CTE faculty annually. Each Teacher Candidate is issued a program handbook during initial advising and assigned a mentor and supervisor through partnership with the employing school. A summative assessment of candidate’s teaching competencies is conducted through a teaching portfolio that includes evidence of coursework competencies and competencies of teaching practice which each candidate presents in an exit interview. The portfolio can be further developed in the project-based Advanced Preparation Program which is offered for candidates who wish to clear their credentials without teaching experience.

#### Programs of Professional Preparation for the Single Subject Teaching Credential in Mathematics and Science (Experimental Program)

##### ***University of California, Berkeley***

The program will offer a 4-year blended program that leads to a preliminary single subject credential and a 5-year program that allows students to complete their undergraduate work in four years and to work as interns during the fifth year of the program. The Cal Teach Berkeley program proposes to reduce the coursework for intern teachers by allowing them to complete all but one of their courses as undergraduates, prior to the first year of teaching. This model allows them to focus on "...their teaching during their first year with the support of a supervisory master teacher and a methods course on campus."

The program will offer both a 4-year blended model as well as a 5-year blended model. Both pathways will allow undergraduates to get into classrooms more quickly and more frequently, while reducing course work requirements during their first year of teaching and gaining more preparation than a typical intern program.

#### Program(s) of Professional Preparation for the Education Specialist Credential

##### ***Sacramento County Office of Education***

The Sacramento BTSA Consortium is a regional program that partners with school districts, charter organizations, and private schools. The Sacramento County Office of Education administers a CTC approved Induction program for multiple and single subject candidates. Those participating teachers who successfully complete the Education Specialist Clear Credential Program will receive a recommendation to CTC for a Clear Education Specialist Credential.

In collaboration with our partners, the Sacramento BTSA Consortium Induction Program offers teacher-centered services to eligible participating teachers that support the academic achievement and overall growth of their students. Teachers new to the profession work with an experienced, well-trained colleague to hone their skills, knowledge and abilities related to their teaching practice. The participating teacher and support provider meet regularly for discussion and consultations using the state developed *Formative Assessment for California Teachers (FACT)* that includes an action research model of inquiry, evidence collection, observations, and assessments focused on classroom practice. The FACT system is designed to support professional growth as part of a continuous improvement cycle.

##### ***Ventura County Office of Education***

The Ventura County Office of Education (VCOE) in partnership with the Ventura County SELPA, 21 Ventura County districts, one Los Angeles County district, 9 charter schools, 17 private schools, and six universities serves more than 600 credential candidates annually demonstrating a commitment to the continued professional growth of veteran and novice teachers. Through this unique collaboration, stakeholders are confident that all areas will be addressed by the VCOE Education Specialist Clear program, and candidates will experience positive growth under the mentoring of experienced and qualified support providers with the same authorization. The Clear Education Specialist Program is offered for teachers who already possess an Education Specialist Level 1 or Preliminary Credential. Candidates in the VCOE Education

Specialist Program will choose from a Menu of Options that incorporates the Induction Standards: Option (1) an Area of Emphasis in their Level I or Preliminary Credential area of study leading to a Clear Credential; Option (2) an Added Authorization integrating the Area of Emphasis and the Induction Standards; or Option (3) IHE Advanced Coursework (e.g., Master’s Degree). The candidate will choose a Focus Topic outlining research to expand his/her skills as an Education Specialist. Upon satisfactory completion of all program requirements, candidates are recommended for the Education Specialist Clear.

**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.

**Education Specialist—Added Authorizations: Autism Spectrum Disorders**

*Madera County Office of Education*

*UCLA Extension*

*CSU San Marcos*

*Ventura County Office of Education*

**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.)*

*University of California, Riverside*

Administrative Services Credential, August 31, 2010.

*Los Angeles Unified School District*

Tier II Guidance Based Administrative Services Credential, April 19, 2010.