

Update on the Transition of Education Specialist Programs to Revised Program Standards May 2010

Overview of this Report

This agenda item describes the process through which an approved educator preparation program transitions to updated program standards and presents information regarding the transition of Education Specialist credential programs from the prior credential program standards to the standards adopted between December 2008 and early 2010.

Staff Recommendation

This is an information item only.

Background

Historically when program standards were reviewed and revised, all approved programs were given a specified amount of time to transition to the updated standards. In addition to transitioning the credential program, the sponsor was required to submit a program proposal addressing the updated standards. The program proposal would complete the initial program review process and be presented to the COA for approval. In working with the Commission staff responsible for writing and distributing press releases, a distinction was identified between a program that is completely new to an approved institution and a program that has been offered at an approved institution for a period of time that is being updated to address revised standards. Staff began to investigate how other organizations implement revised standards and to think about the current accreditation system with its activities distributed across the seven years of the accreditation cycle.

Transition of Programs within the Revised Accreditation System

When the National Council for the Accreditation of Teacher Education (NCATE) adopted its updated Unit Standards, NCATE did not require all accredited institutions to submit a new proposal addressing the revised standards. Instead, NCATE required that all accredited institutions meet the revised standards as of a specific date and during the next regularly scheduled accreditation activity, the institution was evaluated against the updated standards.

Beginning with the Education Specialist standards revision, the Commission is implementing a standard transition process that parallels the NCATE process for some credential areas. The Commission's accreditation system is now a seven year cycle of accreditation activities. Institutions and the approved programs are interacting with the Commission across the seven year cycle. Provided in Appendix A is a listing of the approved Education Specialist Level I programs, by content area, as well as the date identified as the transition date for the institution.

The decision to transition programs rather than require each Education Specialist program to complete the initial program review process was based on a number of considerations:

- To allow programs time for a thorough and careful review of the revised standards and the implications for the current program but still require the transition to the new program standards and authorization statements in a reasonable timeframe.

- To save time and effort on the part of the program in writing a program proposal that will likely need updating within the first year of implementation.
- To allow programs to begin implementation and then finalize the program narrative.
- To allow for a more meaningful review by the Commission after one to two years of implementation.

Not all newly adopted program standards will be handled in a similar manner as the Education Specialist credential transition. A decision will be made regarding each set of newly adopted standards to determine whether it would be necessary to require an initial program review of all programs or whether a more transitional process would be appropriate. Consideration will be given to the level of alignment between the prior and the proposed standards and the length of time since the standards were last updated. For instance, School Nurse programs may transition to the recently revised standards because the institutions that offer school nurse programs were deeply involved in developing the new standards. In looking at the number of standards in the prior (29) and current (9) school nurse standards, it might appear that there is significant change within the standards but that is not the case. The previous School Nurse standards included the content from the Commission’s Common Standards as well as the standards defining what the school nurse program needs to do. Currently there are other educator preparation programs implementing revised or new standards that must complete the entire initial program review process.

Table 1: Credential Programs that are Required to Complete Initial Program Review to Transition to Revised Standards

Credential	Why a Prospective Program must complete IPR
California Teachers of English Learners (CTEL) Programs	There were no prior programs. CLAD courses were approved but there were no CLAD programs. Therefore all institutions interested in offering a CTEL program must complete the IPR process.
Bilingual Authorization	The prior BCLAD standards were quite old and the program had to be embedded in an initial teaching credential program. Now the Bilingual Authorization program may be offered concurrent or subsequent to an initial teaching credential program. Therefore all institutions interested in offering a Bilingual authorization program must complete the IPR process.
MS/SS Clear Credential Programs	The prior Fifth Year of Study programs were four courses of advanced study. The Clear Credential program is much closer to an induction program and is based on the identified needs of the candidate. Therefore all institutions interested in offering a MS/SS Clear program must complete the IPR process.
Clear Education Specialist Programs	The new Clear programs will be significantly different from the Level II programs. There is no specified new content in the Clear programs. Therefore all institutions interested in offering a Clear Ed Sp program must complete the IPR process.

The revised Education Specialist and Other Related Services credential program standards are not significantly different from the prior program standards with the exception of preparation for teachers to work with students on the autism spectrum. All of the new Education Specialist preliminary credential programs will include preparation to teach students on the autism spectrum and providing services to students with autism is included in the updated preliminary authorizations.

An institution may begin to offer the revised preliminary program anytime between January 1, 2010 and September 1, 2011. In addition to ‘transitioning’ to the revised preliminary teacher preparation program, a sponsor may begin to offer one or more of the new Added Authorization programs. The Added Authorization (AASE) programs are each a portion of one or more of the full preliminary teaching credential programs.

There are six Added Authorization programs that are eligible to be offered at this time. Three additional added authorization programs will be available for institutions to offer once the regulatory process has been completed.

Table 2: Added Authorization Programs for Special Education

Added Authorization Programs (AASE)	
Regulations Final July 2009	Regulatory Process Not Yet Concluded
Autism Spectrum Disorder (ASD)	Adapted Physical Education (APE)
Deaf-Blind (DB)	Early Childhood Special Education (ECSE)
Emotional Disturbance (ED)	Resource Specialist (RS)
Orthopedic Impairments (OI)	
Other Health Impairments (OHI)	
Traumatic Brain Injury (TBI)	

An institution may offer one or more of the added authorization programs without completing the initial program review process if the content of the AASE program was already contained in one of the approved Level I programs offered by the institution. For example: An institution offering an Education Specialist Level I program in either Moderate/Severe disabilities or Early Childhood Special Education has been teaching the content for individuals to teach students on the autism spectrum because that content was required previously in the standards for Moderate/Severe Level I and Early Childhood Special Education Level I programs. Therefore the institution may transition into offering an AASE program for Autism Spectrum Disorder without going through the complete initial program review process because the one or more of the institution’s programs have already been offering this content.

The AASE in ASD program would be offered to individuals without an authorization to teach students on the autism spectrum who need or want to hold the authorization, i.e., those who hold the current Education Specialist Level I credential in Mild/Moderate disabilities; while those enrolled in the program implemented under the new standards would not need the added authorization because the new program already contains the content.

The table below lists the current Level I programs and which Preliminary and Added Authorization Programs an institution may transition without completing Initial Program Review (IPR).

Table 3: Programs Eligible to Transition to Preliminary and AA Programs

Current Level I Program	Transitioned Programs	
	Preliminary Program	Added Authorization Program
MM	MM	ED, OHI
MS	MS	ASD, DB, ED
DHH	DHH	DB
VI	VI	DB
PHI	PHI	OHI, OI, TBI
ECSE	ECSE	ASD, ED, TBI

Process to Transition a Credential Program When Initial Program Review is Not Required

The institution must complete a number of steps to transition its education specialist credential programs to the new standards and authorizations. The steps are listed below:

- A. Review the newly adopted standards and analyze the current program against the revised standards.
- B. Gather faculty and staff to plan the transition.
- C. Complete any internal institutional approval process required (not a CTC process).
- D. Submit a Transition Plan to the Commission 60 days prior to the transition date. (All institutions offering one or more approved Education Specialist programs were asked to identify the Transition Date for the institution by fall 2009.)

The Transition Plan document asks the program sponsor to respond to two questions:

1. Please describe the process your program engaged in to address the modified standards.
2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards. Please also provide your timeline for implementing your newly revised courses and field experiences.

Commission staff will review the Transition Plan document prior to the intended transition date. Once the Transition Plan is reviewed, the institution is notified that it may begin to offer the transitioned program, and the COA is notified of the transitioned program at its next meeting in agenda item 6, Part B.

Once confirmation is received from Commission staff, offer the transitioned program to candidates and complete the following steps:

- A. Monitor the early implementation of the program and modify the program as needed.
- B. Finalize the Program Narrative
- C. Collect updated course syllabi or documents detailing the course of study
- D. Prepare to submit program documentation to the Commission when required.

Review of Programs When Initial Program Review is Not Required

When the timing allows, the transitioned program will be reviewed through Program Assessment or possibly at the accreditation site visit. Staff is committed to a review of all transitioned programs within two years of the program’s transition. Education Specialist programs may transition anytime between January 1, 2010 and September 1, 2011. The transition date an institution selects and its accreditation cohort will determine when and through what accreditation activity the transitioned program is reviewed. As the updated Education Specialist program standards are fully implemented, all members of the Board of Institutional Reviewers (BIR) who serve on Program Assessment and/or site visit teams focusing on Education Specialist programs will need to participate in an update on the revised standards and complete recalibration activities to ensure fair and objective reviews take place.

The Commission staff held a technical assistance meeting on Wednesday, April 28 to provide this information to all approved Education Specialist programs. During the technical assistance meeting, the following tables were shared with participants. Each institution must consult the table that has the institution’s identified transition date and then find the correct accreditation cohort. Once the appropriate row in the appropriate table is found, the institution will be able to ascertain when updated program narratives and course syllabi will be reviewed through the accreditation activities. A program may submit its updated program narrative and supporting documentation (course syllabi) to be reviewed through the Program Assessment process as soon as it is ready and no later than is listed in the five tables below:

Table 4a: January-April 2010 Transitions			
Cohort	Program Assessment	Site Visit	Transitioned Program Reviewed <u>No Later Than</u>
Red	Fall 2009	11-12	Site Visit or Fall 2011
Orange	Fall 2008	10-11	Site Visit or Fall 2011
Yellow	Fall 2014	09-10	Fall 2011
Green	Fall 2013	15-16	Fall 2011
Blue	Fall 2012	14-15	Fall 2011
Indigo	Fall 2011	13-14	Program Assessment
Violet	Fall 2010	12-13	Program Assessment

Table 4b: August-December 2010 Transitions			
Cohort	Program Assessment	Site Visit	Transitioned Program Reviewed <u>No Later Than</u>
Red	Fall 2009	11-12	Site Visit or Fall 2011
Orange	Fall 2008	10-11	Site Visit or January 2012
Yellow	Fall 2014	09-10	January 2012
Green	Fall 2013	15-16	January 2012
Blue	Fall 2012	14-15	January 2012
Indigo	Fall 2011	13-14	Program Assessment
Violet	Fall 2010	12-13	January 2012

Table 4c: January –May 2011 Transitions			
Cohort	Program Assessment	Site Visit	Transitioned Program Reviewed <u>No Later Than</u>
Red	Fall 2009	11-12	Site Visit or Sept. 2012
Orange	Fall 2008	10-11	Sept. 2012
Yellow	Fall 2014	09-10	Sept. 2012
Green	Fall 2013	15-16	Sept. 2012
Blue	Fall 2012	14-15	Program Assessment
Indigo	Fall 2011	13-14	Program Assessment
Violet	Fall 2010	12-13	Site Visit or Sept. 2012

Table 4d: May-July 2010 Transitions			
Cohort	Program Assessment	Site Visit	Transitioned Program Reviewed <u>No Later Than</u>
Red	Fall 2009	11-12	Site Visit or May 2012
Orange	Fall 2008	10-11	Site Visit or May 2012
Yellow	Fall 2014	09-10	May 2012
Green	Fall 2013	15-16	May 2012
Blue	Fall 2012	14-15	May 2012
Indigo	Fall 2011	13-14	Program Assessment
Violet	Fall 2010	12-13	May 2012

Table 4e: June-September 2011 Transitions			
Cohort	Program Assessment	Site Visit	Transitioned Program Reviewed <u>No Later Than</u>
Red	Fall 2009	11-12	February 2013
Orange	Fall 2008	10-11	February 2013
Yellow	Fall 2014	09-10	February 2013
Green	Fall 2013	15-16	Program Assessment
Blue	Fall 2012	14-15	Program Assessment
Indigo	Fall 2011	13-14	Site Visit or February 2013
Violet	Fall 2010	12-13	February 2013

Programs are strongly encouraged to submit the updated program narrative and supporting documentation to be reviewed prior to the accreditation site visit if at all possible. The Program Assessment process is designed to have two members of the BIR review the program narrative together. At an accreditation site visit, it is very unlikely that there will be two team members with the appropriate expertise on the team to review each of the Education Specialist programs. If the program narrative has been reviewed prior to the accreditation site visit through the Program Assessment process, then the Education Specialist programs will participate in the sampling and confirmation process at the site visit as do all other educator preparation programs.

Next Steps

Staff will continue to update the COA as the Education Specialist programs transition to the revised standards.

Appendix A

Approved Education Specialist Teaching Credential Programs May 2010

	MM	MS	ECSE	DHH	VI	PHI	Transition Date
California State University Programs							
Bakersfield	X	X					?
Channel Islands	X						8/2010
Chico	X	X					9/2010
Dominguez Hills	X	X	X				1/2010
East Bay	X	X					6/2011
Fresno	X	X		X			1/2011
Fullerton	X	X	X				1/2010
Humboldt	X	X					9/2010
Long Beach	X	X					8/2010
Los Angeles	X	X	X		X	X	6/2010
Monterey Bay	X	X					5/2011
Northridge	X	X	X	X			5/2010
Pomona	X	X					9/2011
Sacramento	X	X	X				9/2010
San Bernardino	X	X	X				?
San Diego State	X	X	X				9/2010
San Francisco State	X	X	X		X	X	8/2010
San Jose State	X	X	X	X			8/2010
San Luis Obispo	X						6/2010
San Marcos	X	X					1/2011
Sonoma State	X	X					8/2010
Stanislaus	X	X					1/2011
University of California Programs							
UCLA	X						1/2010
UCR	X	X					8/2011
UCSB		X					1/2010
UCSD				X			?
Private College and University Programs							
Alliant International University	X						9/2011
Antioch University Los Angeles	X						7/2011
Antioch University Santa Barbara	X						1/2010

	MM	MS	ECSE	DHH	VI	PHI	Transition
Azusa Pacific University	X	X					1/2010
Brandman University	X	X					8/2010
California Baptist University	X	X					?
California Lutheran University	X	X		X			9/2010
Chapman University	X	X					9/2010
Claremont Graduate University	X	X					1/2011
Dominican University of California	X						8/2010
Fresno Pacific University	X	X	X			X	8/2011
Holy Names College	X						8/2010
Loyola Marymount University	X						1/2010
Mills College			X				?
Mount St. Mary's College	X						9/2011
National Hispanic University	X						1/2011
National University	X	X		X			1/2011
Notre Dame de Namur University	X	X					9/2010
Pacific Oaks College	X						1/2011
Point Loma Nazarene University	X	X					1/2011
Santa Clara University	X		X				6/2011
St. Mary's College	X	X					6/2010
Touro University	X	X					1/2010
University of La Verne	X						?
University of San Diego	X	X	X	X			8/2010
University of San Francisco	X						6/2010
University of the Pacific	X	X					8/2010
District and County Office of Education Programs							
Fortune School of Education (Mt Diablo USD)	X						5/2011
LAUSD	X	X					?
Oakland USD	X	X					2/2010
Orange COE	X						2/2010
San Diego Unified	X						1/2010
San Joaquin COE (Project Impact)	X	X	X				1/2010
Stanislaus COE	X	X					9/2010