

Report of Program Accreditation Recommendations

June 24, 2010

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

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 *California State University, San Bernardino*

The CSU, San Bernardino Designated Subjects CTE Credential is offered in both traditional and on-line formats. To that end, course materials are presented on-line with required readings from traditional and Web based resources. The 3-year Designated Subjects Credential Program builds on the previously approved courses by integrating the new standards into the existing courses as appropriate. The CSUSB Designated Subjects CTE Credential program is competency based to ensure candidates master the skills required by the state standards for success in the preparation program, in their classrooms, and in industry. Differentiated strategies and methodologies relevant to special needs, exceptional, and English learner are integrated into assignments of all courses throughout the program as reflected in the discussions, lesson plans, presentations, course materials and projects.

University of California, Berkeley

The University of California, Berkeley Designated Subjects Career Technical Education Credential Program has been designed with a cohesive organizational structure for administrative and curricular components, including a plan for on-going program review and development. The program will prepare CTE teachers to integrate the state-adopted K-12 CTE curriculum standards with the K-12 academic content standards for teaching

and assessing all students by including overview of the standards in the coursework. Candidates engage in a study of instructional theories of pedagogy and learning, including activities and materials appropriate for adult and adolescent learners with diverse needs, skills, and abilities. Planning and clear presentation of instruction in an effective educational classroom environment are emphasized. The program coursework presents assessment methods for monitoring student progress and to using assessment data to make on-going instructional decisions.

North Coast Beginning Teacher Program with Sonoma County Office serving as LEA

The Sonoma County Office of Education serves as the LEA for the North Coast Beginning Teacher Program (NCBTP). The NCBTP is a regional consortium comprised of six county offices of education and over 100 school districts and charter schools throughout Del Norte, Humboldt, Lake, Mendocino, Nevada and Sonoma Counties. The NCBTP has designed a CTE program that includes developmentally sequenced coursework delivered in a seminar and online format and individualized instruction and support delivered by highly skilled onsite Support Providers. During the first year in the program, CTE teachers will develop knowledge and skills through an intensive, highly structured Orientation and Foundations course, the Starting Out Right seminar, monthly seminars, and specific individualized instruction from their site Support Providers regarding the CTE program standards content. During the second year of the program, CTE teachers will continue to attend monthly seminars and work with their Support Providers to focus on deepening and applying their knowledge and skills within their classrooms. CTE teachers will demonstrate having met the Teacher Performance Expectations and the CTE competencies in a variety of ways including formal and informal observations, student work samples, instructional plans, course and seminar attendance, formative assessment documents, reflective conversations, and completed and reviewed Portfolios. Throughout the 2-year preparation program, CTE teachers' knowledge, skills and abilities are developed so they can successfully teach all students in public education to perform in a competitive workplace.

Program(s) of Professional Preparation for the Bilingual Authorization

University of California, Riverside, Bilingual Authorization (Spanish)

The bilingual authorization program at UC Riverside prepares multiple subject preservice teachers in collaboration with dual-immersion programs at partner school sites in San Bernardino and Riverside Counties. Foundational courses in the Ethnic Studies and Spanish Departments and the Linguistics Program at UCR provide candidates with a breadth and depth of language and cultural expertise. The credential program is a full time, one-year cohort model, with BCLAD candidates placed in a cohort that is all bilingual. Instruction throughout the credential year takes place in English and Spanish during the student teaching seminar series. Students begin with ten weeks of fieldwork in a dual-immersion setting and progress to two placements of 10 weeks each for student teaching; both placements are in dual-immersion classrooms. There is a particular emphasis on academic language instruction for K-6 students.

***San Diego State University, Bilingual Authorization
(Spanish, Arabic, Mandarin, Japanese, Tagalog)***

The Bilingual Authorization 2042 Credential Program offered by the Policy Studies Department at SDSU reflects a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach bilingually in K-12 classroom settings. The program is focused on developing teacher candidates who have the ability to demonstrate an understanding of language, culture and content in the context of realities facing California schools. This Program is concerned primarily with the professional preparation of elementary and secondary bilingual teachers who will be reflective practitioners. SDSU is committed to working collaboratively with local education agencies including institutional partnerships with the Imperial Valley Campus Division of Education (IVC) and the SDSU College of Arts and Letters, specifically The Department of Linguistics and Asian/Middle Eastern Languages *in support for Arabic, Japanese, Mandarin and Tagalog bilingual candidates*. Finally, the SDSU program will provide pathways for 2042 and other professional service credentialed teachers or administrators to obtain the Bilingual Authorization via core course-work and/or exam routes.

Programs of Professional Preparation for the Multiple and Single Subject Clear Credential
Hebrew Union College Jewish Institute of Religion – DeLeT Program

The two-year DeLeT – Day school Leadership through Teaching Clear Credential Program provides support and challenge for graduates of the DeLeT Fellowship who are in their first 5 years of teaching in order to assist them in "clearing" their California Preliminary Multiple Subject Teaching Credential. DeLeT, a fellowship program of the Rhea Hirsch School of Education of Hebrew Union College-Jewish Institute of Religion, Los Angeles, is a pre-service teacher education program dedicated to fostering teaching excellence in Jewish day schools. The DeLeT Clear Credential Program works with Jewish day schools in both Southern California and the San Francisco Bay area who hire novice teachers to assist them in providing an environment which supports beginning teacher learning. The DeLeT Clear Credential Program goals are aligned to the California Standards for the Teaching Profession (CSTP), the Norms of DeLeT, and the DeLeT Vision of a Jewish Day School Teacher. Clinical Educators (visiting mentors) support the participating beginning teachers by following the protocol set out in the New Teacher Center's Formative Assessment System (FAS) to assure that the DeLeT Clear Credential Program participants are making connections to the CSTP's and focusing in year one on Standard 5: Pedagogy and in year 2, Standard 6: Universal Access.

Program(s) of Professional Preparation for Multiple and Single Subject BTSA Induction
Oak Grove School District

Oak Grove School District, located in south San Jose, California, is comprised of 16 elementary (K-6) and 3 intermediate schools (grades 7-8) and serves a diverse population of 11,500 students inclusive of four Title 1 elementary schools.

Seventy teachers (29 first year and 41 second year) were served this year in the Oak Grove BTSA Induction program with the support of 43 support providers. The program uses a mixed model of support for participating teachers consisting of Faculty Associates who work with San Jose State University interns (FAs) and site-based Support Providers

(SPs), full-time released coaches, and two retired teachers serving as Lead Support Providers.

Oak Grove School District has partnered with Campbell Union School District for the past 14 years as a BTSA collaborative relationship. Over the years, the program evolved to become the BTSA South Bay Induction Consortium, serving seven districts in the consortium. Oak Grove BTSA Induction program uses the Formative Assessment for California Teachers (FACT) to support and assess participating teachers.

Program of Professional Preparation for the Education Specialist Clear Credential Program
Santa Rosa City Schools BTSA

The Santa Rosa City School BTSA Program is a single district BTSA program located in Sonoma County. The Santa Rosa City Schools BTSA program currently administers a CTC improved 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. 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 met regularly for discussion and consultations using a locally developed formative assessment system. Focal to the induction programs are academic achievement and overall growth of students.

Program of Professional Preparation for the Education Specialist Added Authorization: Autism Spectrum Disorder

Orange County Office of Education

The AASE for ASD program by the Orange County Consortium District Intern Program (OCCDIP) includes three (3) courses, three (3) semester units each course. The courses are: AUT 101: “Characteristics of Autism Spectrum Disorder”, AUT 102 “Teaching and Learning Strategies for Students with ASD”, and AUT 103 “Designing Effective Programs and Instruction for Learners.” The program also includes a practicum, AUT 104 “Fieldwork with Students with ASD” worth two (2) semester units. The total for the program is eleven (11) semester units. Coursework and practicum outlines were developed by educators who have the academic background, skills, expertise and experience in the field of Autism. To better serve the students with autism, these highly skilled educators have served as trainers of teachers for SELPAs and Districts in Orange County.

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.

Multiple and Single Subject Clear Credential Program
Biola University

Special Education Added Authorization Program
Claremont Graduate University

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.)

Los Angeles Unified School District

Multiple Subject District Intern Program, effective May 19, 2010.

D. Professional Preparation Programs(s) Requesting Reactivation

None

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following program has been requested by the institution. 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.)

University of California, Irvine – BCLAD Program