

Report of Program Accreditation Recommendations

November 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 In addition the item presents requests from institutions for programs to be "Withdrawn."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

Program(s) of Professional Preparation for the Preliminary Multiple Subjects Credential *Fortune School of Education (Mt. Diablo Unified School District)*

Fortune School has developed a Multiple Subject Credential program with the explicit purpose of developing educators who will have the knowledge and skill base to effectively teach in charter schools and other reform minded public schools that serve traditionally marginalized students from low socioeconomic backgrounds. The program structure and implementation of the Fortune School of Education's Multiple Subject Credential program will be guided by the school's overarching vision:

To prepare educators for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential.

Fortune's schools vision is realized through program design implementation in which, Fortune School emphasizes its commitment to creating effective classrooms where student performance is the marker for success. District intern candidates will participate in coursework and field experiences that are aligned with California's adopted standards and curriculum frameworks, with an emphasis on four core competencies: Culture, Classroom Management, Accountability, and Instructional Planning.

Program(s) of Professional Preparation for the Clear Multiple or Single Subject Credential through Induction

Partnership to Uplift Communities (PUC) BTSA Induction Program

The PUC Schools Induction Program is a network of ten independent charter schools housed under the Partnerships to Uplift Communities (PUC) Charter Management Organization (CMO). Currently PUC Schools has two high schools, seven middle schools and one elementary school; two new high schools will be opening in Fall 2010. The PUC Schools

Induction Program has designed a BTSA program that includes developmentally sequenced inquiries delivered in a seminar format and individualized instruction and support delivered by highly skilled onsite Support Providers. During the two year program, Participating Teachers will develop knowledge and skills through intensive, highly structured monthly seminars which are aligned to the CSTPs and Induction Standards 5 and 6, four inquiries (2 per year) that focus on specific CSTPs, and responsive, individualized instruction from their site Support Providers. Participating Teachers will demonstrate having met the Induction Standards and CSTP competencies in a variety of ways including formal and informal observations, student work samples, instructional plans, seminar attendance, formative assessment documents, reflective conversations, and completed and reviewed Portfolios. Throughout the 2-year preparation program, Participating Teachers' knowledge, skills and abilities are developed so they become reflective practitioners dedicated to students with diverse learning needs and backgrounds.

Program(s) of Professional Preparation for the Career and Technical Education Credential
Tri-County Beginning Teacher Program (Sutter County Superintendent of Schools Office)

The Sutter County Superintendent of Schools Office serves as the LEA for the Tri-County BTSA Induction Program. The Tri-County BTSA Induction Program is a regional consortium comprised of three county offices of education and twenty-four school districts and charter schools throughout Colusa, Sutter, and Yuba counties. The Tri-County BTSA Program has designed a CTE program that includes developmentally sequenced coursework delivered in seminar, online and individualized instructional format. The program has partnered with Colton-Redlands-Yucaipa Regional Occupation Program (CRY-ROP) to deliver online instruction in pedagogy and effective environments needed for the beginning CTE candidate. A Support Provider is matched with the CTE teacher to develop knowledge and skills through the two-year inquiry process. CTE teachers will demonstrate competency in Teacher Performance Expectations (TPEs) and CTE competencies in a variety of ways including observations, student work, instructional plans, professional development, reflections, and the completion of four Inquiry Portfolios. The Tri-County BTSA Induction Program will work with each CTE teachers' knowledge and skills to ensure they can successfully teach all students.

Los Angeles County Office of Education

The Los Angeles County Office of Education's Designated Subjects Career Technical Education Credential Program of Professional Preparation provides a series of sequenced coursework and supervised teaching experiences that effectively prepare CTE candidates to teach all students in public education to perform in a competitive workplace. The program consists of four courses that will be offered online and at various sites in conjunction with a partnering university. Candidates will be provided continuous advisement and support by program faculty and staff as well as employer supervisors and mentors. Candidates are required to demonstrate competency in all Category II Program Standards by completion of the program. The program is aligned to the state-adopted K-12 CTE Curriculum Standards and Framework and bases teacher competency on the California Teaching Performance Expectations.

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

Azusa Pacific University

Azusa Pacific University offers the Clear Education Specialist Mild to Moderate and the Clear Education Specialist Moderate to Severe Credential Programs. Both programs are designed for the education specialist who holds either a Level I or a preliminary Mild to Moderate or Moderate to Severe credential. This Clear Education Specialist Credential Program includes 12 semester units of coursework in addition to the development of an Individual Induction Plan. A university advisor, school district service provider and mentor support the education specialist in implementing the professional goals set forth in the Individual Induction Plan. The education specialist selects from a menu of options that include Added Authorizations in areas of Autism Spectrum Disorder, Resource Specialist and Emotional Disturbance or an emphasis in Classroom Intervention. The education specialist has the opportunity to partake in a variety of professional development sessions offered in partnership with Azusa Pacific University, School Districts' BTSA programs as well as Local Agencies such as SELPAs and County Offices of Education.

Tustin Unified School District

The Tustin Unified School District's Beginning Teacher Support and Assessment (BTSA) Induction Program for Education Specialist candidates is part of a continuum of support that acknowledges teachers' university experience while providing opportunities for teachers to grow and demonstrate application of learning through the use of the *Formative Assessment for California Teachers (FACT)* system. Throughout two years of Induction, participating teachers are paired with a support provider matched by credential. Support providers meet with the participating teachers regularly to discuss their progress and support their professional growth. Support providers also guide the participating teachers in selecting relevant professional development opportunities and/or coursework that aligns to their Individual Induction Plan goals. Each participating teacher and support provider team constructs Individual Induction Plan goals to allow the candidate to use inquiry based methodology to personalize their program engagement as they pursue advanced study in areas that are linked to the context of their assignment and their credential authorization.

Napa County Office of Education

Napa County BTSA serves 4 districts, 3 charter schools, and several local private schools in our area. The Clear Education Specialist Program offered by Napa County BTSA is a job-embedded professional development experience designed to meet the needs of the individual Education Specialist and the employing district. Each Education Specialist, supported by an experienced Education Specialist Support Provider, will develop a professional learning plan that addresses the immediate needs and long term goals of the candidate and the students that the candidate serves. The candidate and Support Provider meet regularly, attend professional development together, and complete formative assessment activities and action research into the candidate's practice to support both candidate and student learning. The formative assessment process used by the Clear Education Specialist candidate, *Formative Assessment for California Teachers (FACT)* – modified for Education Specialists – addresses all of the Induction Standards and allows the candidate to demonstrate application of the Education Specialist Program Standards. Throughout the two year Induction experience, Education Specialists will apply their learning and hone their teaching skills to ensure ongoing success for all of their students.

El Dorado County Office of Education

The El Dorado BTSA Induction Consortium provides opportunities for eligible education specialist teachers in El Dorado and Alpine counties and charter schools served by the El Dorado County Charter SELPA to expand and deepen their teaching knowledge and skill as they complete the requirements for a California professional clear credential. All new education specialists are partnered with a trained education specialist support provider who serves as a guide through the two year induction program. Teachers use El Dorado County Formative Assessment – Education Specialist (EDCFA-ES), Support Seminars and additional professional development to develop their skills and demonstrate the ability to meet the needs of their students based on state teaching and content standards.

Contra Costa County Office of Education

The Contra Costa County Office of Education BTSA Induction Program is a consortium of twelve districts in Contra Costa and Alameda Counties. Our program also supports teachers in charter schools and private schools in our area in clearing their credentials. The Teacher Development and Induction Program Coordinator manages the program with guidance from our program Leadership Team comprised of a Coordinator and a Liaison from each of our participating districts. We work collaborative together to provide a quality, consistent program for each of our participating teachers.

Program(s) of Professional Preparation for the Education Specialist Added Authorization

Dominican University of California – Autism Spectrum Disorder

Dominican University of California’s School of Education and Counseling Psychology has operated a California Commission on Teacher Credentialing (CCTC) approved Education Specialist Preliminary credential program since Fall 2001. We provide teacher training for candidates in the Northern California area, including Mendocino, Sonoma, Napa, Solano, San Francisco, and Marin counties. The program is the only teacher training option in Marin County. We continue to serve teacher candidates in the rural areas of Mendocino County through Dominican’s credential programs in Ukiah. The Autism Spectrum Disorders Added Authorization Program was designed as a two semester, developmentally sequenced program delivered through classroom instruction, seminars, and field experiences. Each of the four courses requires field experiences of increasing complexity that culminates in a supervised teaching experience with students with ASD. During the first semester, candidates learn about the characteristics of students with ASD through coursework and field observations, as well as how to assess and teach students with ASD. In the second semester, candidates participate in a weekly seminar as they work in supervised teaching experiences. Candidates demonstrate competencies through formal and informal observations, analysis of written and oral assignments, assessment protocols and instructional plans, case study reviews, and course, seminar and field work attendance.

California Lutheran University – Autism Spectrum Disorder

California Lutheran University is proud to offer an Autism Spectrum Disorder Added Authorization to teachers who hold Mild/Moderate Education Specialist credentials. An intensive, rigorous, and comprehensive course was developed by Dr. Richard Mesaros, a national expert in the field of Autism Spectrum Disorder. We will provide an intensive

course of study with fieldwork which examines: Autism Spectrum Disorders (ASD), with an emphasis on Autism and Aspergers Syndrome; contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; social/communicative development; Positive Behavior Support in creating a classroom/program and for assisting those with behavior challenges; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication models and strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

Capistrano Unified School District - Autism Spectrum Disorder

The Capistrano Unified School District Program for the Autism Spectrum Disorder (ASD) Added Authorization in Special Education is comprised of a series of workshops, the Capistrano Autism Authorization Program (CAAP), that are complemented by structured opportunities for application and demonstration of the knowledge and skills learned in each session. Course sessions are based in part on material from: Orange County Department of Education's S.U.C.S.E.S.S. (Systematic Utilization of Comprehensive Strategies for Ensuring Student Success) Project, the Diagnostic Center, Southern California, and the University of Oregon's Effective Behavior Support Project. Through professional journals, texts, and additional self-selected seminars, participants access current research related to session topics as well as the specific needs of a selected focus student, and apply new skills and knowledge to their classroom practice. A qualified mentor is assigned to guide and support each Participating Teacher through structured observations, reflective conversations, and collaborative planning. The participating teacher develops a Portfolio of Evidence that documents competent application of the knowledge and skills for working with students with autism spectrum disorders.

Program(s) of Professional Preparation for the Preliminary Administrative Services Credential

Fortune School of Education (Mt. Diablo Unified School District)

Fortune School has developed an Administrative Services Credential program with the explicit purpose of developing school leaders who will have the knowledge and skill base to effectively lead charter schools and other reform minded schools that serve traditionally marginalized students from low socioeconomic backgrounds. Fortune School's purpose aligns with the national Education Reform movement, calling for school leaders that have the mindset and stance necessary to turn around failing schools that serve traditionally marginalized students. Future school leaders from Fortune School will be expected to improve instruction and learning for every single child, as such, all Fortune School candidates must be committed to urban schools and students, with all the opportunities and challenges they represent. Fortune School ASC candidates will participate in coursework, field experiences, and mentoring relationships which will enable candidates to develop the skills necessary to lead schools that are fundamentally grounded in best practices.

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.

General Education Clear Credential Program
Azusa Pacific University

Preliminary Education Specialist Credential: Mild/Moderate Disabilities
CSU, Northridge
San Francisco State University
Antioch University, Santa Barbara

Preliminary Education Specialist Credential: Moderate/Severe Disabilities
CSU, Northridge
San Francisco State University

Preliminary Education Specialist Credential: Deaf and Hard-of-Hearing
CSU, Northridge

Preliminary Education Specialist Credential: Early Childhood Special Education
CSU, Northridge
San Francisco State University

Preliminary Education Specialist Credential: Vision Impaired
San Francisco State University

Preliminary Education Specialist Credential: Physical and Health Impaired
San Francisco State University

Education Specialist: Added Authorization Programs
Autism Spectrum Disorders
CSU, Northridge
Orthopedically Impaired
San Francisco State University

Health Services School Nurse
Azusa Pacific 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.)

Pacific Union College
SB 2042 (Fifth Year) Clear Credential, effective September 1, 2010.

Butte County Office of Education

Career Technical Education: Adult Education and Special Subjects, effective January 1, 2011.

CSU, Fullerton

Multiple and Single Subject Clear Credential, effective July 1, 2009.

Santa Clara University

Multiple and Single Subject Clear Credential, effective September 15, 2010.

Notre Dame de Namur University

Reading Certificate, effective May, 2011.

Reading Specialist Credential, effective May, 2011.

UC Irvine

Multiple Subjects Intern Program, effective 9/17/10

BCLAD Program, effective 10/02/2010

San Francisco State University

Clinical Rehabilitative Services – Audiology Program, effective September 13, 2010.

Cajon Valley Union School District

BTSA Program

Dominican University of California

SB 2042 (Fifth Year) Clear Credential, effective July 1, 2011.

San Jose State University

Multiple Subject Credential BCLAD Emphasis (Vietnamese) Program, effective October 4, 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.)

Brandman University – Education Specialist: Added Authorization: Emotional Disturbance

University of San Diego –Education Specialist: Moderate/Severe

Education Specialist: Early Childhood Education

California State Polytechnic University, Pomona – Fifth Year Clear Credential Program