

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Technical Assistance Review Report**

**Institution:** Boston Reed College

**Dates of the Review:** April 1 - May 9, 2011

**Programs Reviewed:** Clear Administrative Services

**The Review:**

The technical assistance visit was conducted exclusively through electronic means by Gay Roby, CTC staff consultant, taking approximately one month to complete. Technical assistance visits are typically conducted for institutions that have been approved to offer educator preparation programs for the first time in California. The purpose of these visits is to assist the institution in understanding the accreditation process and to provide assistance to them as they prepare for a formal visit. No standard findings are determined at the time of the visit and team size is limited to one to two individuals.

During the technical assistance review of Boston Reed College, Mrs. Roby read the program's narrative response to both the common standards and program guidelines and interviewed stakeholders. No documentation or evidence was reviewed as part of the review. Interviews were conducted with the program director, the program's current mentor, all candidates (3), and employers (2). All interviews were conducted by phone.

Boston Reed College was granted approval to sponsor an Educational Administrative Services credential in 2009. The program was designed to serve preliminary credential holders not in K-12 site administrator positions (e.g. adult school principals, program administrators). It is offered statewide and currently has an enrollment of three candidates, one in the Inland Empire, one in the Bay area and one in the central valley of the state). The coincidence of initial program approval and flexible funding for categorical programs like adult education has adversely affected the program. As a result, the institution expects to go to inactive status in June, activating again if economic circumstances and funding structures change for the better.

The review found that the institution had developed a strong vision that was well understood by most stakeholders. By focusing on equipping administrators who serve adult populations, the program provided a needed service to unique individuals. One candidate reported on the institution's relevancy by stating that this program, "had everything to do with what I do in my job." Boston Reed College was able to use their extensive website to not only convey that vision but details about admission, program completion, and program structures as well.

Boston Reed has employed strong leaders in their director and mentors, leaders in the field of adult education and knowledgeable about coaching, reflection, and the CPSEL. These key personnel have been able to guide each candidate through a guidelines-based program that was individualized for each candidate's needs while being founded on common principles.

Since the institution is new to the educational services credentialing field and has been hampered by small participant numbers, there are several structures that need to be addressed before hosting a CTC site review. These include an active advisory board, collaboration with other educational entities and K-12 partners, establishment of an evaluation system for the unit and program, clarification of the employer's role throughout the candidate's participation, and ways in which the program ensures each candidate's experience covers all required program requirements.