

Report of Program Accreditation Recommendations

August 2012

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

California State University, Bakersfield

The Clear Education Specialist Induction credential program proposed by CSUB would provide a sound structure of quality professional development experiences, advanced preparation course work and teacher demonstration of knowledge, skills and competence needed by fully qualified professional special education teachers. The program is focused on extending the competencies and skills of special education teachers who serve students with disabilities in K-12th grade educational settings and who currently hold an Education Specialist Preliminary Credential. Specifically, the Education Specialist Clear Induction program’s design incorporates opportunities and experiences in the application, analysis, synthesis, and evaluation of pedagogical skills and competencies along with evidenced-based practices beyond those acquired in the preliminary credential programs. Throughout the Clear induction program, Clear credential candidates will be provided with intensive, individualized support and collaborative experiences with colleagues and cooperating education agency personnel. The Clear Induction program will continue its collaborative efforts with local and county K-12 grade education agencies as well as the Kern County Superintendent of Schools to ensure an integrated and articulated induction program.

Fremont Unified School District

The proposed Fremont Unified School District Clear Education Specialist Clear Induction Program is designed as a two-year job embedded professional development that builds upon and extends a participant’s preparation in order to prepare him/her to meet the academic learning needs of all students. Each Participating Teacher is assigned a Support Provider whose role is to provide individualized support in application of Pedagogy and Universal Access in response to the assessed needs of the teacher as identified by formative assessment and reflection. Fremont Unified School District seeks to offer a program for Level I and Education Specialist Preliminary Credential holders to clear their credentials.

Candidates are required to be employed by Fremont Unified School District to participate in the program. Upon satisfactory demonstration of all program requirements, candidates would be recommended for the Clear Education Specialist Credential.

High Tech High

In 2004, High Tech High (HTH) was the first charter school organization in California authorized to credential its own teachers. The HTH Induction Program for Multiple Subjects and Single Subject Credentials was approved in 2007. The HTH Clear Education Specialist Induction program is designed as a two year program, with a one year option for those candidates who have taught three years or more with positive evaluations in an accredited public school. The program embeds professional development and daily classroom support to build upon teaching knowledge gained in prior teacher preparation programs and for California trained teachers, the Teaching Performance Assessment, PACT. All Induction level professional development and support is designed to provide the opportunity to learn and demonstrate knowledge of the California Standards for the Teaching Profession (CSTP), pedagogy, and Universal access. Each Education Specialist works weekly with a trained mentor. The program would use the California designed FACT Assessment process and a series of observations to focus each teacher's Individual Learning Plan. The HTH Clear Education Specialist Induction program would be available to HTH employed teachers, and to educators in schools that have established a partnership with HTH. The goal of HTH credential programs is to prepare a diverse group of teachers to work in an environment that integrates technical and academic education while creating a sense of community engagement and responsibility. The program would benefit participants by offering hands-on teacher training aligned to the CSTP, that emphasizes project based learning, HTH philosophy, and an adult collegial support network.

Program(s) of Professional Preparation for the General Education (Multiple and Single Subject) Induction Program

King-Chavez Academy of Excellence

The King-Chavez Academy of Excellence is one of seven schools operated by the King-Chavez Academy of Excellence, LLC, a Charter Network Operator (CNO) in the Logan Heights area of San Diego. The King-Chavez schools serve over 2,000 students in six K-12 charter schools and one State-funded preschool. The proposed King-Chavez Teacher Induction Program seeks to serve its teachers as they clear their preliminary credentials. The Program is designed to be responsive to needs within the local context (high poverty, many English Language Learners) while supporting teachers in growing along the Continuum of Teaching Practice based on the California Standards for the Teaching Profession. The King-Chavez Teacher Induction Program seeks to support teacher retention and growth while maintaining a clear focus on accelerating teacher effectiveness and promoting student achievement. King-Chavez support providers (mentors) receive professional development through the New Teacher Center Mentor Academy on foundations in instructional mentoring. The program will use the NTC's Formative Assessment System (FAS).

Program(s) of Professional Preparation for the Clear Administrative Services: Guidelines Based

Teachers College of San Joaquin

The Teachers College of San Joaquin's proposed Clear Administrative Services Clear Credential Program is designed to meet the needs of new administrators through individualized programs grounded in one-one coaching. The Individual Mentoring Plan is developed in collaboration with the candidate, lead mentor (coach), and employer and informed by the California Professional Standards for Educational Leaders (CPSELs). Candidates receive 6-8 hours per month of coaching, primarily on-site and participate in Special Interest Groups aligned with their identified needs.

San Joaquin County Office of Education

The San Joaquin County Office of Education's proposed Clear Administrative Services Program is designed to meet the needs of new administrators through individualized programs grounded in one-one coaching. The Individual Mentoring Plan is developed in collaboration with the candidate, lead mentor (coach), and employer and informed by the California Professional Standards for Educational Leaders (CPSELs). Candidates receive 6-8 hours per month of coaching, primarily on-site and participate in Special Interest Groups aligned with their identified needs.

Shasta County Office of Education

The Shasta County Office of Education's Northern California Clear Administrator Credential Guidelines-Based program is designed to serve new administrators in Superintendent's Region 2. The program draws upon research-based best practices to prepare candidates to become effective, high quality educational leaders. This is accomplished by assessing each candidate in the California Professional Standards for Educational Leaders (CPSEL) and formulating an individualized development plan in which the candidate will be supported in their growth towards the demonstration of CPSEL competency. In this two-year program, each candidate is provided with a one-on-one Certified Leadership Coach to support him/her in developing those skills, knowledge and competency required of today's California educational leaders.

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.

Reading Certificate (Added Authorization)

University of San Francisco

National University

CSU Stanislaus

CSU Fullerton

CSU San Marcos

Point Loma Nazarene University
California Lutheran University
UC San Diego
Fresno Pacific University
Loyola Marymount University
UC Irvine
CSU San Francisco
CSU Sacramento

Reading and Language Arts Specialist Credential

CSU Stanislaus
CSU Fullerton
CSU San Marcos
Loyola Marymount University
CSU San Francisco
CSU Sacramento

Teacher Librarian Services Credential

CSU Long Beach
Fresno 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.)

University of California, Davis

Reading Certificate: effective September 1, 2012.

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.

There are no programs requesting inactivation at this time.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs have been requested by the institutions offering them. 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.)

Salinas Union High School District: Designated Subjects: Adult Education

Program Clarification:

General Education (Multiple and Single Subject) Induction Programs are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

General Education (Multiple and Single Subject) Clear Programs are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer.