

Report of Program Accreditation Recommendations

June 2013

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

Selma Unified School District

The Selma Unified District proposes to serve as the Clear Education Specialist Induction Program for five small neighboring unified school districts (Clay, Kerman, Kingsburg Joint Union, Riverdale, and Selma). The Clear Education Specialist Induction program design incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares beginning teachers who hold a Level 1 and Preliminary Education Specialist Credential with a Mild/Moderate and Moderate/Severe authorizations to meet the academic learning needs of Special Education students. The design of the program will provide candidates with a two year Induction experience pertinent to local contexts, local educational priorities, and goals for student learning. Each candidate is assigned to a like credentialed Support Provider whose role is to provide individualized support in response to the assessed needs of the teacher as identified by formative assessment and reflection. Upon satisfactory completion of all program requirements, candidates will be recommended for the Clear Education Specialist Induction Credential.

Tulare City School District

The Tulare City Clear Education Specialist Induction Program proposes to serve beginning teachers who hold preliminary and Level I Education Specialist Credentials. The program is designed as a two-year job embedded professional development that builds upon and extends a participant’s skills and abilities to meet the academic learning needs of all students. The program will offer extensive opportunities for professional development in the California Standards for the Teaching Profession (CSTP), Induction Standards, and California Academic Contents Standards. The scope of the program will include an individualized plan for professional development, ongoing support from a veteran support provider, and formative assessment utilizing the Education Specialist Formative Assessment for California Teachers.

San Marcos Unified School District

The San Marcos Unified School District's Clear Education Specialist Induction Credential Program will be a job embedded formative assessment system of support and professional growth. The program will use the Formative Assessment for California Teachers (FACT) system to conduct its assessment process in addition to Induction program requirements. Additionally, each candidate will be assigned a like-credentialed support provider who will provide individualized assistance via weekly meetings regarding application of Pedagogy and Universal Access. A part time Principal on Special Assignment (POSA) and full time program assistant at the central office will manage the day-to-day administrative responsibilities of the program and act as a liaison between members of Instructional Services, Special Education and Human Resources departments.

Corona-Norco Unified School District

The Corona-Norco Unified School District is the tenth largest school district in California, servicing a diverse population of over 53,000 students across the 48 schools within its boundaries. Its' Clear Education Specialist Induction Credential Program will use Formative Assessment for California Teachers (FACT) as its core system and is designed to provide two years of high quality, context and job embedded induction to Mild/Moderate, Moderate/Severe Beginning Teachers. The program will focus on meeting the needs of beginning teachers as they grow in the profession, utilizing a personalized Individual Induction Plan that embeds research-based professional development that supports their credential type and classroom assignment. The program will employ expert support providers who will assist in mentoring and coaching each new teacher as they create effective and supportive learning environments so that each child under the teachers' care reaches his/her highest academic, social, emotional and physical potential. Utilizing FACT, and supported by a comprehensive menu of options for professional development, Education Specialist Candidates will be well prepared in CNUSD in the areas of their specialization, with heavy emphasis on pedagogy and providing equal access to all students.

Program(s) of Professional Preparation for the Education Specialist: Moderate/Severe Credential

Whittier College

The Preliminary Education Specialist Program Moderate/Severe Disabilities, proposed by Whittier College's Department of Education and Child Development is designed to provide prospective candidates with the skills and competencies needed to serve K-12 students with Moderate/Severe disabilities. The program includes courses in assessment and evaluation, legal aspects of special education, strategies for students with moderate/severe disabilities, transition and assistive technology, and behavior support and classroom management. Fieldwork is embedded in all courses across a variety of settings, providing the candidates with an in-depth field experience. The program provides a foundation for candidates to become critical thinkers, advocates for students with disabilities, and build inclusive linkages between families and schools.

Education Specialist: Emotional Disturbance Added Authorization

San Diego County Office of Education

The San Diego County Office of Education's Emotional Disturbance Added Authorization program is designed for candidates who already possess an Education Specialist credential. Candidates will participate in three modules and experience a comprehensive and integrated program of course and fieldwork. The first module is the Core Module where each candidate will move through a series of five classes including courses in Assessment, Behavior, Collaboration, Specialized Health Care, and Transition. The second module is the Characteristics Module where candidates will learn the characteristics of students labeled as emotionally disturbed and complete forty-four hours of additional professional development. The third module is the Fieldwork-Portfolio Module where candidates will work with a coach who will determine the coursework and fieldwork the candidate must complete to meet the requirements of the Emotional Disturbance Added Authorization standards. The candidate will participate in observations and conferencing, and will receive overall program support. The culmination of the third module will be the completion of an electronic portfolio which is ultimately provided to the Steering Committee. The Steering Committee will review the portfolio and recommend candidates for the added authorization upon completion of all program requirements.

Program(s) of Professional Preparation for the Bilingual Authorization

California State University, Los Angeles (Spanish, Korean, Cantonese, Mandarin and Filipino (Tagalog))

The faculty and staff in the Charter College of Education at California State University, Los Angeles (CSULA) have a long-standing tradition of supporting bilingual education and the outstanding preparation of elementary and secondary bilingual educators. Through the proposed Bilingual Teacher Education Program, (BTEP) Candidates are able to receive Bilingual Authorization in Spanish and selected Asian languages, including Cantonese, Mandarin, Korean and Filipino (Tagalog). Since CSULA is also a member of the California State University (CSU) Asian Bilingual Teacher Education (BTEP) Consortium, candidates may pursue other Asian languages that are taught at sister universities in the Consortium. There are three paths for candidates to receive Bilingual Authorization which include the following. First, as a member of a Multiple or Single Subjects Credential Bilingual Cohort, candidates work towards their SB 2042 certification, while they simultaneously learn theory, content and methods to provide outstanding bilingual instruction. Second, in the absence of a Bilingual Cohort, Multiple or Single Subjects Credential candidates take three additional classes for language, culture and fieldwork in the targeted language. The third path is the Bilingual Authorization Certificate Program for post credential candidates, which is housed in the Bilingual/Multicultural Masters Option. All three paths in the Bilingual Teacher Education Program (BTEP) prepare candidates with the knowledge, skills and field experiences necessary to successfully teach in California's diverse bilingual school settings.

Program(s) of Professional Preparation for the Designated Subjects Adult Education Credential

Davis Unified School District

Davis Joint Unified School District (DJUSD) serves as the local education agency for the Yolo-Solano BTSA Induction Program (YSBIP). The YSBIP is a regional consortium across two counties comprised of two county offices of education and over 10 school districts, charter schools and private schools throughout Yolo and Solano Counties. The YSBIP has designed a Career/Technical Education (CTE) program of initial and extended preparation and professional development to prepare CTE teachers to effectively meet the needs of all students in their classrooms and to promote CTE Teacher success, retention, and full participation in the profession that includes developmentally sequenced coursework delivered in a seminar with a highly trained facilitator, online format, and individualized instruction and support delivered by highly skilled on-site Support Providers. The program design is purposeful and relies on contemporary research and best practices of new teacher education and induction. The preparation activities are logically sequenced to promote timely support and to be responsive to individual teacher's needs. During the two year Career/Technical Education program, candidates will develop knowledge and skills through monthly seminars, CTE Teach modules, structured classroom-based inquiry cycles, and individualized instruction from Support Providers.

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

The University of Southern California Preliminary Administrative Services Credential program is designed to prepare educational leaders in K-12 settings whose knowledge and skills reflect training at the forefront of the best research and practice in the field of educational leadership to lead effectively in diverse school settings to accelerate student achievement. The program's curriculum design is built on a cognitive task analysis methodology that captures the knowledge and skills experts use to succeed at a leadership position. The program offers a rigorous curriculum where students will demonstrate that they can create a high achievement school culture and solve complex performance problems in schools by being able to advocate a shared community-driven vision, set educational goals, collect and analyze data, plan appropriate reached based solutions and provide support for implementing, monitoring, and evaluating progress toward achieving

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.

There are no programs transitioning this month.

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 Southern California:

Pupil Personnel Services: School Counseling Program, effective July 1, 2013.

University of California, Irvine:

Single Subject Internship Program - English, effective, June 15, 2013.

Single Subject Internship Program - Spanish, effective, June 15, 2013.

Single Subject Internship Program - Mathematics, effective, June 15, 2013.

Single Subject Internship Program - Science, effective, June 15, 2013.

California State University, San Bernardino:

Education Specialist – Added Authorization: Autism Spectrum Disorders, effective December 1, 2013.

Education Specialist – Added Authorization: Early Childhood Special Education, effective December 1, 2013.

Burbank Unified School District: *General Education Induction Program, effective August 1, 2013.*

Greenfield Union School District: *General Education Induction Program, effective June 30, 2013.*

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.

San Jose State University, Multiple Subject Intern Program. The letter requesting reactivation is attached.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs has 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.)

No programs have requested withdrawal.



**SAN JOSÉ STATE
UNIVERSITY**

June 6, 2013

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RE: Reactivation of Multiple Subject Internship Credential Program at San José State University

Dear Cheryl:

In December 2010, the Lurie College of Education requested that the Multiple Subject Internship Credential Program be put into inactive status because of low demand and low enrollments in the program. We were able to support all candidates in the pipeline so that they completed their internship credential within the next two years.

We are now getting numerous inquiries from local area school districts about our once again offering the MS Internship credential. There is an emerging shortage of teachers in this area and we would like to be able to serve our local communities by offering this credential.

We understand that the timeline for requesting reactivation typically requires that the request be made six months in advance of the program's reopening. However, we are asking that we be able to offer the credential starting this fall as our local schools are in immediate need of interns to meet their staffing needs. We ask that our request be placed upon the COA meeting agenda for June 27, 2013.

The MS Internship Credential program has not changed since our approval of the program in 2009. Thus, it remains aligned to the current standards for this credential.

Enclosed with this letter are the materials you require in reviewing our request:

- Lurie College of Education Organizational Chart showing its placement within all other degree and credential programs in the college
- Curriculum Vitae for Shelby Spain who will serve as the Director of the SUP Internship Program. All courses will be taught by the Department faculty.
- Supplemental table with Standard 12 information

Thank you for your consideration of this request. Please do not hesitate to contact me should you have any additional questions.

Sincerely yours,

Mary McVey, Ph.D.
Associate Dean