

Report of Program Accreditation Recommendations

June, 2015

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 grants 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 General Education (MS/SS) Induction

Ceres Unified School District

Ceres Unified School District’s General Education (Multiple Subject/Single Subject) Induction program vision is founded on the research-based belief that the retention of teachers in the education profession can be directly attributed to the support and professional learning they receive in their first years of teaching. Ceres’ vision for the program is to provide job-embedded, collegial, interactive, practical, and results-oriented professional learning connected to classroom practice. Teachers in the Ceres General Education (MS/SS) Induction program will actively analyze their practices, reflect on their teaching, collaborate with colleagues, and gain the knowledge and skills needed to continuously improve teaching and student learning; they will become long-term professional learners and educators. The foundation of the Ceres General Education (MS/SS) Induction program is based on state teacher preparation program standards and will provide scholarship, service, collaboration, and accountability through in-depth, structured professional learning. Using the 2014 version of the Formative Assessment for California Teachers (FACT) model, built-in assessments will measure practitioner growth and monitor accountability. Participating teachers will engage in action research and demonstration of standards, a collaborative working relationship with a trained support provider, supplemental pedagogical support from an instructional coach, feedback and support from site and district administration, and reciprocal learning alongside experienced teachers throughout the two-year General Education (MS/SS) Induction program.

Program(s) of Professional Preparation for Administrative Services Clear Induction

National University

National University's Administrative Services Clear Induction program was developed from the Professional Administrative Services Credentials Standards adopted by California Commission for Teacher Credentialing (CTC) on February 13, 2014. This Administrator Induction Program (AIP) is designed to support beginning school administrators in their administrative roles, to advance their knowledge and skills related to the California Professional Standards for Education Leaders (CPSEL), and to become effective school leaders and administrators that result in the success of all students. Candidates will be admitted to the program only if they are in the first 120 days of their administrative experience and will be enrolled in four courses four months in length over two years. From the beginning of the program, each candidate will receive the full support and guidance of a Site Coach (SC) representing the school and school district as well as a Course Instructor (CI) representing National University. Each candidate will submit an Individualized Induction Plan (IIP), which is written through a process of self-evaluation as well as collaboration with the Site Coach and the Course Instructor. At the beginning and end of each class the candidate reflects on the implementation of the IIP. Upon program completion, National University, as program sponsor will certify candidate competence based on the evidence of meeting the goals of the IIP verifying observations, assessments, artifacts and discussions supporting the assertions of candidate competence as related to each of the CPSELS.

Point Loma Nazarene University

Point Loma Nazarene University's Administrative Services Clear Induction program is a two-year, individualized induction program specifically designed to support new educational leaders. The program follows the induction model research in providing personalized, sustained coaching at the candidate's place of work. In addition, candidates build a network of colleagues during their participation in the course modules that are based on each of the California Professional Standards for Educational Leaders (CPSELS). Candidates complete an issue of inquiry research action project in each of the CPSEL areas that is directly related to their job site and leadership responsibilities. All curricula are designed to help the new administrator be successful in his/her leadership position. A focus on the impact of leadership behavior on student learning is integrated throughout the program.

San Diego State University

San Diego State University's (SDSU) Administrative Services Clear Induction program is designed to provide novice administrators with individualized, job-embedded support/guidance through a blended model of one-on-one expert coaching, monthly principals' network/cohort meetings, and professional learning opportunities. This combination of supports will offer new leaders both confidential growth opportunities addressing specific learning goals and needs with an experienced leader, as well as opportunities to engage in non-competitive collective learning with peers who are facing similar work situations. In combination, these two approaches to

leadership development – one-on-one coaching and collaborative problem solving – provide the context for developing competency in all six areas of the California Professional Standards for Educational Leaders (CPSELs). Administrators use research and knowledge of high-performing schools to resolve problems of practice tied to school and district goals and requires that peers hold each other accountable for doing the work to which they commit. The candidate will demonstrate proficiency in each standard element through a culminating exit exhibition that he/she will present to a panel consisting of the coach, district mentor, SDSU Educational Leadership Department Staff, and the program coordinator.

Touro University

Touro University’s Administrative Services Clear Induction program is designed to support new administrators with intensive coaching, goals development, and career growth. Touro collaborates closely with districts to assure that coaching and support are aligned to Commission on Teacher Credentialing standards and each district’s mission. Candidates are matched with a university trained coach who supports the candidate with regular coaching and in the completion of an Individual Induction Plan.

Program(s) of Professional Preparation for Reading Certificate (Added Authorization)

California State University, Bakersfield

California State University, Bakersfield’s Reading Certificate (Added Authorization) program is designed for TK-12 teachers who hold a preliminary teaching credential. Candidates will complete a rigorous, research-based program including coursework and practical field experiences that are aligned to the Reading Certificate (Added Authorization) Standards and the Common Core State Standards. The program will promote candidates’ knowledge, skills, and dispositions in fostering a culture of literacy in schools and communities. The goal of the Reading Certificate (Added Authorization) program is to enhance the capacity of teachers to become instructional leaders who are able to make a significant and positive impact on literacy for all students.

Program(s) of Professional Preparation for Clear Education Specialist Induction

California State University, Monterey Bay

California State University, Monterey Bay’s Clear Education Specialist Induction program is planned and implemented to ensure candidates receive a highly individualized, relevant experience through ongoing, structured mentoring from a support provider, mentorship, university coursework, and university/district collaboration. Continued education opportunities and individualized support are based on the results of a candidate’s incoming self-assessment, support provider/course instructor observations, and a review of the candidate electronic portfolio. In collaboration with their program adviser, their employer and their support provider, candidates develop and implement an Individual Induction Plan (IIP), which requires teachers to choose a research question based on self-assessed areas of need for their particular population

and class assignment. During the program, candidates further develop their pedagogical knowledge and skill by completing a portfolio. The portfolio highlights their growth along the Learning to Teach Continuum, and promotes reflection on areas of need. This program is intended to serve teachers in our tri-county area (Monterey, Santa Cruz and San Benito).

Program(s) of Professional Preparation for Adapted Physical Education Added Authorization

Point Loma Nazarene University

Point Loma Nazarene University's School of Education Adapted Physical Added Authorization (APEAA) is designed for teachers who hold a single subject, multiple subject or education specialist credential. Candidates will receive nine (9) units of instruction, including fieldwork in Adapted PE. In addition to Adapted PE, candidates will receive instruction in Assessment and Behavior Support and Leadership, Due Process, and Governance to bolster their expertise in serving students who qualify for Adapted Physical Education. In addition to the APEAA coursework, candidates will complete, or have completed upon admission, twelve (12) units of kinesiology and physical education. Throughout the authorization process, candidates will be assessed and supported in their growth toward the Adapted Physical Education Added Authorization standards.

Program(s) of Professional Preparation for Early Childhood Special Education Added Authorization

University of La Verne

The Early Childhood Special Education Added Authorization through the University of La Verne Education Specialist credential program is an integrated, project based program consisting of three courses. Each course involves field work, assessment, observation and practical experience working with children, infancy through preschool age (birth to 5), with special needs, and families. Candidates capitalize on their existing knowledge and skills as current Education Specialists, and enhance their abilities through studying in-depth inclusionary techniques and unique strategies for teaching the youngest population of children with special needs and working with families. The final portfolio project provides evidence of candidates' skills, knowledge, experiences and expertise in the field.

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.

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.) The date of the inactive program must be no sooner than the date of COA action or no later than 6 months after the date of the application.

Notre Dame de Namur University

Administrative Services Clear Credential Program, effective August 1, 2015.

Capistrano Unified School District

Special Education Added Authorization: Autism Spectrum Disorder.

University of San Diego

Preliminary Administrative Services Intern Option, effective July 1, 2015.

San Joaquin County Office of Education

Special Education: Added Authorization: Autism Spectrum Disorder

Clear Education Specialist Induction Program

Preliminary Administrative Services Credential Program

San Francisco State University

Administrative Services Clear Credential Program (Standards-Based)

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested an **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 updates 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.

Chapter 3 of the Accreditation Handbook states:

An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.

Greenfield Union School District: General Education (MS/SS) Induction Program

California State University, Monterey Bay: Multiple Subject Intern Credential Program

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 or, if requested, up to 6 months after the date the COA is notified of withdrawal.

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.)

Notre Dame de Namur University

Education Specialist Mild Moderate Credential Program

Castaic Union School District

General Education (Multiple Subject/Single Subject) Induction Program

University of California, Los Angeles

Pupil Personnel Services: Counseling Program

Pupil Personnel Services: Counseling, Intern Option

Holy Names University

Special Education: Added Authorization: Autism Spectrum Disorder

University of San Diego

Education Specialist: Deaf and Hard of Hearing Program, effective July 1, 2015

Education Specialist: Deaf and Hard of Hearing: Intern Option, effective July 1, 2015

California Teachers of English Learners: CLAD Specialist Certificate, effective July 1, 2015.

San Joaquin County Office of Education

Designated Subjects: Preliminary Career and Technical Education Program

Designated Subjects: Clear Career and Technical Education Program

Early Childhood Special Education Added Authorization Program

General Education Induction Program

Administrative Services Induction Program

San Francisco State University

Other Related Education Specialist Services: Clinical Rehabilitative – Audiology Program

Other Related Education Specialist Services: Speech-Language Pathology Program

F. Automatic Withdrawal for Programs of Professional Preparation

Programs which have met or exceeded the maximum five year period allowable by the accreditation system are automatically withdrawn. The date of withdrawal will be the date of the COA's action.



GREENFIELD UNION SCHOOL DISTRICT

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April 23, 2015

Ms. Cheryl Hickey
Administrator of Accreditation
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

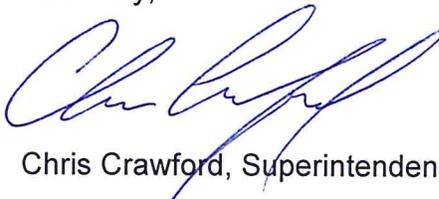
Dear Ms. Hickey:

Please be advised that this letter serves as an official request to reactivate the Greenfield Union School District's General Education (Multiple and Single Subject) Induction Program status from approved-inactive to approved-active as of June 2015.

Greenfield requested inactive status in June 2013 due to a declining number of new candidates needing services, the added accountability, and lack of funds to support a full time staff to meet the needs of the BTSA program. For the 2015-16 school year, major components will remain the same as outlined in the program plan. Greenfield will hire a full time BTSA Coordinator and will continue using The Formative Assessment for California Teachers (FACT) as the formative assessment tool. In addition, the Greenfield Induction program plans to use classroom teachers as support providers. The program is estimated to serve 25 new teachers and 26 Y2 teachers.

If you have any questions, please do not hesitate to contact me. Thank you.

Sincerely,



Chris Crawford, Superintendent

Board of Trustees

Gloria M. Burr ■ Candy Iribarren ■ Crystal Jenkins ■ Monika Malloy ■ Mike Shaw



September 19, 2014

Cheryl Hickey
Administrator of Accreditation
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Hickey:

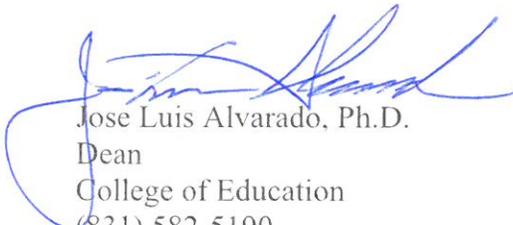
CSUMB, College of Education is formally requesting that our Multiple Subject Intern Credential program be placed on **active status**.

Our partner school districts have clearly indicated a considerable demand for intern elementary teachers and our teacher preparation program is poised to address the regional demand for highly qualified teachers.

Please do not hesitate to contact me if I can provide additional information.

I appreciate your assistance.

Gracias,



Jose Luis Alvarado, Ph.D.
Dean
College of Education
(831) 582-5190

cc: Cathi Draper-Rodriguez
Mark O'Shea
Carolina Serna
Christina Rocchi