

Report of Program Accreditation Recommendations

August, 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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, take action to reactivate the program as requested (D), 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

Fremont Union High School District

Fremont Union High School District’s (FUHSD) General Education (Multiple Subject/Single Subject) Induction program would provide a supportive and challenging learning environment for novice teachers working to clear their preliminary credentials. The program will include three fully released teacher mentors who provide one-on-one mentoring support and guide participating teachers through two rigorous formative assessment cycles each year. The program will also include multiple collaborative professional learning opportunities that connect novice teachers with their veteran colleagues as they build relationships that last beyond induction. These opportunities will include four “Inquiry Round Table” events, where each participating teacher selects a panel of peers to review his or her work and provide feedback and suggestions for the next formative assessment cycle, as well as a full year course (“The Skillful Teacher”) that matches second year teachers with veteran colleagues in their departments. Most importantly, the Fremont Union High School District’s General Education (MS/SS) Induction program has many active and engaged stakeholders who share a vision of growth and development as FUHSD continues to pursue excellence and equity for all students.

Summit Public Schools

Summit Public Schools' (Summit) General Education (Multiple Subject/Single Subject) Induction program is designed to support beginning teachers who hold a Preliminary Multiple Subject or Single Subject credential. Summit's induction program will be job-embedded, individualized, and aligned to the extensive professional development already in place for all Summit faculty. Summit's induction program is designed as an inquiry-based formative assessment

system, where participating teachers engage in inquiry cycles every eight weeks - setting goals, making plans, implementing those plans, and reflecting on their learning. Participating teachers will focus on developing key educator skills aligned to the California Standards for the Teaching Profession and document their growth in these skills through authentic, purposeful portfolios. Participating teachers will work extensively with an experienced induction mentor, who supports their individual development as well as the successful completion of the induction program requirements. The goals of Summit's induction program are to build on participating teachers' knowledge, skills, and habits, and to support participating teachers in becoming empowered, self-directed learners who directly improve student achievement every day.

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

Fremont Union High School District

The Fremont Union High School District (FUHSD) Clear Education Specialist Induction program is a single district program. The program will provide a supportive and challenging learning environment for novice teachers who hold a Preliminary Education Specialist credential. The program will include two support providers for each candidate. The primary support comes from one of three fully released teacher mentors who provide one-on-one mentoring support and guide participating teachers through two rigorous formative assessment cycles each year. Each candidate will also have a Special Education coach who holds the same authorization as the candidate and collaborates with the mentor to provide context-specific support around issues that are relevant. The program will also include multiple collaborative professional learning opportunities that connect novice teachers with their veteran colleagues as they build relationships that last beyond induction. These opportunities will include four "Inquiry Round Table" events, where each participating teacher selects a panel of peers to review his or her work and provide feedback and suggestions for the next formative assessment cycle, as well as a full year course ("The Skillful Teacher") that matches second year teachers with veteran colleagues in their departments.

Program(s) of Professional Preparation for Preliminary Administrative Services

Animo Leadership Charter High School (Green Dot Public Schools)

The goal of Animo Leadership Charter High School (Green Dot Public Schools) Preliminary Administrative Services credential program, also known as Administrator-in-Residence (AIR), is to prepare future school leaders in all facets of educational leadership and school administration. Green Dot Public Schools' AIR program was crafted after careful review and research of various successful school leadership programs and literature supporting the importance and need of effective training for school leaders. The curriculum and program goals closely follow the California Administrator Performance Expectations (CAPE) and Green Dot's School Leadership Framework. At the conclusion of the year-long residency, the program sponsor will certify a candidate's ability to demonstrate knowledge, skills, and dispositions required in an effective school leader as outlined by the Commission on Teacher Credentialing.

Residents learn by immersing in a curriculum aligned to CAPE during a weekly AIR seminar and by the following: Making connections from theory into day-to-day practice; participating in ongoing professional development side-by-side with existing principals and assistant principals; shadowing and collaborating with high performing Green Dot principals during quarterly rotations of residencies (total of four) across both independent and turnaround Green Dot middle and high school sites; reflecting and capturing learnings from residencies through regular and purposeful mentoring from the AIR Program Director; and undertaking meaningful, innovative projects resulting in the codification of educational best practices that can be shared with other operators and districts.

San Mateo County Office of Education

The San Mateo County Office of Education Preliminary Administrative Services Credential program is designed to provide school districts the opportunity to grow their own emerging leaders through a program based in authentic and rigorous field work, emphasizing a balance of research and practical learning experiences tailored to the needs of the cohort and the districts they serve. The San Mateo County Office of Education Preliminary Administrative Services program will provide a coherent system of development, based on both the California Administrator Content Expectations and the California Administrator Performance Expectations, which includes targeted preparation, individualized support, ongoing professional learning and standards-based assessments to both prepare and support the future leaders of San Mateo County. The program curriculum and pedagogies in the coursework is designed to provide learning activities that will address the ever-increasing demands of educational leadership. These courses are meant to provide both a foundation for addressing the various levels of the educational organization as well as preparing the candidate for fieldwork activities.

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

California State University, Dominguez Hills

California State University, Dominguez Hills' Administrative Services Clear Induction credential program will provide three levels of support for newly hired school leaders. First, coaching is the cornerstone of the program. Candidates receive coordinated coaching support from the Administrative Services Clear Induction program and their district supervisor while developing their Individual Induction Plan. Second, it will include high quality professional learning coordinated for the candidate with the Individual Induction Plan that ensures that they will capably demonstrate growth in the knowledge and skills of the California Professional Standards for Education Leaders (CPSEL). And third, it will include assessments that provide data to the candidate about their growth towards the CPSEL; data that will be shared with the coach and district supervisor to provide the third dimension of support. Upon program completion, the College of Education will certify a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.

California State University, East Bay

California State University, East Bay's (CSUEB) Administrative Services Clear Induction program is designed to support new administrators in their development of research-based leadership practices. The Department of Educational Leadership utilizes partnerships with local districts to assure that coaching and professional learning opportunities are aligned to the California Professional Standards for Educational Leaders (CPSELs) and address specific district initiatives. The two-year program will provide candidates with individualized, job-embedded support through sustained coaching and monthly professional learning seminars. The cohort model allows candidates to build a network of colleagues and collaboratively engage in solving problems of practice. Candidates will demonstrate proficiency in each standard element through the development of a portfolio reviewed by university coaches, district mentors, CSUEB Department of Educational Leadership faculty, and the Induction Program Coordinator.

California State University, Fullerton

California State University, Fullerton's Administrative Services Clear Induction program is based on the Professional Administrative Credentials Standards adopted by the California Commission for Teacher Credentialing (CTC). The program, which is embedded within the Doctor of Education (Ed.D.) in Educational Leadership Program, is designed to support the professional and educational development of school administrators and to prepare them to be effective change agents who create just, equitable, and inclusive schools. In addition to gaining admission to the Ed.D., students who wish to earn this credential must hold a valid Preliminary Administrative Services Credential and begin the Administrative Services Clear Induction program within the first 120 days of their administrative experience. The two-year credential program consists of collaboration with a certified coach, professional learning through Ed.D. coursework, professional development completed through a school district, and demonstration of competence in all six of the California Professional Standards for Educational Leaders (CPSELs).

Pepperdine University

Pepperdine University's Graduate School of Education Administrative Services Clear Induction program proposes to enroll doctoral candidates in a two-year program of induction comprised of three main components: individualized and job-embedded university coaching, professional development, and assessment. This program is designed to support and develop beginning administrators by advancing their experience and knowledge to perform as successful school leaders. Pepperdine Administrative Services Clear Induction candidates will be assigned a university coach within the first 30 days of enrollment and have ongoing support throughout the program from the site coach, course instructor, and program director. Candidates will engage in university coaching and professional development per their established Individual Induction Plan (IIP) goals. Upon program completion, Pepperdine University will certify candidates related to the evidence displayed through the culmination of all professional development expectations, a digital portfolio identifying their work completed throughout the program, IIP goals, assessment, observations and reflections, university coaching and site coaching feedback, and meeting all

California Professional Standards for Educational Leaders (CPSEL) competencies.

Selma Unified School District

Selma Unified School District will serve as the Administrative Services Clear Induction credential program for five small neighboring unified school districts (Clay, Kerman, Kingsburg Joint Union, Riverdale, and Selma). The program design incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares new administrators who hold preliminary administrative service credentials to advance their knowledge and skills related to the California Professional Standards for Educational Leaders (CPSELs). 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 coach whose role is to provide individualized support in response to the assessed needs of the candidate as identified by formative assessment and reflection. Upon satisfactory completion of all program requirements, candidates will be recommended for the Administrative Services Clear Induction credential.

University of California, Berkeley

University of California, Berkeley's Administrative Services Clear Induction program also known as the Leadership Support Program (LSP) is a two-year leader induction program based on the principles of equity and social justice as well as on improving education for the most vulnerable and historically underserved public school students. University of California, Berkeley's Leadership Support Program aims to serve and support novice educational leaders. As a Tier II Standards-based program, the LSP program inducted over 100 leaders in California during an eleven year period. Originally designed as a continuation of its preparation program, the University of California, Berkeley Leadership Support program now supports alumni of the Professional Leadership Institute at University of California, Los Angeles as well as selected new leaders who graduate from other neighboring programs. Pillars of the program include a small cohort model, individualized coaching, professional networking, and professional learning offerings that are differentiated and varied in synchronous and asynchronous formats. Hallmarks of the program include theory to practice connections and the use of a research-based leadership rubric focused on leadership for social justice and equity that is aligned to the California Professional Standards for Educational Leaders (CPSELs).

University of La Verne

The University of La Verne Administrative Service Clear Induction credential program consists of two years of professional learning and executive coaching for all candidates who are enrolled in the program. The heart of the program is the transformational coaching that is used to assist the candidate in meeting the six standards that make up the California Professional Standards for Education Leaders (CPSELs). The coaching will be provided as a vehicle through which the candidate completes an Individual Induction Plan for each year in the program for the purpose of honing his/her administrative leadership skills, and working on growth areas to ensure that the candidate has mastered all six of the CPSELs upon completion of the program. A

sophisticated level of technology is woven throughout the program to aid in communication, instruction, coaching, evaluation, and storage and retrieval of records.

Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy

Azusa Pacific University

The mission of the Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program at Azusa Pacific University is designed to prepare ethical, collaborative professional educators with the knowledge, skills and dispositions to create resourceful school library environments which impact the lives of diverse learners. This program provides candidates with a variety of educational experiences, based on social justice principles, theoretical concepts and best practices. The Special Class Authorization in Information and Digital Literacy will enable teacher librarians to expand their knowledge of digital technologies and to be fully qualified in teaching information and digital literacy, as instructors of record. A specific course, Lib545, Information, Transliteracy, and Multiple Digital Environments, was designed to include content and pedagogy which addresses information and digital literacy for global and digital societies.

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 at this time.

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.

There are no programs requesting inactive status at this time.

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 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.

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.

California State University, Sacramento

Single 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 Level II Credential Program

Education Specialist: Moderate/Severe Level II Credential Program

Due to staff error, the Mild/Moderate Credential program at Notre Dame de Namur University was incorrectly listed as a withdrawal in the June, 2015 agenda. This has since been corrected.

National Hispanic University

Multiple Subject Credential Program, with Intern, effective August 23, 2015

Single Subject Credential Program, with Intern, effective August 23, 2015

General Education (Multiple Subject/Single Subject) Clear Credential, effective August 23, 2015

Education Specialist: Preliminary Mild/ Moderate Credential Program, effective August 23, 2015

Education Specialist: Mild/Moderate Intern, effective August 23, 2015

Clear Education Specialist Induction Program, effective August 23, 2015

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective August 23, 2015

California Teachers of English Learners (CTEL) Program, effective August 23, 2015

Bilingual Teacher Authorization: Spanish, effective August 23, 2015

Because NHU will have withdrawn all of its credential programs, as of August 23, 2015, it will cease to be a Commission approved institution.

Correction: In the June 2015 COA agenda, the Speech Language Pathology program at San Francisco State University was listed as a withdrawal request. San Francisco State is withdrawing *only* the Special Class Authorization for the Speech Language Pathology credential 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.



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August 7, 2015

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

Dear Ms. Hickey:

The College of Education at Sacramento State is formally requesting that our Single Subject Intern Credential Program be placed on active status.

Our partner districts have indicated an increasing need for intern single subject teachers and our teacher preparation program would like to respond to this need with qualified interns.

Please contact me if have any questions. We appreciate your assistance.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Vanessa Sheared'.

Vanessa Sheared, EdD
Dean
College of Education



**The National
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August 7, 2015

California Commission on Teacher Credentialing
Professional Services Division
Attn: Cheryl Hickey
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Hickey,

In previous correspondence with the California Commission on Teacher Credentialing (CTC), we communicated that the National Hispanic University Board of Directors had decided on March 19, 2014 that the university would cease offering its programs by the end of the 2014-2015 academic year. This letter serves to notify the CTC that on May 15, 2015 the NHU Board voted that the university will cease all academic operations and close the institution at the end of the summer 2015 term: August 23, 2015. Accordingly, we formally request to withdraw all remaining programs that had been previously approved by the CTC effective August 23, 2015.

We have been working directly with Dr. Catherine Kearney, our CTC liaison, during our final academic year, and we remain appreciative of the Commission's support through this process.

If you have any questions, please contact Dr. Cynthia Markova at (408) 221-2464 or by email at Cynthia.LeeMarkova@laureate.net.

Sincerely,

Gladys Ato, Psy.D.
President and Provost
The National Hispanic University