

# Report of Program Accreditation Recommendations

## March, 2016

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

##### Programs of Professional Preparation for the Clear Education Specialist Induction Program

##### ***Irvine Unified School District***

*Irvine Unified School District's Clear Education Specialist Induction program is designed to develop novice education specialists by providing support and guidance through the early stages of their careers. Each participating teacher will be provided an experienced support provider who will begin supporting and mentoring the participating teacher within 30 days of enrollment. An initial assessment and individual induction plan (IIP) will assist in determining the individual needs of a participating teacher and help identify potential professional learning opportunities that would be most beneficial. The IIP will be accomplished with the guidance of the support provider and the program leadership team. While creating the IIP the participating teacher identifies a focus area in which to grow and/or improve, an action plan to make the change, and Formative Assessment for California Teachers to measure application, demonstration, growth and improvement based on the California Standards for the Teaching Profession. Throughout the program, the participating teacher will demonstrate competency in multiple ways and conclude with a culminating review for final approval and recommendation after two years.*

##### **Modesto City Schools**

The Modesto City Schools (MCS) Clear Education Specialist Induction program is a single district program with a strong commitment to support beginning teachers who hold a Preliminary Education Specialist credential. During the two years of professional learning, beginning teachers will work collaboratively to identify areas of growth, develop goals, and pursue customized professional development. The job-embedded program will be comprised of fieldwork

experience, reflection on the California Standards of the Teaching Profession, collaboration with trained Education Specialist mentors, multiple opportunities for professional development, and individualized support on an as needed basis. Education Specialist Induction will be guided by an Individualized Learning Plan. Upon successful completion of the program, Education Specialist candidates will be recommended for the Clear Education Specialist Credential.

### **San Jose State University**

The San Jose State University Clear Education Specialist Induction Program will provide support for induction candidates to demonstrate new knowledge of specialized educational methodologies that directly relate to their jobs and are responsive to classroom and program needs. Support for the Clear Education Specialist Induction candidates will be provided in three ways: 1) University Supervisors will provide support through instructional coaching; 2) Support Providers will be assigned from the school and will provide individualized mentoring support; and 3) Candidates will be able to attend a range of professional development activities that match the identified need in their job. Initially, candidates will take a course where an Individual Induction Plan is developed based on the transition plan, and they will conduct a *plan, teach, reflect* and *apply* (PTRA) cycle related to CSTP standards 1, 2 and 4. Each candidate will design a plan based on one of three options to gain additional knowledge through coursework and/or professional development activities that is aligned with their induction plan. Finally, each candidate completes a course in which they conduct the *plan, teach, reflect and apply* (PTRA) cycle related to CSTP standards 3,5 and 6 and are assessed by the University Supervisor and school principal prior to receiving a recommendation for the Clear Education Specialist Induction credential.

### **Sequoia Union High School District**

Sequoia Union High School District's Clear Education Specialist Induction program is designed to provide a variety of experiences to foster the teacher delivering specialized instruction to students with disabilities. Sequoia Union High School District is the sponsor of the Sequoia Teacher Induction Partnership Program (TIPS) which also serves Ravenswood City School District. The mission of the program is to propel teachers beyond the functional facets of teaching, to advanced knowledge and critical thinking to know how to engage students by cultivating an environment of successful learners. Mentoring and professional development will connect to the unique needs of students on the San Francisco Peninsula and will include topics such as IEP best practices, Inclusive Instruction, and Universal Design for Learning. At the conclusion of the program, participants will leave Sequoia Union High School District's Clear Education Specialist Induction program with a strong skill set to design lessons, collaborate with personnel, advocate for student needs, and practice compliance with all regulations related to students with learning differences.

### **Summit Public Schools**

Summit Public Schools' (Summit) Clear Education Specialist Induction program is designed to support beginning teachers in earning a Clear Education Specialist Induction

credential. Summit's Clear Education Specialist Induction program is job-embedded, individualized, and aligned to the extensive professional development already in place for all Summit faculty. Summit's Clear Education Specialist 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 focus on developing key educator skills aligned to the California Standards for the Teaching Profession and Clear Education Specialist Induction Standards 5 and 6, and document their growth in these skills through authentic, purposeful portfolios. Participating teachers work extensively with an experienced Education Specialist, who serves as the mentor supporting the participating teacher's individual development as well as the successful completion of the program requirements. The goals of Summit's Clear Education Specialist 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 Early Childhood Special Education Added Authorization

**San Diego County Office of Education**

*The San Diego County Office of Education's Early Childhood Special Education Added Authorization (ECSEAA) program will serve eligible candidates with an Education Specialist credential from the 41 school districts in San Diego County. The program coursework will be delivered online in an asynchronous environment through a learning management system. Candidates will complete the following modules: Characteristics of Early Childhood Special Education, Core, and Fieldwork-Portfolio. The Core Module includes the following classes: Assessment, Behavior, Collaboration, Specialized Healthcare, and Transition. Candidates will be paired with a coach who will conduct observations and assist in evidence of meeting ECSEAA standards throughout the program. The culminating project is the Fieldwork-Portfolio, which will present this evidence.*

Program(s) of Professional Preparation for Orthopedically Impaired Added Authorization

**Point Loma Nazarene University**

*Point Loma Nazarene University's School of Education Orthopedically Impaired Added Authorization (OIAA) is designed for teachers who hold an education specialist credential. Candidates will receive nine (9) units of instruction, including fieldwork in serving students with Orthopedic Impairments. 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 services for the Orthopedically Impaired. Throughout the authorization process, candidates will be assessed and supported in their growth toward the Orthopedically Impaired Added Authorization standards.*

Program(s) of Professional Preparation for General Education (Multiple Subject) Intern Credential

**California State University, Sacramento**

*California State University, Sacramento's General Education Multiple Subject intern credential program prepares teachers to promote rigorous instruction included in the California Common Core State Standards. Graduates are able to engage K–12 students in critical thinking, interdisciplinary learning and problem solving, as well as literacy across the curriculum. Participants develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. A fair, valid, and reliable assessment of the candidate's status with respect to the TPEs is embedded in the program design.*

**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. Programs 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.*

**Stanislaus County Office of Education**

Education Specialist: Mild/Moderate District Intern, effective June 30, 2016

Education Specialist: Moderate/Severe District Intern, effective June 30, 2016

Education Specialist: Autism Spectrum Disorders: Added Authorization, effective June 30, 2016

Early Childhood Special Education: Added Authorization, effective June 30, 2016

**D. Professional Preparation Programs 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.*

#### **Sweetwater Union High School District**

General Education (MS/SS) Induction Program (*see attached letter of request*)

*This program has submitted the required information to satisfy the English Learner requirements added to the 2013 induction standards during the time period in which this program was inactive. Staff has reviewed the submission and deemed it acceptable. This program will be required to submit a transition plan in June 2016 along with all other induction programs to ensure alignment with the new induction standards by September 2017.*

#### **E. Recommendation about the Withdrawal of Professional Preparation Programs**

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.)*

#### **Dominican University**

Education Specialist: Added Authorization: Autism Spectrum Disorder, effective March 10, 2016.

#### **Azusa Pacific University**

California Teachers of English Learners (CTEL), effective February 5, 2016.

**Shasta County Office of Education**

*Clear Administrative Services: Guidelines Based Credential program, effective June 30, 2016.*

**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.



**“...ensuring all students possess an invincible sense of promise”**

Dr. Dianna Carberry, Assistant Superintendent Leadership Development and Systems Innovation  
1130 Fifth Avenue  
Chula Vista CA 91911  
(619) 585-4490

January 8, 2016

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

Dear Ms. Hickey:

In May of 2004, the Sweetwater Union High School District (SUHSD) Induction program was accredited by the Commission on Teacher Credentialing. This authorization allowed us to support beginning teachers to clear their preliminary credentials through engagement with and documented mastery of the General Education Induction Program standards. The program was active until April, 2013 as only a handful of new teachers were hired as a consequence of the significant economic downturn in the State of California and elsewhere in the nation.

Today, the SUHSD employs over 230 teachers with preliminary credentials. Many of these teachers are not yet participating in university or county-facilitated Induction programs. With the advent of brand new Induction Program Standards (December, 2015) and the high probability of new hires in our district, SUHSD is petitioning to reactivate its previously approved Induction program so that we may implement SB103. Our board approved our plan, as required by the legislation, at the December 14, 2015 meeting.

Sweetwater has demonstrated significant institutional commitment to re-establishing a robust Induction program. In late November and December of 2015, the SUHSD created and filled a new Director of Professional Growth management position and Program Manager for BTSA/Induction. Leadership to guide a reactivated Induction program is now clearly in place. Additionally, the majority of resources afforded by SB103 have been directed toward support of beginning teachers and experienced colleagues via professional growth. To maximize the potential positive impact of this money, our district needs an active Induction program. Our district benefits from strong support from the San Diego County Office of Education and other regional institutions supporting new teachers. We have access to resources and know-how that will ensure the success of our program now into the future.

In addition to re-activation of our existing General Education Induction Program, the SUHSD seeks to include the authorization to clear preliminary credentials of Education Specialists. Sixty-one of our current preliminary credentialed teachers hold Education Specialist authorizations. In the past, Education Specialists were required to complete Induction outside of the SUHSD and we would like to better integrate service to these colleagues within our ongoing support of mainstream educators. We intend to revise our current plan to align with the 2015 Induction Standards while considering both General Education and Education Specialist needs moving into the 2016-2017 school year.

Thank you for your consideration and direction regarding next steps.

Sincerely,

Dianna Carberry, Ed.D.  
Assistant Superintendent of Leadership Development and Systems Innovation