

# Report of Program Accreditation Recommendations

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

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

#### **CalStateTEACH**

CalStateTEACH will be a site-based, online General Education Induction Program offered through the California State University system. The two-year program is designed for teachers who have a Multiple Subject or Single Subject Preliminary Credential and wish to clear their teaching credential but do not otherwise have access to a district/county office or a university induction program. As a statewide program, CalStateTEACH partners with more than 250 public school districts and 110 private schools. Geographically available in all regions of the state, any eligible candidate will have access to a General Education Induction Program. Sustained and intensive mentoring/coaching during the two-year CalStateTEACH program will compel teachers to evaluate their practice, try out new strategies, reflect on and document their new learning as evidence of development and growth over time. Using a research-based model of dual support with demonstrated results of new teacher retention, candidates will gain personalized support from their assigned faculty and school site personnel. The duality of support will combine virtual mentoring and collaboration with on-site mentoring where each candidate will receive an average of not less than one hour per week of individualized support from a credentialed and experienced teacher. Foundational to the mentoring process is the Individualized Learning Plan (ILP) guided by the *California Standards for the Teaching Profession* (CSTP). During structured conversations, candidates will consider their own teaching practices while engaging in self-directed learning, with the ultimate goal of improving learning

opportunities for all students. An Early Completion Option for experienced and exceptional candidates will be available.

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

##### **Dos Palos Oro Loma Joint Unified School District**

*The Dos Palos Oro Loma Joint Unified School District's Clear Education Specialist Program is designed to improve teacher retention and student achievement by offering strong mentoring and professional growth opportunities to newly credentialed education specialists. The program will provide valuable formative assessment activities using the New Teacher Center Formative Assessment and Support System (FAS) to assist new teachers in becoming reflective, collaborative, effective practitioners. The FAS system assessments will monitor teacher growth and provide program accountability. Education Specialists will be provided extensive opportunities to demonstrate proficiency in all California Standards for the Teaching Profession and collaborate with skilled mentors in a two-year program. Each new education specialist will be assigned two mentors: one who holds the same credential and one who holds a general education credential. The education specialist and his/her mentors will work closely with site administration and special education staff to develop strong teaching skills and to meet the needs of all students.*

##### **Hayward Unified School District**

*Hayward Unified School District's Clear Education Specialist Induction program is a single district local induction program. Education Specialists with preliminary credentials in Year 1 or Year 2 of Induction will be supported by a mentor teacher who will support the participating teacher through the formative assessment process. This support will begin within 30 days of enrollment in the program. The participating teacher will review the transition plan and develop an Initial Individual Induction Plan with the Coordinator. The participating teacher in collaboration with the mentor teacher will further develop their teaching practice through self-assessment utilizing the California Standards for the Teaching Profession (CSTP). Throughout the program the participating teachers will have multiple opportunities to demonstrate growth over the two years through completion of four inquiries with a focus on: Creating and Maintaining an Effective Classroom Environment, English Language Learners, Special Populations and Minimizing Bias Using Culturally Responsive Pedagogy. Once the participating teacher has met the requirements of the program they will be recommended for a clear credential.*

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

##### **Brandman University**

The Brandman University Clear Administrative Services Induction program will be offered in conjunction with the Doctor of Education program (Ed.D) in Organizational Leadership. Candidates will complete the three year Ed.D program consisting of twenty-two courses as well

as a six course sequence of professional learning and induction coaching courses that align with the California Professional Standards for Education Leaders (CPSEL). Candidates will receive the support of a well trained and experienced induction coach who supports the candidate through individualized, on-going, job-embedded coaching that is designed to meet the needs and goals of the candidate identified in the Individual Induction Plan (IIP). In addition, candidates will participate in professional learning experiences through Ed.D cohort meetings and immersion sessions. At the completion of the program the induction coach and associate dean collaboratively review the induction portfolio and all submitted documents, culminating in the recommendation of successful candidates to the Commission to be awarded the Clear Administrative Services Credential.

### **Orange Unified School District**

The Orange Unified School District Clear Administrative Services Credential Program will provide novice administrators with two-years of job embedded leadership development directed toward meeting the twenty-first century needs of the diverse student groups served within the Orange Unified School District. The program is grounded in extensive research and utilizes the California Professional Standards for Education Leaders (CPSEL) to ensure that all candidates are able to demonstrate program accreditation standards within the context of their daily assignment. The program will offer personalized professional development that will provide strong linkages between outside partnerships and District initiatives. Extensive cognitive coaching training will prepare program coaches to provide direct “just in time” bi-weekly support for candidates that is structured around an inquiry process. Upon satisfactory completion of all program requirements, candidates will be recommended for the Administrative Services Clear Induction credential.

### **Sonoma County Office of Education**

The Sonoma County Office of Education will offer an Administrative Services Clear Induction Program for new administrators. This two-year program is designed to be highly individualized based on the candidate’s self-identified areas of growth, and the context of their administrative position. Candidates will be supported through their induction experience for a minimum of 40 hours per year, by a trained coach who has deep knowledge and experience aligned with the candidate’s administrative position, and the requirements necessary for success. Program activities experienced by the candidate will be aligned with the California Profession Standards for Education Leaders, and compliment the demands of their day-to-day duties. Upon completion of the program, candidates will be recommended for a clear administrative credential.

### Program(s) of Professional Preparation for Preliminary Administrative Services

### **Placer County Office of Education**

The Placer County Office of Education Preliminary Administrative Services Credential Program will systematically help administrator credential candidates meet the California Administrator

Performance Expectations and Content Knowledge Expectations through a program grounded in research and composed of diverse learning opportunities designed to meet the needs of adult learners. Participants will experience a sequence of opportunities to process new ideas through dialogue with others, examination of the concepts/skills in context, application of learning to one's own practice, and reflection on results. Throughout the program, participants: study theories of leadership and management, observe practices and interact with veteran leaders in the field, apply theoretical learning to real situations specifically selected to help participants integrate concepts and competencies, and practice new leadership skills in the context of a leadership project. Program components include face-to-face, interactive course work; small online professional learning communities; course specific fieldwork; extensive fieldwork/assessment in the form of a leadership project; a professional portfolio and the support of a faculty mentor and district advisor. Formative assessment for and of learning is threaded throughout the program in the form of interactive course content which includes information processing and checking for understanding, fieldwork, online responses to scenarios, and the personal leadership portfolio kept by each participant.

### ***Shasta County Office of Education***

*The Shasta County Office of Education Leadership Academy meets the requirements of the preliminary administrative credential through its design with the California Administrative Performance Expectations as the foundation. The program will incorporate coursework, fieldwork, online experiences, an assessment portfolio and a program project that demonstrates the candidate's competence in leadership. Each candidate will be assigned a faculty mentor, and a district supervisor that supports the candidate in completion of program assessments. The program will focus on the concept of theory into practice through its variety of learning experiences. Candidates will focus on leadership elements within the program that prepares them to meet the diverse leadership needs facing administrators in California schools. Upon satisfactory completion of the program requirements the candidate will be recommended for the Preliminary Administrative Service Credential.*

### **Program(s) of Professional Preparation for Preliminary Education Specialist Mild/Moderate**

### ***University of California, Santa Barbara***

*The University of California, Santa Barbara Teacher Education Program (TEP) will provide the preliminary level Education Specialist Credential (ESC) for teaching students with Mild/Moderate disabilities. This 1-year program, will function in coordination and collaboration with the current ESC Moderate/Severe program, as well as the current General Education Multiple and Single Subject Teaching credential strands. TEP leadership works to coordinate coursework and fieldwork to ensure comprehensive program design and a quality educational experience for teacher candidates. The ESC program is committed to preparing teachers that use systematic and evidence-based practices when designing Individualized Education Programs. To achieve this goal, the ESC curriculum will be guided by special education faculty within the GGSE, as well as academic coordinators and other TEP staff made up of former*

*teachers of students with disabilities. Both fieldwork and coursework will address the Teaching Performance Expectations, ESC program standards, and mild/moderate program standards to ensure course material is given context and that fieldwork experience is given meaning. Candidates are assessed through a variety of measures including: course completion; performance-based teaching portfolio, approved by cooperating teachers and ESC coordinator; and candidate self-evaluations, culminating in a transition plan for entering the profession completed with supervisors and cooperating teachers. Upon satisfactory completion of all program requirements, candidates will be recommended for the Preliminary Educational Specialist Credential for Mild/Moderate.*

Program(s) of Professional Preparation for Added Authorization: Orthopedic Impairment

**San Diego County Office of Education**

The San Diego County Office of Education's Added Authorization: Orthopedic Impairment program will serve eligible candidates with an educational specialist credential from 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 Orthopedic Impaired, 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 conducts observations and assists in evidence of meeting standards throughout the program. The culminating project will be the fieldwork-portfolio, which presents this evidence.

Program(s) of Professional Preparation for Pupil Personnel Services: School Psychology

**California State University, Monterey Bay**

The California State University Monterey Bay (CSUMB) Pupil Personnel Services: School Psychology Credential and Pupil Personnel Services: School Psychology Intern Credential Program will provide support for candidates to acquire the knowledge, skills and dispositions necessary to function as a school psychologist in California schools. The delivery of services to candidates is carefully planned and will be implemented in ways that are consistent with California Education Code. The CSUMB School Psychology Credential Program will prepare candidates to provide a wide range of psychological services to a multicultural population in both public and private schools. Candidates will learn how to serve the needs of both general education and special education students. Candidates will be prepared to function as consultants, interventionists, evaluation specialists, counselors, and as advocates for children and youth. Each candidate is ensured an individualized, relevant experience through ongoing, structured mentoring from a support provider, mentorship, university coursework, and university/district collaboration. Continued education opportunities and individualized support will be based on the results of candidate incoming self-assessment, support provider/course instructor observations, and a review of the candidate electronic portfolio.

## Program(s) of Professional Preparation for Bilingual Authorization

### **Santa Clara University**

Santa Clara University's Bilingual Authorization: Spanish credential program will be added to the University's current Master of Arts in Teaching and Teaching Credential (MATTC) program and will be known as the Bilingual Master of Arts in Teaching and Teaching Credential or B-MATTC. Santa Clara University's Department of Education has developed this program to address a need in Santa Clara County for teachers who are trained to meet the educational needs of English learners. Three courses have been added to the MATTC program and are to be taught in Spanish. Six additional existing MATTC courses have been modified to meet bilingual authorization program standards and to ensure teacher candidates acquire the necessary bilingual knowledge, skills and abilities to work effectively with English learners. The Spanish Bilingual program will offer two pathways: a) Pre-Service Teacher candidate pathway (Multiple Subject & Single Subject); and b) In-Service (IS) Teacher Pathway. The pre-service teacher pathway will require candidates to complete the Commission-approved MATTC program in addition to three new bilingual courses to be taught in Spanish. The in-service pathway will require candidates to complete the three new courses and a bilingual seminar. The program is structured to be completed in either one or two academic years. An assessment plan will utilize both formative and summative assessments to capture development of the bilingual knowledge, skills and abilities among B-MATTC candidates. The program will gauge language proficiency and pedagogical knowledge as well as language and culture dispositions with signature assignments, interview, observation of teacher candidates in the field and the Teaching Performance Assessments (TPA). These data will be utilized to not only capture program efficacy, but also to help support the development of bilingual teacher candidates and ensures interventions are timely and productive.

### **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. 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.*

### **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.*

#### **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 one year before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)*

#### **Azusa Pacific University**

Preliminary Single Subject Program:

- Health Services program
- Industrial and Technology Education
- Agriculture
- Home Economics

#### **Butte County Office of Education**

General Education (Multiple/Single Subject) Induction Program  
Clear Education Specialist Induction 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.