

Report of Program Accreditation Recommendations

November, 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 Multiple Subject Intern

Sonoma County Office of Education

The Sonoma County Office of Education (SCOE) Multiple Subject Intern program is designed to prepare candidates with the necessary background to assume the duties and responsibilities of a full-time general education teacher working in California classrooms. The program will offer each candidate a preparation program that is sequential and innovative, integrating the development of educational theory, clinical practice and real-world application. Through a sequence of pre-service classes and field observation, candidates will learn fundamentals of California standards for multiple subject teachers, fundamentals of lesson planning, formative and summative assessment, classroom management, lesson planning for English learners, basics of modifications and accommodations for exceptional learners, and educational technology. During the first two years of teaching, candidates will have four semesters of coursework and supervision in subject matter lesson planning, pedagogy, assessment, differentiation for English learners, accommodations and modifications for exceptional students, and utilization of educational technology in classroom situations. A fair, valid, and reliable assessment of the candidate’s status with respect to the TPEs is embedded in the program design. The program will allow candidates the opportunity to earn their multiple subject preliminary credential while acquiring hands-on experience in the classroom with appropriate supervision hours, mentoring and application of effective pedagogy. Candidates who successfully complete the program will receive a recommendation for the Preliminary Multiple Subject credential.

San Francisco Unified School District

San Francisco Unified School District (SFUSD) will recruit, develop, and retain teachers who are able to equip SFUSD students with the skills, capacities, and dispositions necessary for success. SFUSD’s Pathway to Teaching program will prepare eligible candidates to meet the requirements of earning their Multiple Subject teaching credential through in-person Pre-Service Training during the summer, ongoing online coursework, and one-on-one instructional coaching and support. Online coursework includes courses on Multiple Subject teaching and learning and English Language Development. The program will monitor proficiency and pedagogical knowledge through online assignments, observations of candidates in the field, and the Teacher Performance Assessment (TPA.)

Program(s) of Professional Preparation for Single Subject Intern

Sonoma County Office of Education

The Sonoma County Office of Education (SCOE) Single Subject Intern program is designed to prepare candidates with the necessary background to assume the duties and responsibilities of a full-time single subject teacher working in California classrooms. The program will offer each candidate a preparation program that is sequential and innovative, integrating the development of educational theory, clinical practice and real-world application. Through a sequence of pre-service classes and field observation, candidates will learn fundamentals of California standards for single subject teachers at the secondary level, fundamentals of lesson planning, formative and summative assessment, classroom management, strategies for English learners, basics of modifications and accommodations for exceptional learners, and educational technology. During the first two years of teaching, candidates will have four semesters of coursework and supervision in subject matter lesson planning, pedagogy, assessment, differentiation for English learners, accommodations and modifications for exceptional students, and utilization of educational technology in classroom situations. A fair, valid, and reliable assessment of the candidate’s status with respect to the TPEs is embedded in the program design. The program will allow candidates the opportunity to earn their single subject preliminary credential while acquiring hands-on experience in the classroom with appropriate supervision hours, mentoring and application of effective subject specific pedagogy. Candidates who successfully complete the program will receive a recommendation for the Preliminary Single Subject credential.

Program(s) of Professional Preparation for Education Specialist Mild/Moderate Intern

Sonoma County Office of Education

The Sonoma County Office of Education (SCOE) Education Specialist Mild/Moderate Intern program is designed to prepare candidates with the necessary background to assume the duties and responsibilities of a full time special education teacher working in California mild/moderate classrooms. The program will offer each candidates a preparation program that

is sequential and innovative, integrating the development of educational theory and real-world application. Through a sequence of pre-service classes and field observation, candidates will learn fundamentals of California standards for education specialist teachers, fundamentals of lesson planning, formative and summative assessment, classroom management, strategies for English learners, basics of modifications and accommodations for exceptional learners, and educational technology. During the first two years of teaching, candidates will have four semesters of coursework and supervision in subject matter lesson planning, pedagogy, assessment, special education law, strategies for English learners, accommodations and modifications for exceptional students, and utilization of educational technology in classroom situations. A fair, valid, and reliable assessment of the candidate's status with respect to the TPEs is embedded in the program design. The program will allow candidates the opportunity to earn their education specialist credential while acquiring hands-on experience in the classroom with appropriate supervision hours, mentoring and application of effective pedagogy. Candidates who successfully complete the program will receive a recommendation for the Preliminary Education Specialist credential.

San Francisco Unified School District

San Francisco Unified School District (SFUSD) will recruit, develop, and retain teachers who are able to equip SFUSD students with the skills, capacities, and dispositions necessary for success. SFUSD's Pathway to Teaching program will prepare eligible candidates to meet the requirements of earning their Education Specialist (Mild/Moderate) teaching credential through in-person Pre-Service Training during the summer, ongoing online coursework, and one-on-one instructional coaching and support. Online coursework includes courses on teaching and learning in Special Education, content pedagogy, and English Language Development. The program will monitor proficiency and pedagogical knowledge through online assignments, observations of candidates in the field, and the Teacher Performance Assessment (TPA.)

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

Culver City Unified School District

The Culver City Unified School District Clear Education Specialist Induction Program is designed to offer support and induction to eligible first and second year education specialist teachers. The Clear Education Specialist Induction program is based on program goals and specific learning outcomes. Participating teachers will be provided assistance with implementation of an effective system for formative assessment. This support will begin within 30 days of enrollment in the program. Additionally, participating teachers will receive assistance with formative assessment based on the California Standards for the Teaching Profession (CSTP), program standards, and Common Core State Standards. Participating teachers will be assigned to a trained support provider who will offer intensive individualized support based on assessed needs and guide the teacher through the Plan, Teach, Reflect, Apply (PTRA) cycle. An Individual Induction Plan (IIP) will be created, and reviewed collaboratively with the support provider,

administrator, induction leadership, and the participating teacher based on the ongoing assessment of the development of the beginning teacher with an identified focus area of growth. During the program each participating teacher will have multiple opportunities to demonstrate growth, showing how standards have been addressed with a culminating project, including a review and recommendation after successful completion of the year program.

Program(s) of Professional Preparation for Preliminary Administrative Services

Riverside County Office of Education

The Riverside County Office of Education (RCOE) Preliminary Administrative Services Credential (PASC) program is designed to engage candidates in exploratory, interactive courses that challenge their thinking and inspire them to move into administration with a sense of purpose and mission. Both coursework and fieldwork will prepare candidates with the necessary knowledge and skills to assume the duties and responsibilities of an administrator working in California schools and districts. A foundational feature of the program is the introduction of a leadership model that will be explored throughout the course of study to firmly anchor all administrative actions in an understanding of what constitutes great leadership. Throughout the 16-month program, candidates will attend seven courses, which feature substantive fieldwork assignments related directly to the course California Administrator Performance Expectation (CAPE) and provide the opportunity for direct application of course learning. Fieldwork assignments will be assessed using a Fieldwork Assignment Rubric and feedback will be provided for purposes of revision. Approved fieldwork assignments will be uploaded into an online Portfolio, which will be assessed using a Portfolio Rubric. Candidate self-assessment will occur using the CAPE Descriptions of Practice. Candidate support will be offered by program staff through meetings with candidates to identify issues, concerns, and needs followed by support in the form of extended deadlines, organizational tools, alternative readings and other resources, or other actions as needed. Through the effective implementation of this PASC program, RCOE will develop educational leaders who have learned the art of mobilizing others to want to struggle for shared aspirations. Candidates who successfully complete the program will receive a recommendation for the Preliminary Administrative Services Credential.

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.

Azusa Unified School District

General Education (Multiple/Single Subject) Induction Program

California State University, San Marcos

California Teacher of English Learners (CTEL) Program

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.

San Diego Unified School District

Single Subject Intern Program *(see attached letter of request)*

Glendale Unified School District

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

California State University, Fullerton

Multiple Subject Intern Program *(see attached letter of request)*

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.)

University of California, Riverside

Pupil Personnel Services: School Counseling, effective December 31, 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.



San Diego Unified
SCHOOL DISTRICT

Office of the Superintendent
Cindy Marten
Superintendent of Public Education
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San Diego, CA 92103
P. 619.725-5506
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September 1, 2016

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Attn: Bob Loux

Dear Commission on Teacher Credentialing,

I am formally requesting reactivation of the San Diego Unified School District (SDUSD) Single Subject Internship Credential Program beginning on November 9, 2016. The SDUSD Intern Program will contribute to the need of teacher placement during a time of an evident teacher shortage.

This program will allow prospective teachers to earn their credential while gaining hands-on experience in the classroom with the appropriate supervision hours and application of effective pedagogy. Additionally, our district is committed to thoughtful planning and strategic investment in order to ensure that its future teacher workforce is among the very best nationally.

Achieving this goal involves recruiting, supporting, and retaining a teacher workforce that is integrally connected to the communities served by their schools, that more closely reflects the diversity of the student population, and that is highly proficient in meaningfully engaging students of varying cultures in the learning process.

Our district internship credential program would allow us to recruit and retain more candidates hired who possess skills, experiences, and dispositions toward teaching and learning that are aligned with SDUSD's needs and priorities.

Thank you for including this program as part of your agenda and we look forward to hearing from you.

Sincerely,

Cindy Marten



GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson St., Glendale, California 91206-4380
Telephone: 818-241-3111, Ext. 208 • Fax: 818-543-0716

**OFFICE OF
EDUCATIONAL SERVICES**

August 9, 2016

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

Dear Ms. Hickey:

Glendale Unified School District would like to request reactivation of our general education Induction Program effective as of August 4, 2016. Our BTSA Induction program went on voluntary inactive status on August 1, 2014 due to a decreasing number of new hires and uncertain changes in fiscal funding. We are requesting reactivation at this time because of our increase in the number of new hires in need of clearing their preliminary credentials as well as consistent and accountable mentoring, individualized reflective support, and appropriate new teacher professional development. The provision of the Educator Effectiveness Entitlement will help to make this fiscally possible and seed sustainability.

Program personnel will remain the same. Ms. Janet Buhl will be the Induction Director and Mrs. Sally Myles will resume her position as full-time Induction Teacher Specialist, a position she held from 1998 to 2014 when the program went on inactive status.

In accordance with the new general education Induction Standards adopted in 2015, we will be creating a transition plan that will reflect changing our curriculum to one that has the candidate's Individual Learning Plan as the centerpiece and focus of the beginning teacher's professional development and growth. While we will still focus on formative assessment, the program emphasis will be on how candidates demonstrate growth and competency in the California Standards for the Teaching Profession over the two years of Induction. Accordingly, the professional development provided to mentor teachers will be deepened and enhanced to reflect best practices in providing "just in time" support and longer-term guidance in addition to the reflective cognitive coaching practices geared to diverse adult learners that were the foundation of the previous Induction program.

Please advise me of procedures and next steps necessary for reactivation of our program.

Thank you for your help and guidance. We look forward to hearing from you.

Sincerely,


Ms. Janet Buhl

Assistant Director, Professional Development



CALIFORNIA STATE UNIVERSITY, FULLERTON

Lisa Kirtman, Ph.D.

Dean, College of Education

P.O. Box 6868, Fullerton, CA 92834-6868 / T 657-278-4021 / F 657-278-3110

October 26, 2016

Commission on Teacher Credentialing
Professional Services Division
Attention: Katie Croy
1900 Capitol Avenue
Sacramento, CA 95814

Dear Katie,

I am writing to request the reactivation of the Multiple Subject Intern Credential Program at CSU Fullerton on November 9, 2016 or no later than December 16, 2016 in order to meet the increasing demand for teachers in hard to staff positions and in districts experiencing or anticipating a teacher shortage. We have received an increase in inquiries from local school districts and prospective intern teachers, and as one of the largest institutions in the region, we are committed to providing a high-quality Multiple Subject Intern Program.

I am pleased to submit the Intern Program Modification Template that describes (1) our program's response to the revised standards for the preparation to teach English learners, (2) a description of revisions to supervision and support, and (3) a presentation of the program's course of study. As explained in the template, there have been no changes to the Intern Program design. Upon reactivation, the program will continue to follow our three-semester cohort model as described in the latest Program Assessment Document.

Sincerely,

Lisa Kirtman, Ph.D.

Dean

College of Education
CSU Fullerton

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus