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# 3B

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage II: Eligibility Requirements for Atwater Elementary School District**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Atwater Elementary School District's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

**Recommended Action:** That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

**Presenter:** Lynette Roby, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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## Initial Institutional Approval – Stage II: Eligibility Requirements for Atwater Elementary School District

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### Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Atwater Elementary School District, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

### Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. The process was further refined and adjustments were subsequently approved during the [February 2017 meeting](#). A graphic detailing the five stages of the IIA process is provided on Page 2 of this item.

This agenda item presents for consideration one school district seeking to become a program sponsor.

### Atwater Elementary School District

Atwater Elementary School District seeks IIA in order to offer credential programs for teacher induction.

A summary of Atwater Elementary School District's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table that follows. (The full response from Atwater Elementary School District can be found in this [Attachment](#).) Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided for these criteria. The institution's response to Criteria 10, 11 and 12 have been summarized for the Commission's review and consideration. [Appendix A](#) includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p><b>Staff Determination</b> If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Eligibility</li> <li>2) Grant Eligibility with specific topics to be addressed in Stage III</li> <li>3) Resubmission with additional information</li> <li>4) Deny Eligibility</li> </ol>	<ol style="list-style-type: none"> <li>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</li> <li>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</li> </ol> <p><b>a) Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Provisional Approval</li> <li>2) Deny Provisional Approval</li> </ol> <p><b>b) Committee on Accreditation Decision</b></p> <ol style="list-style-type: none"> <li>1) Approve Program(s)</li> <li>2) Deny Approval</li> </ol>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Full Approval</li> <li>2) Retain Provisional Approval with additional requirements</li> <li>3) Deny Approval</li> </ol>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p><b>Committee on Accreditation Decision</b> Monitors through the accreditation system</p>

**Atwater Elementary School District**  
**Criterion 1 through 9**

*In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.*

<b>Criterion</b>	<b>Staff Recommendation</b>	<b>AESD Response</b>
Criterion 1: Responsibility and Authority	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• The Assistant Superintendent of Educational Services, Ana Boyenga, will have the responsibility of overseeing all of the educator preparation programs.</li> <li>• The programs will be coordinated by the Induction Program Coordinator, Deborah Mitchell, who will report directly to the Assistant Superintendent of Education Services.</li> <li>• Credential recommendations will be made by Ana Boyenga, the Assistant Superintendent for Educational Services or her designee.</li> <li>• Atwater Elementary School District (AESD) assures that the credential recommendations will be delegated to employees of the institution and that those individuals will participate in Commission training.</li> <li>• The institutional lines of authority and reporting relationships are clearly described and identified in the Institutional Organization Chart provided. The Assistant Superintendent of Educational Services will report directly to the Superintendent. The Program Coordinator will report to the Assistant Superintendent for Education Services.</li> </ul>
Criterion 2: Lawful Practices	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD has provided nondiscrimination policies for both employee/personnel and for candidates.</li> <li>• These nondiscrimination policies will be provided on the district website and in the candidate handbook.</li> </ul>
Criterion 3: Commission Assurances and Compliance	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD has assured that it will:               <ul style="list-style-type: none"> <li>a) comply with all preconditions</li> <li>b) submit all reports required including but not limited to data reports and accreditation documents</li> <li>c) cooperate with an evaluation of the programs and monitoring of the programs</li> </ul> </li> </ul>

Criterion	Staff Recommendation	AESD Response
		d) fully participate in the accreditation system and adherence to timelines e) offer approved programs until candidates <ol style="list-style-type: none"> <li>i. complete the program</li> <li>ii. withdraw from the program</li> <li>iii. drop from the program</li> <li>iv. are admitted to another approved program to complete the requirements</li> </ol>
Criterion 4: Requests for Data	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• The Assistant Superintendent of Education Services, Ana Boyenga, and the Program Coordinator, Deborah Mitchell, will report and respond to all requests for data from the Commission within specified timeframes.</li> </ul>
Criterion 5: Grievance Process	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD has provided a clearly identified three step grievance process which will be posted on the teacher induction website and in the teacher induction handbook. It will be provided during orientation meetings and mentor induction orientation meetings.</li> </ul>
Criterion 6: Communication and Information	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD has created a communications plan in which information about the induction program will be accessible to the public on their educational services website and will be a drop-down option on the district home page. No password or login is required to access the site. Information included on the induction website will include the mission and vision statements, admission requirements and procedures and contact information.</li> <li>• Other methods of communication will include:               <ul style="list-style-type: none"> <li>○ a flier detailing program information that will be made available at the district office for the public;</li> <li>○ presentations at regular school board meetings;</li> <li>○ professional development sessions;</li> <li>○ program orientation; and</li> <li>○ providing the induction handbook.</li> </ul> </li> </ul>

Criterion	Staff Recommendation	AESD Response
Criterion 7: Student Records Management, Access and Security	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• All AESD candidates will be provided written transcripts or copies of documents upon request.</li> <li>• AESD candidates will have a personal Individualized Learning Plan (ILP) website that is password protected which will keep them informed on requirements and progress towards program completion. Access to the website will be given only to candidates, mentors and the program coordinator.</li> <li>• AESD assures that records will be kept on a secure server in an area on the main institutional site, specifically at the Atwater Elementary School District office and will not be accessible to the public. Paper records will be kept in locked cabinets in an area not accessible to the public.</li> </ul>
Criterion 8: Disclosure	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD’s induction program will be provided in-person and will include online professional development.</li> <li>• AESD is the only location where the teacher preparation program will be offered.</li> <li>• No outside organizations will be providing direct educational services as a part of the induction program.</li> </ul>
Criterion 9: Veracity in all Claims and Documentation Submitted	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• AESD has submitted a statement of veracity signed by Sandra Schiber, Superintendent, confirming the veracity of all statements and documentation submitted to the Commission with the understanding that a lack of veracity is cause for denial of initial institutional accreditation.</li> </ul>

**Criterion 10, 11 and 12**

*In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.*

Criterion	Summary of AESD's Responses
Criterion 10: Mission and Vision	<p>Atwater Elementary School District has submitted their Mission and Vision and attests to the fact that these will be published on the induction website, in a brochure given to all new teachers, and in the AESD induction handbook.</p> <p>AESD'S Induction Program Mission and Vision emphasizes the district's commitment to California's adopted state standards and frameworks for TK-12 students, and aligns with the district's overall mission. The Mission and Vision statements for the AESD Induction program are as follows:</p> <p>The Mission of the Atwater Elementary School District Induction programs is to provide general education and education specialist candidates with an individualized induction experience that will include intensive, ongoing support from a qualified mentor and will lead to candidate growth in the California Standards for the Teaching Profession. The ultimate goals of the program are:</p> <ol style="list-style-type: none"><li>1. To increase student achievement in meeting California's adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California's TK-12 students.</li><li>2. To support the retention of teachers who are well-qualified to meet the unique needs of students in the Atwater Elementary School District.</li></ol> <p>The Vision of the Atwater Elementary School District Induction program is to provide every student with a highly qualified teacher who continues to grow as a professional through reflection, collaboration with colleagues, and the implementation of appropriate instructional strategies and assessments. These teachers will create safe, inclusive learning environments for all students which promote their success not only in school itself, but also in future careers.</p> <p>As a rural TK-8 district that serves at-risk students and families, AESD's proposed teacher induction program will prepare and support teachers to work with a full range of California's TK-12 learners using professional development and strategies for working with English Learners and students with disabilities. Additionally, AESD's teacher induction program will be aligned with the district's board-adopted academic standards which specify</p>

Criterion	Summary of AESD's Responses
	<p>what students are expected to know and to be able to do at each grade level and in each area of study. AESD is basing its teacher preparation on research conducted that identifies and emphasizes effective support of new teachers as being an important factor in teacher retention. Citing the American Educational Research Association and the New Teacher Center, AESD believes it is imperative that support of new teachers positively impacts student achievement. Currently, AESD partners with Merced Union High School District and in this partnership AESD provides a full-release mentor for each of its induction teachers. AESD's teacher induction program will continue to provide full-release mentors to work with its candidates.</p>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>Since 2014-15 AESD has partnered with Merced Union High School District's teacher induction program where 44 teachers have been provided professional development and mentoring services. The primary reason for choosing Merced Union High School District as a partner is because the program is a full release mentor model. One hundred percent of AESD's year two teachers have been recommended for their clear credentials during the partnership with Merced Union High School District. End of year survey data collected by Merced Union High School District has been provided and indicates that teachers have been satisfied with the support and services received.</p> <p>AESD's induction program will model its program on the current Merced Union High School program. AESD currently has 41 non-permanent employees. Twenty five of these employees will need to enroll in an induction program and it is anticipated that during the next two to three years, the remainder of the 41 employees will complete their preliminary credentials and be eligible to enroll in the teacher induction program.</p> <p>AESD has not only provided support to teachers in implementing the instructional initiatives of their district but has also provided student teaching placements and field experience for California State University, Stanislaus, UC Merced, Fresno Pacific University, Fresno State, and IMPACT. In addition, AESD has had interns from National University, Western Governors University, Fresno Pacific University, and Brandman University. AESD maintains a Memorandum of Understanding with each of these institutions.</p> <p>AESD has posted the third party notification on its Educational Services website and the AESD public notices webpage. The notice will also be emailed to current employees and posted at the entrance to the AESD office. As required by this criterion, staff researched the possibility of any additional available information relevant to AESD's application for initial institutional approval and found none.</p>



Criterion	Summary of AESD's Responses
<p>Criterion 12: Capacity and Resources</p>	<p>AESD has provided an audited budget from 2015-16 as well as a copy of the recently adopted 2017-18 budget. AESD also provided a proposed operational budget for the proposed induction program.</p> <p>AESD reports that resources will include:</p> <ul style="list-style-type: none"> <li>• Instructional personnel including three teachers on special assignment, a program coordinator, and a program director;</li> <li>• Use of the Professional Development Center at the district office, which seats 40 teachers, includes computer presentation capabilities, and WiFi; and</li> <li>• Use of nine school site facilities including but not limited to libraries, multi-purpose rooms, classrooms and conference areas.</li> </ul> <p>Most fieldwork opportunities for AESD induction candidates will occur within its own TK-8 district. AESD's partnership with Merced Union High School District and with Merced County Office of Education will provide additional fieldwork opportunities.</p> <p>In the event that AESD is unable to continue providing their education program, a plan to teach out the candidates has been provided. The plan includes finishing candidates in Year 2 and advising Year 1 candidates and Early Completion candidates to enroll in the Merced County Office of Education induction program.</p>

**Staff Recommendation**

Staff recommends that the Commission consider the Eligibility Requirements submitted by Atwater Elementary School District and take one of the following possible actions for the institution:

- 1) Grant Eligibility;
- 2) Grant Eligibility with specific topics to be addressed in Stage III;
- 3) Resubmission with additional information; or
- 4) Deny Eligibility.

If approved by the Commission, Atwater Elementary School District will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize Atwater Elementary School District to offer an educator preparation program that leads to a credential.

**Next Steps**

Based on the Commission's action, staff will take appropriate next steps related to the option chosen

Appendix A

**Criterion 10, 11 and 12  
Eligibility Requirement, Required Information, and Factors to Consider**

Eligibility Requirement	Required Information	Factors to Consider
<b>Criterion 10: Mission and Vision</b>		
<p>An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission’s adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution’s philosophy and approach about educator preparation is consistent with California’s.</p>	<ul style="list-style-type: none"> <li>a) Statement of the institution’s mission and vision for Educator Preparation.</li> <li>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</li> <li>c) Information about how the mission and vision for educator preparation reflects the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students.</li> <li>d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.</li> <li>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</li> <li>f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</li> <li>g) If applicable, provide a description of the ways in which the proposed program for California would be similar</li> </ul>	<ul style="list-style-type: none"> <li>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</li> <li>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</li> <li>c) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students?</li> <li>d) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to the health and success of all students?</li> <li>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</li> </ul>

Eligibility Requirement	Required Information	Factors to Consider
	<p>or different from programs operated in another state.</p> <p>h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.</p>	
<b>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</b>		
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be sent to: <a href="mailto:Input@ctc.ca.gov">Input@ctc.ca.gov</a></p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution’s approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution’s programs and number who have completed program (taking into</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p>

Eligibility Requirement	Required Information	Factors to Consider
	<p>account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p> <p>g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.</p>	<p>e) To what extent does the data provided indicate that candidates that complete the institution’s programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p> <p>g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?</p>
<b>Criterion 12: Capacity and Resources</b>		
<p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>a) Copy of the most recent audited budget for the institution.</p> <p>b) A proposed operational budget for the educational unit.</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:</p> <p>1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and</p>	<p>a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable?</p> <p>b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program?</p> <p>c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program.</p>

Eligibility Requirement	Required Information	Factors to Consider
	<p>coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.</p> <p>2) The criteria or minimum qualifications for each of the positions listed above.</p> <p>3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?</p> <p>d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p>	<p>d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p>

Eligibility Requirement	Required Information	Factors to Consider
	<ul style="list-style-type: none"> <li>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</li> <li>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</li> </ul>	<ul style="list-style-type: none"> <li>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</li> <li>g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?</li> </ul>