
4A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Hollister School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Hollister 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.

Initial Institutional Approval – Stage II: Eligibility Requirements for Hollister School District

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Hollister 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 Institutional 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. Updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

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

Hollister School District

Hollister School District (HSD) seeks IIA in order to offer a teacher induction program. A summary of HSD's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. The full response from HSD can be found in this [Attachment](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. 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 as an institution prepares its response.

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>Staff Determination 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>Commission Decision 1) Grant Eligibility 2) Deny Eligibility</p>	<p>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 the Commission.</p> <p>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.</p> <p>a) Commission Decision 1) Grant Provisional Approval 2) Deny Provisional Approval</p> <p>b) Committee on Accreditation Decision 1) Approve Program(s) 2) Deny Approval</p>	<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>Commission Decision 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval</p>	<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>Committee on Accreditation Decision Monitors through the accreditation system</p>

Hollister School District
Criterion 1 through 9

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

Criterion	Staff Recommendation	HSD Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • The Assistant Superintendent of Educational Services, Jennifer Wildman, will be responsible for ongoing oversight of all educator preparation programs. This position will report to the Superintendent, Dr. Lisa Andrew. • An Administrator on Special Assignment will be the program coordinator and the position is held by Christine White, Principal on Special Assignment. • HSD has submitted a complete organizational chart that indicates the teacher induction program will be housed under the Educational Services branch. • HSD assures that the duties related to credential recommendations will be performed only by employees of the HSD and that these individuals will take part in the Commission training related to the recommendation process.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • A non-discrimination for HSD’s employees is provided in the administrative regulations policy and Board Policy 4030. The policy is related to induction candidates is provided in the handbook, program brochure, and teacher induction program website.
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • HSD provided assurances and stated that they: <ol style="list-style-type: none"> a) Will comply will all preconditions; b) Will submit all data reports and accreditation documents; c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff; d) Will participate fully in the Commission’s accreditation system and submission timelines; and e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion	Staff Recommendation	HSD Response
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> The Teacher Induction Program Coordinator in the Human Resources Department is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
Criterion 5: Grievance Process	Aligned	<ul style="list-style-type: none"> HSD has provided a grievance process which will be accessible to all candidates and applicants in the candidate handbook and on the induction program website. During candidate orientation, candidates will review the handbook which contains the grievance process and will be asked to sign an acknowledgement of receipt of all policies and procedures.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> HSD's teacher induction webpage will be accessible to the public without the requirement of log in information. The website will be linked through the Educational Services webpage. Information will be made available through the program website, program handbook, and public advertisements shared in venues such as school board meetings, district meetings, teacher recruitment events, professional development seminars and the media.
Criterion 7: Student Records Management, Access and Security	Aligned	<ul style="list-style-type: none"> Each candidate will collect evidence for completion of the program and keep it in a password protected electronic portfolio that will be shared with the support provider mentor and the program coordinator. Candidates will be provided printed documents and/or transcripts upon request. HSD will maintain electronic records on a secure web-based server provided by a web-based software application. Hard copies of records will be in locked cabinets in the Human Resources Department of the district in a location inaccessible to the public.
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> HSD's induction program will be an in-person model with support provided by full release support provider mentors. The support provider mentors will receive professional development at district sponsored workshops, from district personnel, online resources and support from the New Teacher Center.

Criterion	Staff Recommendation	HSD Response
		<ul style="list-style-type: none"> • The HSD program will take place at the district office in Hollister. Fieldwork will occur in ten HSD school sites. There will be no satellite programs. • Most services will be provided by HSD administrators, support provider mentors, teachers on special assignment and other staff from educational services such as the special education or English learner departments. The New Teacher Center will provide some mentor training and coaching and the induction program may contract with outside providers of professional development and training. • HSD induction program candidates may purchase post-graduate continuing education units through a partnership with National University.
<p>Criterion 9: Veracity in all Claims and Documentation Submitted</p>	<p>Aligned</p>	<ul style="list-style-type: none"> • An assurance signed by the superintendent, the assistant superintendent of educational services and the program coordinator has been submitted attesting to the veracity of all statements and documentation submitted to the Commission; the letter also attests to an understanding that a lack of veracity is a cause for denial of initial institutional approval.

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 HSD Responses
<p>Criterion 10: Mission and Vision</p>	<p>HSD wishes to offer a teacher induction program designed to clear preliminary general education and education specialist credentials.</p> <p>HSD’s mission is to empower first and second year teachers by building strong relationships with mentors who will engage with them in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional development that will facilitate the development of best practices through a structured system based on the California Standards for the Teaching Profession (CSTPs).</p> <p>HSD’s vision is to create a responsive and dynamic induction program to serve and retain new teachers so that all students in Hollister learn and achieve to their fullest potential.</p> <p>HSD has provided a mission and vision statement that is consistent with California’s philosophy and approach to education and reflects HSD’s commitment to California state standards and frameworks for TK-12 students. HSD assures that the mission and vision will be posted on their program website as well as in all institutional documents provided to the candidates.</p> <p>The HSD induction program will be based on a theory of action developed around “why” (the program’s purpose), the “what” (proficiencies that students and candidates must achieve) and “how” (how the candidates in the program will progress towards mastery of the CSTPs).</p>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>HSD experienced growth in the year 2000 resulting in a need for new teachers and new teacher induction. At that time HSD partnered with the Santa Cruz New Teacher Project and employed two mentors.</p> <p>Since growth is continuing in the Hollister area HSD expects the need for teacher induction to grow as well. Through a memorandum of understanding with the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) HSD currently employs one full-release mentor who serves 16-23 teachers each year and additional part-time mentors as needed. HSD shared 2016-17 teacher and mentor survey data collected during the partnership with SC/SVNTP. These surveys indicate that teachers, mentors and site administrators have been satisfied with the program offered to HSD teachers.</p>

Criterion	Summary of HSD Responses
	<p>HSD has additional working relationships with other entities as follows:</p> <ul style="list-style-type: none"> • San Benito County Office of Education provides HSD teacher and administrator professional development and SELPA governance. • HSD provides master teachers to work with credential candidates from California State University, Monterey Bay, San Jose State University, National University and Cal State TEACH. • HSD administrators work with National University and the Monterey County Office Education to receive administrator credentials. • Advanced level coursework and units are provided to HSD staff through partnerships with the University of the Pacific, Grand Canyon University, National University and Brandman University. • Professional development is provided to HSD teachers through partnerships with Silicon Valley Math Initiative, WestEd, Google, Benchmark, Houghton-Mifflin and Partners in School Innovation. • HSD works with the Migrant Education Department to provide support and services to migrant families and staff. • HSD has the Supporting Inclusionary Practices (SIP) grant and Multi-Tiered Systems of Support (MTSS) grant to provide guidance and professional learning for teachers to support best practices for all students. <p>HSD has posted the third party notification on the Educational Services Department website. To date no emails have been received.</p>
<p>Criterion 12: Capacity and Resources</p>	<p>HSD has provided a copy of its most recent audited budget from December 2017 as well as a copy of a proposed budget for 2018-19 and 2019-20. It is expected that the proposed program will be funded using educator effectiveness funds.</p> <p>Personnel and instructional support will be comprised of:</p> <ul style="list-style-type: none"> • A full-time Induction Program Coordinator; • Support Provider Mentors (full release) – the number will be dependent upon the need; • Educational Services personnel providing profession development to participating teachers when needed; • The New Teacher Center providing training for mentors and program administrators; and • Support staff in the Human Resources Department, including the credential analyst. <p>HSD is a TK-8 district and while many of the opportunities for fieldwork will occur within the district, other districts have expressed interest in future</p>

Criterion	Summary of HSD Responses
	<p>partnerships with HSD. HSD has already established collaborative partnerships with San Benito High School in the area of math and has also been in communication with Hollister Preparatory School.</p> <p>Resources will include a district office with four conference rooms, four break-out rooms as well as classrooms and office spaces throughout the district to meet with stakeholders, participating teachers and support provider mentors. All of the presentation rooms provided will have computer presentation capabilities and Wi-Fi access. HSD is becoming a Google certified district and new certificated staff members will receive a Chromebook. Other technological resources will include an E-learning hub, a teacher on special assignment for technology and literacy coaches who will provide teachers support to assist with online curriculum resources.</p>

Staff Recommendation

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

- 1) Grant Eligibility; or
- 2) Deny Eligibility.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

If approved by the Commission, HSD will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize HSD 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
Criterion 10: Mission and Vision		
<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>	<p>a) Statement of the institution’s mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>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.</p> <p>d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p>	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation		
<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: Input@ctc.ca.gov</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 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>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> <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</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	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>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>
Criterion 12: Capacity and Resources		
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>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> <ol style="list-style-type: none"> 1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and 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. 2) The criteria or minimum qualifications for each of the positions listed above. 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>d) If the institution applying is an out of state institution, the institution must provide all</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> <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</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<p>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>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>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> <p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p> <p>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?</p>