
4A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Stella Middle Charter Academy

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Stella Middle Charter Academy'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 Stella Middle Charter Academy

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Stella Middle Charter Academy, 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. 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 charter school seeking to become a program sponsor.

Stella Middle Charter Academy

Stella Middle Charter Academy (SMCA) is one of eight schools that are a part of Bright Star Schools, a charter organization. Since a charter school's parent organization such as Bright Star Schools is ineligible to become an approved program sponsor, one of the schools within its consortium, Stella Middle Charter Academy, is seeking initial institutional approval with the intent of offering a teacher induction program.

A summary of SMCA's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. The full response from SMCA 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.

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</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility 	<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</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<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</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<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>

Stella Middle Charter Academy
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	Stella Middle Charter Academy Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • Stella Middle Charter Academy wishes to offer a teacher induction program which they have titled Greater Los Angeles Schools Teacher Induction (GLAS Teacher Induction). • The Deputy Superintendent of Education, Melissa Kaplan, will have oversight of the teacher education program. • President of People Development will manage program leadership including the Director of Teacher Induction and Development, and will manage the program budget. • The Director of Teacher Induction and Development will report directly to the Vice President of People Development and will manage the day-to-day operations. • SMCA has provided an organization chart. • SMCA has provided assurance that credential recommendations will be made by program staff and human resources staff and that those responsible for the credential recommendations will participate in Commission training. • The GLAS Teacher Induction Advisory Board will include representatives from IHEs, the principal of SMCA, the Deputy Superintendent of Education, the Vice President fo People Development, a mentor teacher, a human resources representative and an induction program alumni. The Director of Teacher Induction and Development will report to the Advisory Board quarterly.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • A non-discrimination policy is provided for SMCA employees in the employee handbook and for tacher candidates in the SMCA educator preparation handbook.
Criterion 3: Commission	Aligned	<ul style="list-style-type: none"> • SMCA provided assurances and stated that they: <ol style="list-style-type: none"> a) Will comply will all preconditions.

Criterion	Staff Recommendation	Stella Middle Charter Academy Response
Assurances and Compliance		<ul style="list-style-type: none"> 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. e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate: <ul style="list-style-type: none"> i. Completes the program ii. Withdraws from the program iii. Is dropped from the program iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Vice President of People Development, Nicole Wellman Noble, 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"> • SMCA has provided a grievance process which will be accessible to all candidates and applicants in the educator preparation handbook. • The grievance policy will be provided during orientation and will be included in the participating teacher commitment letter which will be signed by each candidate.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • SMCA’s teacher induction webpage which is in development will be accessible to the public without the requirement of log in information. • SMCA has provided a communication and information plan that identifies the content, the format and media to be used and the timeline for communication that will be provided for prospective candidates, teachers new to SMCA, participating teachers, school leaders, external organizations, and university partners.

Criterion	Staff Recommendation	Stella Middle Charter Academy Response
		<ul style="list-style-type: none"> The website is in development. SMCA has provided a snapshot of the website being developed that will house the required documents for the teacher induction program.
<p>Criterion 7: Student Records Management, Access and Security</p>	<p>Aligned</p>	<ul style="list-style-type: none"> Candidate progress will be recorded bi-annually in candidate transcripts. Candidates will be able to request a transcript from program leadership at any time during participation in the program. SMCA will maintain candidate records on a private, password protected site. Bright Star’s Human Resource department will maintain credentialing records on a secure, cloud-based HRIS system. Hard copies of records will be in locked cabinets located in Bright Star School’s central office and will not be available to the public. Once a candidate’s completion of the program is verified, the program will submit credential recommendations on behalf of the candidate.
<p>Criterion 8: Disclosure</p>	<p>Aligned</p>	<ul style="list-style-type: none"> SMCA’s educator preparation program will be an in-person delivery model. Any professional development offered to candidates will depend on the needs of the mentors and/or candidates and will be held at one of the SMCA charter school sites. A list of these proposed locations has been provided. No direct educational services will be provided by any outside organization.
<p>Criterion 9: Veracity in all Claims and Documentation Submitted</p>	<p>Aligned</p>	<ul style="list-style-type: none"> A statement of veracity has been submitted and signed by the Executive Director and Deputy Superintendent of Education.

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 SMCA Responses
<p>Criterion 10: Mission and Vision</p>	<p>SMCA wishes to offer a teacher induction program for multiple, single and education specialist preliminary credentials. SMCA will operate in California only.</p> <p>SMCA’s mission is to offer educators an opportunity to: “.... participate in a rich and thoughtful teacher preparation process. Teacher candidates would engage in reflective conversations with highly trained instructional leaders and chart their own progress on the California Standards for the Teaching Profession. Through professional development and coaching, TK-12 teacher candidates will grow in their knowledge and instructional application of the State-adopted TK-12 student academic content standards, California Common Core State standards (CCSS) and Next Generation Science Standards (NGSS). With the support of site administrators, teacher candidates perform job-embedded activities in alignment with strategic teacher preparation professional learning, which facilitates the growth of their teaching practices and improves instruction for all TK-12 students. Overall, by creating an environment in which educators’ growth is facilitated and the work is sustainable, Stella Middle Charter Academy’s Educator Preparation Program aims to promote teacher retention and career longevity within the urban education community.”</p> <p>SMCA’s vision is to: “.... develop self-reflective, lifelong educators who facilitate standards-based instruction that results in excellence in student achievement and who believe in a holistic approach to teaching in order to graduate students who become leaders that enrich our communities.</p> <p>SMCA assures that the mission and vision will be posted on their program website as well as in the candidate orientation brochure and educator preparation program flyer.</p> <p>SMCA’s student population reflects the full range of California TK-12 students.” SMCA states that it will honor its mission and vision by centering its professional development and support system around the needs of its schools’ diverse student population. To do so, SMCA will provide guidance in analyzing student strengths and needs and will offer professional development that is focused on equitable classrooms.</p> <p>SMCA believes that teachers should have an understanding of both the “what” and “why” of teaching. In support of this, SMCA’s program will include a balance</p>

Criterion	Summary of SMCA Responses
	<p>of theory and practice. SMCA will promote teacher ownership of their learning and will support teachers in building dispositions of curiosity, reflectiveness and persistence.</p> <p>SMCA will use inquiry cycles, an adult learning theory (Malcolm Shepherd Knowles, 1984) and the Instructive, Collaborative, Facilitative (ICF) to guide its approach to teacher preparation. The program will utilize professional learning community protocols such as collective inquiry in best practice and current reality as supported by the research of Richard Darfour’s book “Learning by Doing: A Handbook for Professional Learning Communities at Work.” New teacher development will be self-guided while still being standard-based.</p>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>SMCA has partnered with the New Teacher Center for the past three years to assist in the creation and development of support for beginning teachers at SMCA and other network schools within the Bright Star Schools community. Through working with the New Teacher Center network, SMCA has also been able to collaborate with other induction programs in California including the Santa Cruz/Silicon Valley New Teacher Project and the Tri-Valley Teacher Induction Project whose LEA is Pleasanton Unified School District. Pleasanton USD, the LEA for the Tri-Valley Teacher Induction Project, has worked with SMCA to provide mentor training and has also reviewed and recommended for the credentials of SMCA induction candidates. SMCA has included copies of Memorandums of Understanding which detail the responsibilities of the Pleasanton USD, the LEA for the Tri-Valley Teacher Induction Project.</p> <p>SMCA has also gathered teacher survey data for its teachers who have participated in the Tri-Valley Teacher Induction Project over the past three years. Copies of the surveys have been provided and a summary of the data collected from those surveys is reported as follows:</p> <ul style="list-style-type: none"> • Over 86 percent of new teachers believe that their work with a program-assigned mentor has positively impacted their practice as well as student achievement; • In 2015-16, 91 percent of beginning teachers stated that they believe work with their mentor impacts their students’ learning; and • In 2016-17, 100 percent of the year one beginning teachers that participated in the program returned to work as an educator for Bright Star Schools. <p>Induction survey data for 2015-16 was also gathered by the New Teacher Center of which SMCA has provided copies. Additionally, mentor and participating teacher survey data for 2016-17 has been provided.</p>

Criterion	Summary of SMCA Responses
	<p>Other institutions SMCA has collaborated with include Los Angeles based universities such as Loyola Marymount University, California State University, Los Angeles and Pepperdine University. Additionally, SMCA has participated in a network of induction programs where programs meet to discuss best practices, explore local education needs, problem solve and share resources.</p> <p>SMCA has posted the third party invitation for comments on SMCA’s website where the public and all stakeholders can access it. No comments have been received at this time.</p>
<p>Criterion 12: Capacity and Resources</p>	<p>SMCA has provided a copy of its most recent audited budget dated June 2016 as well as a copy of the capacity and operational budget for 2017-20.</p> <p>Personnel and instructional support will be comprised of the following:</p> <ul style="list-style-type: none"> • Vice President of People Development • Director of Induction and Teacher Development • Lead Instructional Mentor • Instructional Coaches • Site-Based Mentors <p>The job responsibilities and minimum qualifications for these positions have been added as evidence.</p> <p>SMCA intends to offer the teacher induction program to all teachers who work for the parent charter organization, Bright Star Schools. SMCA also intends to offer the program to other public schools with similar student populations and needs.</p> <p>SMCA will provide fieldwork opportunities in the eight schools within the consortium including:</p> <ul style="list-style-type: none"> Stella Middle Charter Academy Stella Elementary Charter Academy Bright Star Secondary Charter Academy Valor Academy Elementary School Valor Academy Middle School Valor Academy High School Rise Kohyang Middle School Rise Kohyang High School <p>These eight schools have a diverse population comprised of:</p> <ul style="list-style-type: none"> - 83% Hispanic/ Latino students - 9% Asian-American students - 5% African American students

Criterion	Summary of SMCA Responses
	<ul style="list-style-type: none"> - 2% White students - 1% Other - 92% of the students are eligible for free and reduced lunch - 19% English Language learners - 11% enrolled in Special Education services <p>When meeting as a group, candidates will meet in a central location that is accessible to all. SMCA has identified three different regions where they have space that will seat 40-100 people. Each of these locations is equipped with LCD projectors and WiFi connection. SMCA does not plan to offer professional development online but will use the Google education platform including Google classroom for pre, post and makeup learning sessions. The Google education platform will also be used to store and manage induction documents and track candidates' progress.</p> <p>Should SMCA be unable to continue operating an educator preparation program, it is committed to assisting candidates in transitioning to another Commission approved induction program. SMCA plans to teach out second year candidates. Year 1 candidates will be enrolled and financially supported in another local accredited induction program. SMCA will provide a transportability document for each candidate. SMCA has contacted several institutions with whom they could potentially partner for this purpose and have also identified six other approved induction programs that are within 25 miles of Bright Star schools.</p>

Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Stella Middle Charter Academy and take one of the following possible actions for the institution:

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

If approved by the Commission, Stella Middle Charter Academy will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize SMCA 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</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</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
<p>approach about educator preparation is consistent with California's.</p>	<p>California would be similar 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>	
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</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>

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Eligibility Requirement	Required Information	Factors to Consider
<p>comments to be sent to: Input@ctc.ca.gov</p>	<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>
Criterion 12: Capacity and Resources		
<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</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> <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 	<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>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
<p>continue providing educator preparation program(s).</p>	<p>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.</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>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<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>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>