
2G

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Folsom Cordova Unified School District

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

Presenters: Lynnette Roby and Hart Boyd, Consultants, 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 Folsom Cordova Unified School District

Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, Folsom Cordova Unified School District (FCUSD), 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 IIA process. At the [December 2015](#) 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 local education agency (LEA) seeking to become a program sponsor.

Folsom Cordova Unified School District - FCUSD includes the cities of Folsom and Rancho Cordova. Folsom's population is reported to be approximately 75,000 and Rancho Cordova's population is approximately 72,000. FCUSD is comprised of elementary schools, middle schools, high schools, a high school/adult school, a community day school, and a community charter school. As reported on the FCUSD website, 1346 students graduated in 2019 from their five high schools and one adult education school.

FCUSD seeks the IIA in order to offer a teacher induction program.

A summary of FCUSD's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. The full response from FCUSD 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</p> <p>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> <p>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</p> <p>1) Grant Provisional Approval 2) Deny Provisional Approval</p> <p>b) Committee on Accreditation Decision</p> <p>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</p> <p>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</p> <p>Monitors through the accreditation system</p>

Folsom Cordova Unified 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	Folsom Cordova Unified School District Response
<p>Criterion 1: Responsibility and Authority</p>	<p align="center">Aligned</p>	<ul style="list-style-type: none"> • FCUSD is proposing to offer a teacher induction program. • The Assistant Superintendent of Elementary Instruction, Curtis Wilson, will be responsible for ongoing oversight of all educator preparation programs. • Mindy Andrus, Teacher Induction Program Coordinator will coordinate the Teacher Induction program. The Teacher Induction Coordinator will report directly to the Assistant Superintendent of Elementary Instruction, the Assistant Superintendent of Secondary Instruction and the Director of Curriculum and Instruction. The Assistant Superintendent of Elementary Instruction will report directly to the Superintendent. • The Teacher Induction Program Coordinator will hold monthly collaborative meetings with the Assistant Superintendent of Elementary Instruction. The Teacher Induction Leadership and Design teams will meet monthly with the Teacher Induction Program Coordinator and will focus on teacher progress, program progress, tasks, events, personnel, budget, etc. The Assistant Superintendent of Elementary Instruction will share the outcome of these meetings with the Superintendent. • FCUSD has submitted a complete organizational chart that indicates that all educator preparation programs will be housed under the Assistant Superintendent of Elementary Instruction. • FCUSD assures that the duties related to credential recommendations will be performed only by employees of FCUSD and that these individuals will take part in the Commission training related to the recommendation process. Charity Pelz, the credential analyst, will be located in the Human Resource Department and will work with the induction program

Criterion	Staff Recommendation	Folsom Cordova Unified School District Response
		coordinator and the director of human resources.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • A non-discrimination policy for employees is provided in FCUSD board policy, which is sent out annually to all employees. Employees must read and acknowledge the policy. <p>A non-discrimination policy for candidates is provided in the participant handbook, program brochure and on the teacher induction website.</p>
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • FCUSD provided assurances and stated that it: <ol style="list-style-type: none"> a) Will comply with 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 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Teacher Induction Program Coordinator, Mindy Andrus, has been 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"> • FCUSD has provided a grievance process, which will be accessible on the FCUSD teacher induction website and in the participant handbook. At the first program meeting, all teacher induction participants will be provided access to the participant handbook, which will include the grievance process and will be required to sign and submit an acknowledgement of policies and procedures.

Criterion	Staff Recommendation	Folsom Cordova Unified School District Response
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • FCUSD’s teacher induction website will be accessible to the public without the requirement of log in information. • FCUSD’s mission, vision and governance will be provided on the FCUSD teacher induction website and the teacher induction brochure as well as on FCUSD’s human resource website, which will include a link to the induction webpage.
Criterion 7: Student Records Management, Access and Security	Aligned	<ul style="list-style-type: none"> • FCUSD will use a web-based software application to track candidates’ academic units and program completion. Candidates will be able to access unofficial copies of their records via password-protected access. Requests for official transcripts will be required in writing. • Paper copies of candidate records will be maintained in the Human Resources Department in locked cabinets and electronic records will be housed on a secure web-based server, which is located at the District office, with cloud back-up.
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> • FCUSD will use a hybrid model of instructional delivery. Direct instruction to participants via seminars and workshops will be provided at various sites and digital learning or virtual classrooms will be created by an online classroom platform. • FCUSD’s Teacher Induction Program will be headquartered at the district office (Education Service Center) located at 1965 Birkmont Drive, Rancho Cordova, CA 95742. • In-person delivery to candidates and mentors will take place at the district office located at 1965 Birkmont Drive, Rancho Cordova, CA 95742 as well as at various schools within the district. Fieldwork will be completed in the following settings, as applicable: <ul style="list-style-type: none"> • 20 Elementary Schools • 1 Charter Elementary School • 1 State Pre-School Center • 4 Middle Schools • 3 Comprehensive High Schools • 2 Continuation High Schools • 1 Independent Study School • 1 Community Day School

Criterion	Staff Recommendation	Folsom Cordova Unified School District Response
		<ul style="list-style-type: none"> • 1 Adult Education School • Most educational services will be provided by FCUSD. In some cases, FCUSD does contract with outside providers to deliver content to its teachers. Past and current providers have included, but are not limited to: iReady, Illuminate, GLAD, Solution Tree, iLit, etc. • Teacher Induction Program participants, both candidates and mentors, may register to purchase post-graduate continuing education units via a partnership between FCUSD and California State University, Sacramento or Brandman University. The Teacher Induction Coordinator is the instructor of record.
Criterion 9: Veracity in all Claims and Documentation Submitted	Aligned	<ul style="list-style-type: none"> • An assurance, signed by Superintendent Sarah Koligian, 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 FCUSD Responses
Criterion 10: Mission and Vision	<p>FCUSD seeks to become an approved program sponsor with the intent of offering a teacher induction program to FCUSD employees who hold preliminary single subject, multiple subject and education specialist credentials. FCUSD’s mission and vision for the teacher induction program is aligned to the district’s board-adopted academic standards as well as the district content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education and preschool education. These meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.</p>

Criterion	Summary of FCUSD Responses
	<p>The mission and vision reflect the philosophy of the district, which is to pursue excellence for all students and staff including those with specialized needs and students and staff of a diverse population.</p> <p>FCUSD Teacher Induction Mission: <i>To provide a standards-based new teacher support and assessment program that will educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.</i></p> <p>FCUSD Teacher Induction Vision: <i>To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.</i></p> <p>Both the mission and vision will be published on the teacher induction website and in the teacher induction brochure.</p> <p>The foundation of FCUSD’s Teacher Induction program will be based on the work of a variety of prominent researchers in the education field. Recognizing the work of Robert Marzano, Ellen Moir, Laura Lipton, Tina Boogren and others, FCUSD’s program underpinnings will be a direct reflection of the latest research. FCUSD holds that the success of their students correlates to successful teachers. The design of the FCUSD’s Teacher Induction Program is based on a variety of research-based best practices in the field of new teacher support and retention and will focus on weekly mentoring, just-in-time support and candidate growth related to their individual goals.</p>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>FCUSD has partnered with local and regional IHE’s as well as with the Sacramento County Office of Education (SCOE). These IHE’s include CSU Sacramento, Brandman University, University of the Pacific, and University of California, Davis. Participants in programs offered by these institutions complete fieldwork in FCUSD’s classrooms and district office. FCUSD currently supports its teachers to participate in SCOE’s Teacher Induction Program. FCUSD was part of SCOE’s pilot Beginning Teacher Support and Assessment program.</p> <p>The partnering institutions place candidates from their educator preparation programs in FCUSD classrooms for the fieldwork component of their programs. This included 12 candidates during 2018-19 from which 10 will be hired by FCUSD during the 2019-20 school year.</p> <p>Additionally, Brandman University and CSUS are serving on the FCUSD Teacher Induction Leadership/Advisory Team while it seeks provisional approval from</p>

Criterion	Summary of FCUSD Responses
	<p>the Commission. Two FCUSD staff members serve on the Advisory Board for SCOE’s Teacher Induction program.</p> <p>FCUSD has provided strategic support for candidates in the SCOE program including:</p> <ol style="list-style-type: none"> 1) Workshops for mentors. 2) Workshops designed specifically for participants clearing their special education credentials. 3) An annual professional development event in which participants choose from a variety of offerings that address their individual needs. 4) Special training sessions in the fall and spring that provide support in writing and completing the ILP goal and preparation for the participant’s Professional Growth Presentation. <p>FCUSD also support mentors of new teachers through weekly conversations, professional development, reflection, the development of the ILP goal, and just in time support.</p> <p>Currently, survey data and feedback is collected by the partnering program from candidates, mentors, coordinators and advisors. This data is shared with the district at the Annual Spring Planning Day and is reviewed and analyzed. Additionally, FCUSD regularly surveys mentors and participants for feedback on teaching strategies, technology, district trainings, district adopted systems, curriculum, special education, behavior management, etc.</p> <p>FCUSD has posted a third party invitation for comments on the institutional website where the public and all stakeholders can access it. No comments have been received at this time.</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to FCUSD application for IIA and found none.</p>
<p>Criterion 12: Capacity and Resources</p>	<p>FCUSD has provided an audited budget for 2017-18 as well as proposed budgets for 2019-20.</p> <p>FCUSD instructional personnel will be employees of the FCUSD. Job descriptions have been provided for each of the instructional and support personnel.</p> <p>FCUSD’s teacher induction program will be provided to candidates employed in its Pre-K through 12 school site settings. FCUSD may consider candidates from other districts once it has successfully piloted the program and determines that it has the capacity to do so.</p>

Criterion	Summary of FCUSD Responses
	<p>FCUSD will utilize facilities in the district office and in 34 district schools to provide in-person content. Any online content will be delivered via online platforms such as Google Classroom, TalentEd, and GoSignMeUp.</p> <p>FCUSD has provided a teach-out plan for candidates if, for some reason, the institution is unable to continue providing educator preparation. FCUSD would continue to provide all resources necessary for currently enrolled year two candidates until completion of the program and year one candidates would be placed in the SCOE teacher induction program as verified by the executive director of SCOE.</p>

Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Folsom Cordova Unified 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, Folsom Cordova Unified 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 Folsom Cordova Unified 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

Criterion 10: Mission and Vision

Eligibility Requirement	Required Information	Factors to Consider
<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>

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

Eligibility Requirement	Required Information	Factors to Consider
<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 account the length of time of the program design).</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>

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

Eligibility Requirement	Required Information	Factors to Consider
<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> <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 	<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>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>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>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> <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</p>

Eligibility Requirement	Required Information	Factors to Consider
		enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?