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# 4G

## Action

### *Educator Preparation Committee*

### **Initial Institutional Approval – Stage II: Eligibility Requirements for Huntington Beach Union High School District**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Huntington Beach Union High 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:** Michele Williams-George, Consultant, Professional Services Division

#### **Strategic Plan Goal**

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

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

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# Initial Institutional Approval – Stage II: Eligibility Requirements for Huntington Beach Union High School District

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## Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, Huntington Beach Union High School District (HBUHSD), 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 in which Common Standards and Preconditions will be submitted 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 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 2017 Commission meeting. A chart detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one Local Education Agency seeking to become a program sponsor. It is an important reminder that approval of the institution for Stage II does not permit the institution to offer the proposed program. In addition, although there is important information about the proposed programs contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards have not yet occurred.

## Huntington Beach Union High School District

Huntington Beach Union High School District (HBUHSD) seeks IIA in order to offer a teacher induction program. Summaries and excerpts of HBUHSD's responses to the twelve [Eligibility Requirement Criteria](#) are provided below. HBUHSD's full response is also available on the [HBUHSD Induction Website](#). Criteria 1 through 9 have been reviewed by staff, with a recommendation of aligned. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration.

### Five Stages of the Initial Institutional Approval Process

Huntington Beach Union High School District is seeking approval of Stage II as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
<b>Action</b>	<b>Prerequisites</b>	<b>Eligibility Requirements</b>	<b>Preconditions &amp; Common Standards</b>	<b>Program Standards</b>	<b>Provisional Site Visit</b>
<b>Purpose</b>	Ensures legal eligibility of institution in California  Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions  Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
<b>Requirements</b>	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host provisional site visit
<b>Reviewed By</b>	Staff	Staff	<b>Preconditions:</b> Staff <b>Common Standards:</b> BIR	BIR	Site Visit Team & COA
<b>Authority</b>	Staff	Commission	Commission	COA	Commission
<b>Decision</b>	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
<b>IIA Status*</b>	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

\*At conclusion of stage

\*\*Institutionally approved but cannot offer programs

\*\*\*May begin offering approved program

## Criterion 1 through 9

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

### Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- HBUHSD is proposing to offer a teacher induction program.
- The Executive Director of Curriculum, Instruction, and Categorical Programs is Rocky Murray. He will be responsible for ongoing oversight of all educator preparation programs.
- The New Teacher Induction (NTI) Program Coordinator will be Kendra Rosales and she will report to the Executive Director of Curriculum, Instruction and Categorical Programs (Rocky Murray), who in turn reports to District Superintendent, Clint Harwick. The NTI Coordinator will also work collaboratively with the Assistant Superintendent of Human Resources regarding the hiring, training, and support of coaches; with the Educational Technology Coordinator to support candidate's use of Canvas and Google platforms; and with the Advisory Committee for continuous improvement.
- The daily operations of the program and supervision of Induction mentors/coaches across all district sites will be coordinated by the New Teacher Induction Coordinator, Kendra Rosales.
- HBUHSD has submitted a complete organizational chart which indicates the New Teacher Induction program will be housed under the Educational Services branch.
- HBUHSD assures that the duties related to credential recommendations will be performed only by employees of HBUHSD and that these individuals will take part in Commission training related to the recommendation process.

### Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the HBUHSD's **employees** is provided in Board Policies on the District Website.
- Approval for a program level non-discrimination policy for NTI **candidates** is currently before the district Board of Education. Once approved, this policy will be updated on the program website and in the NTI Handbook.

### Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- HBUHSD provided a Letter of Assurance, signed by District Superintendent, Clint Harwick which states the institution:
  - 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.
- 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**

Staff Recommendation: Aligned

- The HBUHSD New Teacher Induction Coordinator, Kendra Rosales, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
- HBUHSD provided a Letter of Assurance, signed by District Superintendent, Clint Harwick which states the NTI Coordinator will comply with all requests for data within timeframes specified by the Commission as well as maintain correct contact information on the Commission’s approved program pages.

**Criterion 5: Grievance Process**

Staff Recommendation: Aligned

- HBUHSD has provided a grievance process which will be accessible to all candidates and applicants in the NTI Handbook.
- Candidates will be informed of this grievance process early in their enrollment through orientation materials, including the NTI Handbook.
- Candidates confirm that they have received information regarding program policies including the grievance process by signing the Letter of Commitment each year they are enrolled in the program.

**Criterion 6: Communication and Information**

Staff Recommendation: Aligned

- HBUHSD’s NTI webpage will be accessible to the public without requiring log in information.
- HBUHSD’s NTI provides the following information:
  - Mission, Vision, and Governance on both the New Teacher Induction Program website and handbook.
  - Admissions and administration information on the New Teacher Induction Program website.
  - More general program information on the New Teacher Induction Program website.
- Information will be made available through:
  - A brochure appropriate for a variety of outreach events
  - HBUHSD and NTI Instagram and Facebook Accounts
  - HBUHSD and NTI social media posts

- The UCI Credential Program Advisory Council

### **Criterion 7: Student Records Management, Access, and Security**

Staff Recommendation: Aligned

- Candidates receive a letter at the end of their first and second year of program enrollment that serves as the official transcript of status and progress in the program. This information is included in the Student Access to Transcript section of the NTI website.
- Candidates have access to their electronic records for the entirety of their enrollment in the NTI program through Google Suite and Canvas, the program's learning management system.
- NTI program records will be maintained by HBUHSD for all Induction candidates in alignment with the HBUHSD's records retention policy which states that records are retained indefinitely.
- All records, including Letters of Commitment and Verification Forms, are maintained via enterprise-level LMS (Canvas). Upon completion of each year in the NTI program, electronic copies of records are archived, with access limited to the New Teacher Induction Program Coordinator and relevant district administrative staff.

### **Criterion 8: Disclosure**

Staff Recommendation: Aligned

- The NTI Program will offer a hybrid program providing both in-person and online support to all candidates.
- Candidates and Coaches will meet regularly in the Candidates' and/or Coaches' classrooms or another preferred learning environment. Additionally, for professional learning opportunities and the end-of-year colloquium, participants will meet via an online conferencing platform or in the district office's conference rooms. All NTI program activities will occur at sites provided on the HBUHSD Location List.
- All direct educational services will be provided by HBUHSD.

### **Criterion 9: Veracity in all Claims and Documentation Submitted**

Staff Recommendation: Aligned

- A Letter of Assurance signed by District Superintendent, Clint Harwick 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 10: Mission and Vision**

#### **Mission**

HBUHSD has a commitment to building the quality and continuity of their district teachers. This is evident in their Mission, which states that the New Teacher Induction program intends “To provide an individualized, job-embedded system of coaching, support, and professional learning in order to solidify candidates’ commitment to the teaching profession as they positively impact California’s full range of diverse TK-12 student populations through innovative, student-centered instruction.”

#### **Vision**

HBUHSD’s New Teacher Induction Program is based on the belief that all students deserve an equitable educational experience. To support this, the Vision statement specifies that the NTI program will provide candidates with “an individualized, job-embedded, two-year professional learning system of support that enhances the development of their teaching practice as they learn to address the various learning needs of our diverse student population. While earning their California Clear Teaching Credential, candidates will be partnered with highly qualified and experienced Induction coaches who will guide them in their service of students, focusing on the program’s core values of equity, responsiveness, reflective conversations, and inquiry.”

An integral part of the NTI Program is reflection. The program uses a four-part inquiry approach in each year of the two-year program. The pattern of each inquiry follows the “Explore, Extend, Plan, Apply, Share, and Reflect” model of self-directed learning. Self-directed learning allows candidates to reflect on their own progress to develop and “own” their teaching practice. The program uses this model to help candidates develop skills and awareness regarding culturally responsive teaching, socio-emotional learning, and developing an inclusive learning environment. This model also allows them to reflect on best practices outlined by the California Standards for the Teaching Profession (CSTP). The NTI program’s Vision Statement also specifies that professional development activities will be developed to “help candidates design and implement effective student-centered strategies based on the Induction program goal to develop professional educators who are able to experience as students and reflect as teachers for the entirety of their educational career.”

The NTI program’s vision is founded on Linda Darling Hammond’s finding that the number one indicator of student achievement is the quality of classroom instruction. To support their Vision, the NTI program also integrates the work of The Center for Educational Leadership from the University of Washington, which developed “The 5 Dimensions of Teaching and Learning: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment of Student Learning, and Establishing an Effective Learning Environment”. The program intends to use both pedagogical foundations to “develop educators who empower students for success as we combine decades

of expertise with current research pertaining to Culturally Responsive Pedagogy to develop and share best practices in standards-based, social-emotional learning, and innovative instructional strategies.”

- The proposed program’s Mission and Vision statements exemplify NTI’s commitment to California’s adopted state standards and frameworks through the provision of high quality, research-based foundational pedagogy as well as on-going professional development that is in alignment with the California Standards for the Teaching Profession. Collaborative work between the teacher candidate and mentor/coach on the Individual Learning Plan (ILP) also illustrates this commitment.
- HBUHSD is a small district that is seeking to provide the best teachers they can for their student population. They believe this is best done with their own Induction program so they can focus on their adopted Cycle of Inquiry model which is individualized and allows each candidate to demonstrate growth in both knowledge and skill. As stated earlier, the pattern of each inquiry follows the “Explore, Extend, Plan, Apply, Share, and Reflect” model of self-directed learning. The program uses this model to address the CSTPs and to help candidates develop skills and awareness regarding culturally responsive teaching, socio-emotional learning, and developing an inclusive learning environment.
- HBUHSD’s NTI program integrates Transformative Learning Theory into the Cycle of Inquiry. This theory contends that candidates’ experiences have the capability to result in a “transformation of perspectives” which the program builds into the reflective aspects of the inquiry. The student population in HBUHSD is 62% minority and though that is lower than the state average, the New Teacher Induction program believes that this integration of models and reflective practices will develop the effective, creative, and culturally aware teachers that are needed in each school site in their district despite demographics.
- HBUHSD’s NTI program is designed to support candidates’ longevity in their careers. To do this, the program emphasizes teacher wellness, especially aligning to CSTP #6: Developing as a Professional Educator. The program offers activities to support candidates’ well-being, in accordance with the [Directors of Health Promotion and Education](#) (DHPE, 2005) standard for school employee wellness.
- All the essential components of HBUHSD’s NTI program are founded on the belief in the power of individualized learning tailored to the early educator’s needs, taking place regularly and in real time during their practice.

#### **Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation**

- Beginning in 2004, HBUHSD, has been a part of a consortium or group offering Teacher Induction. Originally, the district worked with West Orange County Beginning Teacher Support and Assessment (BTSA) Consortium with Ocean View School District as the sponsoring agency. With the initiation of the new Induction standards for the 2017-18 academic year, HBUHSD transitioned to Riverside County Office of Education’s (RCOE) New Teacher Induction Program which HBUHSD viewed as better aligned to their own mission and vision. The change to the RCOE program required HBUHSD to employ a part-time Teacher on Special Assignment to serve as the district’s representative. In addition to what the RCOE program provided, HBUHSD supplemented candidate support with monthly

professional development focused on district specific curriculum and technology. The district would now like to offer an “in-house” teacher induction program that can be even more customized to HBUHSD and individualized to each candidate.

- HBUHSD has posted the third-party invitation for comments on both the [district website](#) and the [NTI Program website](#) where the public and all stakeholders can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to HBUHSD’s application for IIA and found none.

### **Criterion 12: Capacity and Resources**

- As evidence of capacity and resources, HBUHSD has provided a copy of its most recent audited budget dated [June 2020](#) as well as a copy of a [proposed operational budget](#) for its education unit.
- HBUHSD has also detailed within its submission, the facility resources that will be available for NTI program candidates. These include [8 school sites and the district office](#) at which NTI program events can be held for no cost.
- Additionally, within the submission document, HBUHSD has identified the job responsibilities and minimum qualifications for program personnel and instructional support. NTI personnel and instructional support will consist of the following:
  - [Induction Coordinator](#)
  - [Induction Coaches](#)
  - [Credential Analyst](#)
- For the purposes of fieldwork, the New Teacher Induction Coordinator will collaborate with appropriate personnel from each school site within the district to provide job-embedded coaching, professional development, and other forms of support to candidates participating in the program. HBUHSD will not be partnering with any other TK-12 institutions for the purposes of providing fieldwork or placements.

### **Staff Recommendation**

Staff recommends that the Commission consider the responses to the Eligibility Requirements submitted by Huntington Beach Union High School District and grant eligibility.

Granting eligibility would allow HBUHSD to move forward to Stage III of the IIA process in which responses to the Preconditions and the Common Standards are submitted for review. Approval of Stage II will not authorize HBUHSD to offer an educator preparation program that leads to a credential.

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.

### **Next Steps**

Staff will take appropriate next steps based on the Commission’s action.