



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**The Committee on Accreditation's
Annual Accreditation Report to the
Commission on Teacher Credentialing
2008-2009**

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Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 323-5917 Fax (916) 324-8927 www.ctc.ca.gov

Committee on Accreditation

October 2009

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the Commission on Teacher Credentialing the *2008-2009 Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed work plan for 2009-2010 as it implements the Commission's accreditation system.

Commissioners will notice revisions to the report—both what is reported and how it is reported. The *Annual Accreditation Report* is now organized to address the purposes of the accreditation system: ensure accountability, ensure high quality programs, ensure adherence to standards and foster on-going improvement. Each purpose is addressed as the report notes what was accomplished in 2008-2009 and in the proposed work plan for 2009-2010. We believe that aligning the *Annual Accreditation Report* to these purposes provides more useful information and demonstrates integrity with the accreditation system.

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

A handwritten signature in black ink that reads "Ruth Sandlin". The signature is written in a cursive, flowing style.

Ruth Sandlin
Committee Co-Chair

A handwritten signature in black ink that reads "Nancy Watkins". The signature is written in a cursive, flowing style.

Nancy Watkins
Committee Co-Chair

The Committee on Accreditation 2008-2009

Joyce Abrams

Teacher
Chula Vista Elementary School
Chula Vista Elementary School District

Carol Leighty

Superintendent
Temecula Valley Unified School District

Lynne Cook

Dean, College of Education
California State University, Dominguez Hills

Karen O'Connor

Teacher
Adobe Bluffs Elementary School
Poway Unified School District

Ellen Curtis-Pierce

Associate Vice Chancellor
Professional Accreditation & Faculty
Development
Interim Dean, School of Education
Brandman University

Ruth Sandlin

Chair, Educational Psychology
California State University, San Bernardino

Dana Griggs

Educational Consultant
San Bernardino County Superintendent of
Schools

Sue Teele

Director, Education Extension
University of California, Riverside

Gary Kinsey

Associate Dean, College of Education and
Integrative Studies
California State Polytechnic University,
Pomona

Reyes Quezada

Professor, School of Leadership and
Education Sciences
University of San Diego

Joseph Jimenez

BTSA Cluster Regional Director
Tulare County Office of Education

Nancy Watkins

Teacher
Placentia-Yorba Linda Unified School
District

Committee Support Staff (Commission on Teacher Credentialing)

Lawrence Birch, Director, Professional Services Division
Teri Clark, Administrator of Accreditation, Professional Services Division
Jo Birdsell, Consultant, Professional Services Division
Cheryl Hickey, Consultant, Professional Services Division
Rebecca Parker, Consultant, Professional Services Division
Teri Ackerman, Analyst, Professional Services Division

Section I: Accomplishment of the Committee's Work Plan in 2008-2009

On August 8, 2007 the Committee on Accreditation (COA) adopted its work plan for 2008-2009. Co-Chair Lynne Cook and member Joyce Abrams presented this work plan to the Commission at the November 6, 2008 Commission meeting. The items that follow represent the key components of the 2008-2009 work plan for the COA and a summary of each task and its current status.

Purpose 1. Ensure Accountability to the Public and to the Profession

- a) *Maintain public access to the Committee on Accreditation.* All Committee meetings were held in public with all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings were transmitted via audio broadcast and some via video webcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website was utilized fully to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation. The COA held meetings as follows:
- August 5-6, 2008
 - October 10, 2008
 - January 15, 2009
 - April 8-9, 2009
 - May 13-14, 2009
 - June 25-26, 2009

COA meetings were broadcast live over the internet. Agenda items and the audio archive of the meetings are housed on the Commission website. In addition, videoconferencing has been used in order that those involved in accreditation activities from the southern part of the state can participate from a videoconferencing center and not have to travel to Sacramento for an agenda item or report to the COA that might last between 20-60 minutes.

PSD-News

The PSD E-news was developed last year and was maintained on a weekly basis throughout 2008-09. This electronic correspondence notifies over 300 individuals, including all approved institutions, of on-going activities related to the Professional Services Division. Information on accreditation related activities such as standards development and revision work and technical assistance workshops are routinely distributed via this communication tool.

Program Sponsor Alerts

A new type of communication was established that supplements the PSD-News. The Program Sponsor Alert format targets a specific issue, such as Institutional Responsibilities, Implementation of Inactive Status for programs or modification to preconditions for multiple and single subject programs. These alerts are sent via e-mail to the Program Contact and archived at: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>

Accreditation Process and Procedures

In 2008-2009 there were a variety of activities to share information about the revised accreditation system and its implementation. All technical assistance meetings were broadcast through the web and the audio archived for access by stakeholders: <http://www.ctc.ca.gov/educator-prep/webcasts.html>. Highlights of the activities are noted in the following table:

Date	Activity
August 2008	Common Standards Technical Assistance Meeting/Broadcast
October 2008	Common Standard 2: <i>Unit and Program Evaluation System</i> Technical Assistance Meeting/Broadcast
	Biennial Reports Technical Assistance Meeting/Broadcast
	Staff presented multiple session at the annual conference of the California Credentials Analysts and Counselors (CCAC) in Sacramento
	Nuts and Bolts: Preparing for an Accreditation Site Visit Technical Assistance Meeting/Broadcast
January 2009	BIR Training (Riverside, CA)
February 2009	Biennial Reports Technical Assistance Meeting/Broadcast
	Accreditation 101 Technical Assistance Meeting/Broadcast
March 2009	Program Assessment Technical Assistance Meeting/Broadcast
June 2009	BIR Training (Sacramento, CA)

- b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation presented its annual report to the Commission in the fall. An additional report was provided to the Commission in April 2009.
- c) *Commission Liaison.* The liaison from the Commission is invited to attend each COA meeting. The liaison participates in discussions and brings the perspective of the Commission to the COA. In addition, the liaison then reports back to the Commission on the activities of the Committee.
- d) *Press Releases.* The Commission released thirteen notices to the media related to the Committee's accreditation decisions. <http://www.ctc.ca.gov/briefing-room/default.html>

Purpose 2. Ensure Program Quality

- a) *Professional accreditation of institutions and their credential preparation programs.* This is the principal, ongoing task of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. In the 2008-2009 academic year, accreditation site visits were held at 15 institutions. Visits were held at institutions of higher education, county offices of education and school districts. Seven institutions were revisited in 2009 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the

institutions that had a site visit or revisit in 2008-2009 is included in Section II of this report.

- b) *Revise and finalize the Accreditation Handbook.* One of the major goals in the fall of 2008 was to finalize the *Accreditation Handbook*. This document explicates the processes and procedures of the various components of the Commission's accreditation system. Stakeholder review of the various chapters of the *Handbook* was completed and the document was placed on the Commission's website prior to the 2008-2009 accreditation site visits. At the June 2009 COA meeting the first chapter of the handbook was adopted by the COA and additional chapters will be presented to the COA in the 2009-10 year for review and adoption.
- c) *Build the pool of accreditation reviewers.* In an effort to continue to build the pool of individuals with expertise across credential areas and train individuals on the revised accreditation system, the COA offered two trainings for Board of Institutional Review (BIR) members. Training sessions took place in winter and spring 2009. Fifty-six individuals attended the training sessions. BIR Update Training for experienced reviewers who need less intense training, but an update on the new standards and the new processes of the current accreditation system was made available through a series of Technical Assistance Meetings. These meetings were broadcast on the internet and archived so that team members could listen to the meeting as their schedule allowed.
- d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.* The COA received information on an ongoing basis about Commission activities related to accreditation. Consistent with the Education Code, the Commission may request that the COA review, examine, and provide advice on various issues related to accreditation. To that end, the COA participated and played a major role in providing advice to the Commission on the review and modification of the Preliminary Administrative Services program standards.

Purpose 3. Ensure Adherence to Standards

- a) *Conduct and review program assessment activities.* The COA heard updates on the Program Assessment process for the Yellow Cohort, the first group of institutions to participate in Program Assessment. The COA worked with staff to utilize findings from Program Assessment to determine the composition of the Site Visit team. A list of institutions in the Yellow Cohort engaged in program assessment in the 2008-09 year is included in Appendix A.
- b) *Review and initial approval of new credential programs.* This is another one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. Programs were not given initial approval until the reviewers have determined that all of the Commission's standards are met. Twenty-seven new credential programs were approved by the

- COA in 2008-09 and a list of all credential programs approved in the 2008-09 year is included in Appendix A.
- c) *Revise the Accreditation Handbook and Team Training Curriculum* Revision of the *Accreditation Handbook* is now underway with chapters being posted for input from key stakeholders and users. The BIR training curriculum was revised and implemented at the two trainings held in the 2008-09 year. The revised trainings focused on skills that BIR members would need to participate in either Program Assessment or Site Visits.
 - d) *Plan to transition Induction programs into the Commission's accreditation system.* The COA discussed a plan to transition induction programs into the Commission's accreditation system early in 2008-09 and at the January 2009 meeting adopted the transition plan. As of July 1, 2009 all induction programs are included in the accreditation system with modified activities in 2009-2010. Beginning in the 2010-2011 year, induction programs will be included on the schedule for site visits.
 - e) *Complete efforts begun on Common Standards.* The COA worked to finalize the remaining Common Standards work as directed by the Commission. This included the development of descriptors or rubrics to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work included the completion of a glossary to ensure that all entities that prepare educators understand key vocabulary of the Common Standards. The standards were adopted by the Commission in November 2008 and the Glossary was adopted by the COA in October 2008.
 - f) *Completion of SB 2042 revision efforts.* The COA continued to advise the Commission on work related to revising SB 2042 standards. "Required Elements" were eliminated and the integration of language addressing intern and blended program delivery models was accomplished. These were adopted by the Commission at the January-February 2009 meeting.
 - g) *Review and modify the Preliminary Administrative Services Program Standards.* At the August 2008 Commission meeting, the Commission requested that the COA assist in the review of the Preliminary Administrative Services Program Standards. The COA reviewed the proposed modifications and then reviewed the feedback from stakeholders. At the June 2009 COA meeting, the COA took action to forward the modified standards to the Commission for possible adoption. At its August 2009 meeting, the Commission adopted the modified standards.
 - h) *Work with the California Council of Teacher Education (CCTE) to support all approved educator preparation programs.* The CCTE Spring 2008 conference topic was "Got Accreditation?" Commission staff was integrally involved in planning and presenting at the conference. At the Fall 2008 conference, Commission staff attended and gathered information related to the updating of the SB 2042 standards, the review and updating of the California Standards for the Teaching Profession, and the review and modification of the Clear Credential program standards. The staff also attended the Spring 2009 conference to provide information related to the accreditation system.

Purpose 4. Foster Program Improvement

- a) *Collect, analyze, and report on the first year of biennial reports submitted in fall 2008.* The 2008-2009 academic year was the first full year of implementation of the biennial report component of the revised accreditation system. All institutions in three of the seven cohorts submitted candidate competence and performance data. A total of 262 Biennial Reports were submitted and reviewed by staff in 2008-09. Summary information on biennial reports is provided in Section II. A list of all institutions required to submit biennial reports in 2009-2010 is provided in Appendix A. A major focus of the effort in this first year of implementation was to provide institutions with constructive feedback on their submission which would assist the institution in developing and refining the institutional assessment system.

- b) *Continued development of the evaluation system for the accreditation system.* As the various components of the system were implemented, staff and the COA continued to work to ensure that additional evaluation components are embedded into the system. An on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit was implemented. Implementing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, will be a major focus in 2009-2010.

- c) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA continues to monitor the agreement to make certain that the implementation of the partnership results in assurance that state issues are appropriately addressed in each joint NCATE-CTC visit and that the process reduces duplication.

NCATE offers the option for a state’s review of its programs to confer *National Recognition* to the program as if the professional association had completed the program review. Historically, California has not requested this option. In September 2008, however, Commission staff submitted information to NCATE requesting the ability to confer National Recognition for California’s educator preparation programs where the specialized professional association standards are closely aligned. Early in 2009 California was notified that it has been approved to confer National Recognition for following professional associations.

California Credential	National Professional Association	
Multiple Subject Preliminary Teaching Credential	Association for Childhood Education International	ACEI
Single Subject Preliminary Teaching Credential in Science	National Science Teachers Association	NSTA
Single Subject Preliminary Teaching Credential in Social Science	National Council for the Social Studies	NCSS
Single Subject Preliminary Teaching Credential in Health	American Alliance for Health, Physical Education, Recreation	AAHPERD/ AAHE

California Credential	National Professional Association	
	and Dance/ American Association for Health Education	
Preliminary Administrative Services Credential	Educational Leadership Constituent Council	ELCC
Teacher Librarian Services Credential	American Library Association/ American Association of School Librarians	ALA/AASL
Early Childhood Specialist	National Association of Education of Young Children	NAEYC

A Program Sponsor Alert (09-07) was posted in May 2009 notifying the field of this opportunity. <http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-07.pdf>

d) *Alignment with other national accrediting agencies.*

The COA began to explore ways to align California's accreditation processes with those of national and professional organizations. The COA reviewed the analysis, consistent with its responsibilities set forth in the Education Code, and determined comparability for both the National Association of School Psychologists (NASP) or the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Therefore, California programs preparing school psychologists or school counselors may elect to use the national standards in California's accreditation activities. A Program Sponsor Alert (09-06) was posted in May 2009 notifying the field of this option. <http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-05.pdf>

Teacher Education Accreditation Council (TEAC) is a second national body, in addition to NCATE, that accredits educator preparation programs. California does not have a formal relationship with TEAC. During 2008-09, Chapman University requested that the Commission work with TEAC to allow an institution to work toward accreditation from TEAC as it complies with the Commission's accreditation requirements. The COA has had a number of agenda items related to TEAC and the proposal from Chapman University and is working toward an agreement to work with TEAC for institutions interested in accreditation from both the Commission and TEAC.

General Operations

In addition to the above mentioned items, the COA engaged in routine matters necessary for general operations of the Committee. This included the election of Co-Chairs, the adoption of a meeting schedule for 2009-2010, and orientation of new members.

Section II: Summary of 2008-2009 Accreditation Activities

This section of the report provides more detailed information about elements of the 2008-2009 work plan with a focus on accreditation activities.

Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs

2008-2009 accreditation decisions were made based upon the written reports of the evidence gathered at the site visit, recommendations made by the team, and the COA interview of program leadership and the team lead. Teams reviewed documentation, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated and came to consensus on findings for all common standards, program standards, and an accreditation recommendation. Commission consultants, team leads and institutional representatives attended Committee on Accreditation meetings to present the results of the site visit report and respond to questions. The COA made the following accreditation determinations:

COA Accreditation Decisions 2008-2009 Visits	
Program Sponsor	Accreditation Decision
CSU, Channel Islands	Accreditation
CSU, East Bay	Accreditation with Stipulations
CSU, San Bernardino	Accreditation
California Lutheran University	Accreditation
Mills College	Accreditation with Stipulations
Notre Dame de Namur	Accreditation with Stipulations*
Patten University	Accreditation with Stipulations
Simpson College	Accreditation with Stipulations
Western Governors University	Accreditation with Stipulations
Westmont College	Accreditation
Fresno County Office of Education	Accreditation with Stipulations
High Tech Learning Communities	Accreditation with Stipulations
Los Angeles County Office of Education	Accreditation
San Diego County Office of Education	Accreditation with Stipulations
San Diego Unified School District	Accreditation with Stipulations

* A re-visit was stipulated by the COA

Copies of the site visit team reports are available on the Commission's website at: <http://www.ctc.ca.gov/educator-prep/accreditation-reports.html>.

In addition, the COA heard reports from re-visits of 2007-2008 visits and made the following decisions:

2008-2009 Accreditation Re-visits		
Program Sponsor	2007-08 Decision	2008-09 Re-Visit Decision
Alliant University	Accreditation with Probationary Stipulations	No decision until November

2008-2009 Accreditation Re-visits		
Program Sponsor	2007-08 Decision	2008-09 Re-Visit Decision
		2009 re-visit
Argosy University	Accreditation with Probationary Stipulations	Accreditation
Holy Names University	Accreditation with Substantive Stipulations	Accreditation
Phillips Graduate Institute	Accreditation with Technical Stipulations	Accreditation with Major Stipulations*
Project Pipeline	Accreditation with Substantive Stipulations	Accreditation
Vanguard University	Accreditation with Substantive Stipulations	Accreditation with Technical Stipulations

* A re-visit was stipulated by the COA

The Commission's revised Common Standards (2008) were utilized in all accreditation site visits in 2008-2009. Since Common Standard 2: Unit and Program Assessment and Evaluation was a new standard, staff held a technical assistance meeting in order to help clarify the standard and facilitate a discussion of effective practices in order to meet the standard. The meeting was broadcast on the web and is archived on the Commission's web page. The archive can be accessed at <http://www.ctc.ca.gov/educator-prep/coa-meetings.html>. A review of the year's institutional site visits results serves as information for the COA and staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepared for site visits. The information regarding findings on the Common Standards from 2008-2009 is presented in the following table:

2008-2009 Findings on the Common Standard			
Summary of 15 site visits	Standard Findings		
	Met	Met with Concerns	Not Met
Standard 1: Education Leadership	13	2	
Standard 2: Unit and Program Assessment and Evaluation	10	4	1
Standard 3: Resources	14	1	
Standard 4: Faculty and Instructional Personnel	13	2	
Standard 5: Admission	14	1	
Standard 6: Advice and Assistance	13	1	1
Standard 7: Field Experience and Clinical Practice *	9	3	
Standard 8: District Employed Supervisors *	11	1	
Standard 9: Assessment of Candidate Competence	13	1	1

**Institutions with only Designated Subjects preparation programs are not held to these two standards. There were three site visits to institutions that only offer Designated Subject programs*

A summary of the information gathered on individual programs at the 15 site visits is presented in a series of tables below. Each program is noted separately. As with the information about the Common Standards, this information about standards that were not met or were met with

concerns guides the COA and staff in determining what additional technical assistance might be helpful to the field.

Multiple/Single Subject Standards (12 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design	2	
2: Collaboration in Governing the Program	3	
3: Relationship between Theory and Practice	1	
4: Pedagogical Thought and Reflective Practice	1	
5: Equity, Diversity and Access to the Core Curriculum	1	
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	1	
7B: Single Subject Reading, Writing, and Related Language Instruction in English	2	
8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) candidates.	1	
8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates	2	
9: Technology	1	
13: Preparation to Teach English Language Learners	1	
14: Preparation to Teach Special Populations in the General Education Classroom	2	
15: Learning to Teach Through Supervised Fieldwork	3	
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	3	
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence		1
18: Pedagogical Assignments and Formative Assessments During the Program	1	
19: Assessment of Candidate Performance	1	
21: Assessment Administration, Resources and Reporting	1	

Education Specialist Mild/Moderate (6 site visits)	Standard Met with Concerns	Standard Not Met
9: Program Design, Rationale and Coordination	1	
13: Special Education Field Experiences with Diverse Populations	1	
21: General Education Field Experiences	1	

Education Specialist Moderate/Severe (4 site visits) Level II	Standard Met with Concerns	Standard Not Met
19: Leadership and Management Skills	1	

Designated Subjects: Adult Education (4 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design, Rationale and Coordination	2	
3: Resources Allocated to the Program	1	

5: Faculty Evaluation and Development	1	
6: Program Development and Evaluation	2	
11: Instructional Techniques	1	

Designated Subjects: Vocational Education/Career Technical Education (4 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Design, Rationale and Coordination	2	
3: Resources Allocated to the Program	1	
5: Faculty Evaluation and Development	1	
6: Program Development and Evaluation	2	
11: Instructional Techniques	1	
14: Teaching Students with Special Needs	1	

Preliminary Administrative Services Credential Program (7 site visits)	Standard Met with Concerns	Standard Not Met
1: Program Rationale and Design	1	
2: Program Coordination	1	
6: Opportunities to Learn Instructional Leadership		1
7: Nature of Field Experiences	2	
8: Guidance, Assessment and Feedback	1	1
9: Assessment of Candidate Performance	1	2

Guidelines Based Administrative Services Tier II (2 site visits)	Standard Met with Concerns	Standard Not Met
2: Evaluation of Program Quality	1	
4: Individualized Mentoring Plan	1	
6: Mentor Qualifications and Assignments	1	
7: Assessment of Candidate Competence	1	

In the following types of credential programs, all program standards were found to be met. The number in bold indicates the number of programs reviewed.

Clear Credential: **4**

Reading Language Arts Certificate and Language Arts Specialist Credential: **3**

Child Welfare and Attendance Credential Programs: **2**

Speech-Language Pathology: **1**

Initial Accreditation of New Credential Programs

Institutions that would like a program to be considered for Initial Program Approval submit a document that indicates how the program will meet each of the standards along with supporting documents that serve as evidence to verify the claims made. A team of educators who have expertise in the program area and are trained for the review process read the document and consult with one another to determine whether standards are met. If the reviewers jointly agree that standards are met, it is so noted. If the review team agrees that standards are not met, reviewers write specific information as to what is needed. This information is shared with the institution by the consultant. The review process continues until all standards are found to be met. When standards are found to be met, the Commission Consultant forwards the item to the

COA agenda at the next scheduled meeting. Initial program approvals include programs that are new to the credential area as well as those that are writing to new standards.

2008-2009 Initial Program Approval actions taken by the Committee on Accreditation are listed in the tables below.

Programs of Preparation for the Administrative Services Credential	
California Lutheran University	Preliminary Administrative Services Internship
La Sierra University	Preliminary Administrative Services Credential Program Professional Clear Administrative Services Credential Program
Alliant International University	Preliminary Administrative Services Credential Program
Boston Reed	Guidelines Based Alternative Professional Clear Administrative Services Credential Program
Santa Clara County Office of Education	Preliminary Administrative Services Credential Program
Touro University	Professional Clear Administrative Services Credential Program

Programs of Preparation for the Education Specialist Credential	
UCLA	Mild/Moderate Disabilities with Internship Option 1
San Francisco State University	Education Specialist Preliminary Level 1: Early Childhood Special Education Internship Physical and Health Impairments Internship Visual Impairments Internship
CSU Sacramento	Education Specialist Preliminary Level 1: Early Childhood Special Education with Internship
Azusa Pacific University	Education Specialist Preliminary Level 1: Moderate/Severe Disabilities with Internship Option 1
UCLA	Mild/Moderate Disabilities with Internship Option 1

Programs of Preparation for the SB 2042 Multiple and Single Subject Credentials	
CSU Channel Islands	Multiple Subject Internship
Mount St. Mary's College	Multiple Subject Internship
High Tech High	Multiple Subject Internship

Reading Language Arts Specialist Credential	
California State University, Monterey Bay	Reading Certificate
Loyola Marymount University	Reading Language Arts Credential

Programs of Preparation for California Teachers of English Learners (CTEL)	
University of La Verne	CTEL Program Leading to a CLAD Certificate
Loyola Marymount University	CTEL Program Leading to a CLAD Certificate
Chapman University College	CTEL Program Leading to a CLAD Certificate

Programs of Preparation for BCLAD	
San Jose State University	Multiple Subject BCLAD Program - Chinese

Programs of Preparation for Agriculture Specialist Credential	
CSU Chico	Agriculture Specialist Instruction Credential Program

Inactive Status

Institutions may temporarily cease offering an approved program for a variety of reasons such as decreased need in the service area or changes in faculty with expertise in the area. In the past, once a program was approved, it was listed as approved on the Commission website even if the program was not being offered at the institution. At the May 2008 meeting, the COA took action to allow institutions to declare a program to be ***Inactive***. A program may be declared inactive for a maximum of five years. In order to place a program on Inactive Status, the following procedures must be followed:

- The institution submits a request to the Committee on Accreditation and the Committee may take action to reactivate the program. If the program standards have not changed since the date when the program was deemed inactive, no further documentation will most likely be necessary. If the standards have not been revised, but it has been a number of years since the institution has offered the program, the COA may ask the institution to provide information regarding its capacity to offer the program.
- Although staff will place the request for reactivation on the agenda for the next regularly scheduled meeting of the Committee, an institution should be cognizant of the COA schedule and plan the reactivation of its program accordingly.
- If the program standards under which the program was approved have been modified, the institution must address the updated standards before the program may be reactivated.
- No candidates may be recommended for a California credential unless the COA has formally acted to reclassify an “inactive” program to an “approved” program. The following institutions put the programs noted below on Inactive status in 2008-09.

Inactive Status of Professional Preparation Programs in 2008-2009	
Institution	Program
California Baptist University	Clear Credential/Fifth Year of Study
California Lutheran University	Multiple Subject Intern Program Single Subject Intern Program BCLAD Multiple Subject Program BCLAD Single Subject Program
Chapman (Orange Campus)	Clear Credential/Fifth Year
Chapman University College	Clear Credential/Fifth Year
Compton USD	Multiple Subject District Intern Program
Concordia College	Reading Certificate Program
CSU East Bay	Resource Specialist Program
CSU Sacramento	Multiple Subject Intern Program Library Media Services
CSU San Bernardino	PPS – School Social Work
CSU San Marcos	Clear Credential/Fifth Year

JFK University	Single Subject Program Single Subject Internship Multiple Subject Program Multiple Subject Internship
San Diego Christian College	Clear Credential/Fifth Year
UC Berkeley	CalPIP Education Specialist Mild/Moderate

Program Withdrawal

For a variety of reasons, institutions may choose to no longer offer a previously approved program. Institutions are encouraged to formally seek a withdrawal of these programs thus removing the program from the Commission's accreditation system. The program is then no longer considered a Commission approved program. If an institution decides to offer a program for withdrawal, they must notify the Commission in writing. The following institutions and programs selected this option in the 2008-2009 year.

Withdrawn Programs of Professional Preparation	
JFK University	Preliminary Administrative Services Program Preliminary Administrative Services Internship

Section III:

Proposed Work Plan for the Committee on Accreditation in 2009-2010

Purpose 1. Ensure Accountability to the Public and to the Profession

- a) *Maintain public access to the Committee on Accreditation.* All Committee meetings will continue to be held in public and all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings will be transmitted via audio broadcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website will continue to be utilized fully to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation.

- b) *Preparation and presentation of COA reports to the Commission.* The Committee on Accreditation will present its annual report to the Commission in the fall. Additional updates and reports to the Commission will be provided as necessary and appropriate throughout the year.

Purpose 2. Ensure Program Quality

- a) *Professional accreditation of institutions and their credential preparation programs.* This is the principal, ongoing task of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. In the 2009-2010 academic year, accreditation site visits are scheduled for 16 institutions in the Yellow cohort. In addition, four institutions will be revisited in 2009-10 to ensure sufficient progress in addressing issues identified in previous accreditation visits. A list of the institutions scheduled for a site visit in 2009-2010 is included in Appendix A of this item.

- b) *Revise and finalize the Accreditation Handbook.* One of the major goals for 2008-09 was to finalize the *Accreditation Handbook*. This document explicates the processes and procedures of the various components of the accreditation system. Stakeholder review of the various chapters of the *Handbook* was completed. One chapter has been adopted by the COA and the work in 2009-10 is to complete the review and adoption of the remaining chapters.

- c) *Update all BIR members so that each individual is prepared to participate in the revised accreditation system.* Work with each member of the BIR who is participating in initial program review, Program Assessment or accreditation site visits to understand the Commission's accreditation system, the revised Common Standards and Glossary, the use of the Common Standard Descriptors, the Program Assessment process, and the revised site visit format.

- d) *Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission.*

Purpose 3. Ensure Adherence to Standards

- a) *Conduct and review program assessment activities.* The Yellow Cohort, which is comprised of 16 institutions, is the first set of institutions currently engaged in program assessment two years prior to the accreditation site visit. The COA will monitor the review process for this first year of implementation of this component of the revised system. In addition, the Program Assessment process will begin for the Red Cohort, which is comprised of 18 institutions. Programs in the Red Cohort are required to submit program assessment documents in either October 2009 or December 2009. A list of institutions engaged in program assessment in the 2009-10 year is included in Appendix A.
- b) *Review and initial approval of new credential programs.* This is another one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs will not be given initial approval until the reviewers have determined that all of the Commission's standards are met.
- c) *Conduct technical assistance visits to institutions new to accreditation.* The COA will consider the issues identified by technical assistance review teams in their review of institutions new to the accreditation process in California. Review teams will provide technical assistance to these institutions in preparation for a full accreditation site visit. A list of institutions scheduled for a technical assistance site visit in the 2009-10 year is included in Appendix A.
- d) *Disseminate information related to the Commission's Common Standards.* This includes the dissemination of the descriptors which were designed to facilitate a more consistent understanding of, and agreement about, the Common Standards. This work also includes the development of Planning Prompts for the Common Standards
- e) *Integrate Induction programs into the Commission's accreditation system.* The COA took action in January 2009 to transition Induction Programs into the Commission's accreditation system beginning July 1, 2009. Therefore part of the work for 2009-10 is to monitor that transition.
- f) *Begin the discussion of how the Subject Matter Programs can be included in the accreditation system.* With the Commission's action in fall 2006 that all programs that lead to an authorization to teach or provide services in California's public schools need to be reviewed through the Commission's accreditation system, the subject matter programs are the only programs that have not been integrated into the accreditation system. During 2009-10, the COA will discuss and consider the appropriate way to work with the approved subject matter programs.

Purpose 4. Foster Program Improvement

- a) *Collect, analyze, and report on the biennial reports submitted in fall 2009.* The 2009-2010 academic year will be the second full year of implementation of the biennial report component of the revised accreditation system. All institutions in the Red, Yellow, and Indigo cohorts are required to submit candidate competence and

- performance data in 2009. Institutions in the Violet, Orange, and Blue cohorts will submit a biennial reports by the end of 2010. A list of all institutions required to submit biennial reports is listed in Appendix A. A major focus of the effort will be to provide assistance to institutions as they prepare their biennial report and to analyze information from institutions to ensure appropriate responses to the requirements of the biennial report.
- b) *Plan for any refinements to the biennial report process.* The COA will review information provided by staff about the first year of implementation of the biennial report component and determine whether any refinements need to be made to the report template to ensure it meets the original objectives of the revised accreditation system.
 - c) *Continued development of the evaluation system for the accreditation system.* As the various components of the system are implemented, staff and the COA will continue to work to ensure that additional evaluation components are embedded into the system. Implementing an on-line evaluation form that team members, team leaders, and institutions complete at the conclusion of a site visit, and establishing evaluation mechanisms for program assessment, biennial reporting, as well as other aspects of the system, will be a major focus in 2009-2010.
 - d) *Continue Partnership with the National Council for the Accreditation of Teacher Education (NCATE) and efforts to collaborate with other national accrediting bodies, where appropriate.* The Partnership Agreement with NCATE was renewed in 2007 and is effective through 2014. The COA will continue monitoring the agreement to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each joint NCATE-CTC visit and that the process reduces duplication. In addition with the redesign of NCATE's accreditation process it is critical that the COA revisit the protocol to see if any additional modifications need to be made to ensure that the institutions working with NCATE are completing the appropriate activities of the Commission's accreditation system.
 - e) *Develop an agreement detailing how the Commission's accreditation system can function in alignment with the Teacher Education Accreditation Council (TEAC).* The COA will continue discussions begun in 2008-09 regarding the development of an agreement with TEAC that will assist institutions seeking accreditation from the Commission and TEAC, similar to the partnership agreement the Commission has had with NCATE for a number of years. In addition, complete the alignment matrix which identifies which concepts in the Commission's Common Standards are addressed by the TEAC Quality Principles and Standards of Program Capacity and which concepts are not explicitly addressed.
 - f) *Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes.* Should requests for analysis of the alignment of national and professional organization standards with those of the Commission be received, the COA will review the analysis, consistent with its responsibilities set forth in the Education Code, and determine issues of comparability. At this time, staff is working with stakeholders on an alignment with the American Speech-Language- Hearing Association (ASHA) standards to the

Commission's adopted Speech-Language Pathology program standards. Once the COA adopts an alignment matrix, programs sponsored by California institutions may submit a program proposal using the ASHA standards and address the concepts from the California standards that have been identified as not present in the ASHA standards.

General Operations

In addition to the above mentioned items, the COA will engage in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, orientation of new members, and modification of its own procedures manual which has become necessary in order to address issues related to the revised accreditation system.

Appendix A
Accreditation Activities 2009-2010

<u>Biennial Reports</u>		
Fall 2009		
Red Cohort	Yellow Cohort	Indigo Cohort
CSU Chico CSU Dominguez Hills CSU Los Angeles CSU Monterey Bay UC Berkeley UC Los Angeles UC Santa Cruz Chapman University Concordia University Pacific Union Pepperdine University Point Loma Nazarene University Hebrew Union Alameda COE Contra Costa COE Los Angeles USD Metropolitan Oakland USD REACH	CSU Northridge San Diego State University San Jose State University CSU Stanislaus Biola University Fresno Pacific University Loyola Marymount University National Hispanic San Diego Christian College Santa Clara University Touro University Whittier College William Jessup University Mendocino COE Santa Clara USD Stanislaus COE	Cal Poly Pomona Humboldt State University CSU Long Beach San Francisco State CSU San Marcos Azusa Pacific Bethany College Mount Saint Mary's University of Redlands University of San Francisco University of Southern California San Joaquin COE Sacramento COE Ventura COE
Fall 2010		
Orange	Blue	Violet
Cal Poly San Luis Obispo Cal State TEACH CSU Sacramento Sonoma State University UC Santa Barbara Antioch Santa Barbara Cal Baptist Occidental Saint Mary's College The Master's College University of La Verne University of San Diego University of Phoenix University of the Pacific Butte COE SAIL Santa Barbara CEO	Alliant International University Argosy University CSU Bakersfield CSU Fullerton Dominican University Holy Names University Inter American College Loma Linda University Orange COE Phillips Graduate Institute Project Pipeline Sac COE Stanford University UC Riverside Vanguard University	Antioch Los Angeles Claremont Graduate CSU Fresno Compton USD Hebrew Union College Hope International Imperial COE Kern COE La Sierra National University Pacific Oaks College Salinas Adult UC Davis UC Irvine UC San Diego

Appendix A
Accreditation Activities 2009-2010

Induction Programs		
Orange	Blue	Violet
Alhambra USD Induction Anaheim Union HSD Aspire Public Schools Azusa USD Induction Butte COE Conejo Valley USD Induction Downey USD Induction El Rancho USD Induction Escondido Union High SD Fontana USD Fremont USD Hayward USD Kings COE Merced Union High School District Milpitas USD Modesto City Paramount USD Induction Rialto USD San Joaquin COE San Marcos USD Santa Barbara CEO Santa Rosa City Schools SIA Tech West Contra Costa USD	Bellflower USD Induction Chaffey Jt. Union HSD Corona-Norco USD Elk Grove USD Escondido USD Fresno USD Glendale USD Induction Greenfield Union SD Grossmont Union HSD Kern High SD Lawndale/Lennox/Hawthorn/Cent. Valley Induction Consortium Long Beach USD Induction Mt. Diablo USD North Coastal Consortium Encinitas Union ESD North State (Tehama COE) Palmdale ESD San Luis Obispo COE San Mateo County Induction Torrance USD Induction Tulare COE Tustin USD Vallejo City/Solano County (Vallejo City USD)	Antelope Valley Union HSD Compton USD Induction El Dorado COE Envision Imperial COE (Consortium) Inner City Education Foundation Irvine USD Keppel Union ESD Kern County SOS Los Banos Unified Murrieta Valley School District New Haven USD Newport-Mesa USD Norwalk-La Mirada USD Induction Palo Alto USD Sacramento City USD San Diego USD - San Francisco USD Sanger Unified Selma USD Sequoia TIPS South Bay Induction Consortium (Palos Verdes) San Diego County Office of Education Washington USD Wm. S. Hart UHSD Induction
<u>Program Assessment</u>		
Institutions Completing Process (Orange Cohort)		
Cal Poly San Luis Obispo Cal State TEACH CSU Sacramento Sonoma State University UC Santa Barbara Antioch Santa Barbara	Cal Baptist Occidental Saint Mary's College The Master's College University of La Verne University of San Diego	University of Phoenix University of the Pacific Butte COE SAIL Santa Barbara CEO
Institutions Beginning Process (Red Cohort) Submissions Due in Fall 2009		
CSU Chico CSU Dominguez Hills CSU Los Angeles CSU Monterey Bay UC Berkeley UC Los Angeles	UC Santa Cruz Chapman University Concordia University Pacific Union Pepperdine University Point Loma Nazarene University	Hebrew Union Alameda COE Contra Costa COE Los Angeles USD Metropolitan Oakland USD REACH

Appendix A
Accreditation Activities 2009-2010

Induction Programs Beginning Process Submissions due in Fall 2009		
Arcadia Unified South Bay Consortium Burbank USD Induction Chula Vista ESD Contra Costa COE Culver City/Beverly Hills Induction Dos Palos Oro Loma JUSD Duarte/Temple City Induction Cajon Valley Union ESD Hanford Elementary Los Angeles USD Manteca USD Marin COE Oakland USD Orange USD Placer COE Poway USD REACH Induction Program Redwood City School District RIMS -Riverside COE Tri County (Sutter COE) TriValley Teacher Induction Tulare City ESD Yolo/Solano (Davis JUSD)	Anaheim City SD Capistrano USD Chino Valley USD Clovis USD Etiwanda SD Lodi USD Napa COE North Coast Beginning Teacher Program (Sonoma COE) Ontario-Montclair SD Panama-Buena Vista Union SD Pomona USD Induction Riverside USD Rowland USD Induction Saddleback Valley San Gabriel USD Induction Santa Clara USD Santa Cruz/Silicon Valley NTP Stanislaus COE Sweetwater Union HSD Walnut Valley Induction	Antioch USD Bakersfield City SD Castaic SD Induction East Bay Induction Evergreen Elementary SD Fairfield/Suisun USD Fresno COE Garden Grove Unified Hacienda La Puente USD Induction La Mesa - Spring Valley SD Los Angeles COE Induction Merced COE Montebello USD Induction Oceanside USD San Bernardino City USD San Juan USD San Mateo Foster City Santa Ana USD Santa Clarita Valley (Saugus)
Site Visits 2009-10		
Initial Visits-Yellow Cohort		
CSU Northridge San Diego State University San Jose State University CSU Stanislaus Biola University	Fresno Pacific University Loyola Marymount University National Hispanic San Diego Christian College Santa Clara University	Touro University Whittier College William Jessup University Mendocino COE Santa Clara USD Stanislaus COE
Institutions with Revisit		
Alliant University Phillips Graduate Institute	San Francisco State Notre Dame de Namur	CSU Long Beach
Institutions with Technical Assistance Site Visits		
Santa Barbara CEO REACH	SAIL Oakland USD	ACSA/SCNTC

