

# Report of Program Accreditation Recommendations

May 2012

## Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

## Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

### A. Programs for Approval by the Committee on Accreditation

#### Program(s) of Professional Preparation for the Preliminary Education Specialist Induction Credential

##### ***Stockton Unified School District***

The Stockton Unified School District (SUSD) BTSA Induction Program currently administers a CTC-approved induction program for multiple and single subject candidates and will now be offering an induction program for Education Specialist Preliminary Credential holders with the following authorizations: Mild/Moderate, Moderate/Severe, and Early Childhood, Deaf and Hard of Hearing, Physical and Health Impairments, and Visual Impairments. The SUSD Clear Education Specialist Induction Program is designed as a two-year job embedded professional development program which builds upon and extends a candidate’s preparation - within the context of that candidate’s classroom - in order to prepare him/her to meet the academic learning needs of all students. Each candidate is assigned a support provider whose role is to provide individualized support in the application and implementation of the Clear Education Specialist standards on Pedagogy and Universal Access and in response to the assessed needs of that candidate as identified through formative assessments and professional reflection. The goals of the program are to improve student learning by providing support during the first crucial years of a teacher’s career, and to develop thoughtful, reflective practitioners. Additionally, the program will provide further professional development within the context of a candidate’s teaching assignment, in response to identified candidate needs.

#### Program(s) of Professional Preparation for the Clear Education Specialist Induction Credential

##### ***William S. Hart Union High School***

The William S. Hart Union High School District offers a Clear Education Specialist Induction Program that serves twelve comprehensive junior and senior high schools, along with three alternative schools, and three charters. All but one (Granada Hills Charter High School) are geographically located within the Santa Clarita Valley. The Hart induction program is designed

as a credential clearing program for holders of a preliminary general education credential and holders of the education specialist preliminary credential with the following authorizations: Mild/Moderate and Moderate/Severe. The program is designed to offer support during a new teacher's first two years of teaching and encourages participants to become thoughtful, reflective practitioners. To that end, the program is designed to be job-embedded with professional development designed to help candidates reach the academic learning needs of all students. Highly trained mentors support each participating teacher using the formative assessment system initiated by the North Coast Beginning Teacher Program, which assists teachers in their application of Pedagogy and Universal Access for all of their students. Candidates are required to successfully complete the Education Specialist Induction Program to be recommended to the CTC for a Clear Education Specialist Credential.

### ***Bakersfield City School District***

The Bakersfield City School District (BCSD) Clear Education Specialist Induction Program provides job embedded professional development. This ensures that candidates with Preliminary Mild/Moderate and/or Moderate/Severe credentials meet induction standards while receiving individualized support in the context of the teaching assignment so that all students receive a high quality education. Each candidate is assigned a qualified, trained support provider who guides the candidate through induction based on an Education Specialist Individualized Induction Plan (ESIIP). The plan outlines a professional learning design which includes professional learning building upon the candidate's preliminary preparation, Formative context, and focuses on professional reflection. The goals of the program are to ensure that participating teachers receive individualized support to enhance professional capacity in order to meet the needs of all students and provide each student with a caring, competent, qualified teacher Assessment for California Teachers (FACT) as modified for use in the Education Specialist.

### ***San Bernardino City Unified School District***

San Bernardino City Unified School District (SBCUSD) BTSA Induction Program has a clearly defined structure consistent with Education Code, for the support of participating teacher Induction candidates. The program is designed to support and retain teachers who are in their beginning years as a classroom teacher as well as to help them earn their clear teaching credential. The SBCUSD BTSA Induction program uses the Formative Assessment for California Teachers (FACT) to build upon the skills and understandings beginning teachers acquired during their pre-service program. All program requirements are communicated to the candidates as they enter the program.

### ***Tracy Unified School District***

The Tracy Unified School District (TUSD) Induction Program currently administers a CTC-approved induction program for multiple and single subject general education candidates and will now be offering an induction program for Education Specialist Preliminary Credential holders in the categories of Mild/Moderate and Moderate/Severe. The TUSD Induction Program only serves candidates that are employed by the District. The Induction Program is designed as a two-year job embedded professional development program which builds upon and extends a candidate's preparation, within the context of that candidate's classroom, in order to prepare him/her to meet the academic learning needs of all students. Each candidate is assigned a

support provider whose role is to support and guide the candidate in the application and implementation of the California Standards for the Teaching Profession. Through the Formative Assessment for California Teachers (FACT), candidates will conduct cycles of reflective inquiry as they explore their own practices and how they affect student achievement.

#### Program(s) of Professional Preparation for the Preliminary Single Subject Credential

The Bard College Master of Arts in Teaching (MAT) program employs a twelve-month residency model in which graduate students receive an MAT degree and become eligible for California single subject credentialing. Similar to Bard College’s MAT programs in New York City, the Hudson Valley, and Jerusalem’s West Bank, the California program foregrounds the following features: (1) extended study in the discipline, where MAT students take four graduate-level courses with PhD-level faculty in their content area and complete a rigorous Academic Research Project; (2) a full-year apprenticeship, where MAT students work in classrooms with mentor teachers from August – June; and (3) a four-quarter “teaching lab” sequence, team-taught by faculty in education and the disciplines, that puts theory and practice together.

#### ***Bard College – Science***

Science: Biological Sciences: The Bard College MAT program in science emphasizes graduate students’ work as biologists who participate in scientific inquiry, asking and seeking to answer questions about natural phenomena through empirical hypothesis, experimental research, and argumentation. MAT coursework in science teaching emphasizes the design and implementation of inquiry-based learning experiences for middle and high school students as well as the use of tools and technologies that are integral to scientific inquiry. MAT students also engage in case studies and close analysis of student thinking to understand the different ways that individual students understand the natural world as a function of their cultural background, ethnicity, and identity so that planning for instruction builds from the dispositions and knowledge that students bring to the science classroom.

#### ***Bard College – Mathematics***

Mathematics: The Bard College MAT program in mathematics emphasizes graduate students’ work as mathematicians who articulately explain mathematical ideas, move fluidly across various mathematical domains, and represent multiple solution paths. MAT coursework in mathematics teaching foregrounds students’ engagement with rich problematic tasks and case studies of secondary students’ mathematical thinking. MAT students also study mathematics standards, curricula, and curriculum materials, paying particular attention to the experiences of underrepresented groups in mathematics, and to the demands of state- and national-level tests, as well as the recently developed Common Core Standards.

#### ***Bard College – Music***

The Bard College MAT program in music emphasizes graduate students’ work as musicians who move with facility from performing to creating music to thinking analytically about issues in music history and theoretical analysis. The MAT coursework emphasizes creating music curricula and curriculum materials that interweave the core areas of performance, creation and analysis of music; as well it provides valuable experiences in various pedagogical approaches to

teaching music, and it looks deeply at creating musical experiences for students across a variety of cultural, ethnic, and socioeconomic contexts.

Program(s) of Professional Preparation for Reading Certificate Added Authorization

***California State Polytechnic University, Pomona***

The Reading Certificate (Added Authorization) is offered within the Graduate Program of the Cal Poly Pomona's Education Department. The program offers Multiple and Single Subject credentialed teachers and other interested educators advanced studies in Reading and Literacy. Candidates receive experience and knowledge in reading and literacy research, practice, and assessment through in-class activities, required readings, course assignments, and supervised fieldwork. They have the option of receiving the certificate (added authorization) with or without a Master's degree. Candidates are recommended for the Reading Certificate (Added Authorization) upon successful completion of all program and state requirements.

**B. Notification about the Transition of Professional Preparation Program(s)**

*The items listed below are for notification purposes only. No action is needed.*

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

Resource Specialist

***California State University, Fullerton (effective August 2011)***

Reading Certificate (Added Authorization)

***California State University, East Bay***

***University of LaVerne***

***San Diego State University***

***Sonoma State University***

Reading and Language Arts Specialist Credential

***San Diego State University***

***Sonoma State University***

**C. Program(s) of Professional Preparation Moving to Inactive Status**

*The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)*

There are no Programs moving to Inactive Status.

**D. Professional Preparation Programs(s) Requesting Reactivation**

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

*Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.*

There are no programs requesting reactivation.

#### **E. Recommendation about the Withdrawal of Professional Preparation Program**

Withdrawal of the following programs have been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

*When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)*

#### **CSU Fullerton**

Special Class Authorization: Communicative Disorders

#### **Program Clarification:**

**General Education (Multiple and Single Subject) Induction Programs** are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

**General Education (Multiple and Single Subject) Clear Programs** are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer.