

Report of Program Accreditation Recommendations

June 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 Special Education Clear Induction Credential Campbell Union School District

The BTSA South Bay Consortium, with Campbell Union School District as the sponsoring agency, provides a CTC accredited Induction Program for multiple subject and single subject candidates in seven school districts, one charter school, and a number of private schools. Now Campbell Union School District will also offer an Induction program for Education Specialist Preliminary Credential candidates with Mild/Moderate, Moderate/Severe, and Early Childhood authorizations. This Clear Education Specialist Induction Program is designed as a two year, job embedded professional development program which builds upon and extends a participant’s preparation in order to prepare him/her to meet the learning needs of all students. Each candidate is assigned a trained Support Provider whose role is to provide individualized support in the application of Pedagogy and Universal Access in the unique context of their teaching assignment, based on the assessed needs of the teacher as identified by formative assessment and reflection. The goal of the program is to offer support during a new teacher’s first years of development and advance performance by developing thoughtful, reflective practitioners, resulting in increased academic achievement for all students.

Hacienda La Puente Unified School District

HLPUSD is a single district Induction Program, an approved credentialing program for multiple and single subject credential holders who are teachers in HLPUSD. The program collaborates with BTSA Cluster Region 4, the New Teacher Center, the Los Angeles County Office of Education, and a consortium of local Institutions of Higher Education. In addition to credentialing general education teachers, HLPUSD Induction plans to serve Education Specialists holding a preliminary credential for Mild/Moderate, who are employed in HLPUSD, and who completed their preliminary credential with the 2009 Standards. In addition to BTSA Induction Standards (2008), the program will address all requirements in the Education

Specialist Addendum standards. Each Education Specialist candidate will meet weekly with a mentor who is trained to provide effective support and guide the Education Specialist through the New Teacher Center Formative Assessment System (NTC-FAS) components and processes. Each candidate will attend at least 12 hours of professional development each year in addition to weekly mentor meetings, selecting advanced study from a menu of options including choices from local SELPAs, County Office of Education, the District Special Education department, IHE courses, and PLC collaboration.

Program(s) of Professional Preparation for the Bilingual Authorization

UCLA (Spanish)

The University of California, Los Angeles offers a Bilingual Authorization in Spanish concurrently with the teaching credential and as part of the multiple and single subject Preliminary credential program. The Bilingual Authorization Program provides for optimal integration of primary language and content specific methodologies, as well as explicit connections among theories and principles of language acquisition, English Language Development methodologies, and primary language methodologies. All students working toward the bilingual authorization take courses in the area of bilingual education (history, politics and practices), first and second language acquisition (theory and practice), first and second language pedagogy and practices (including ELD and SDAIE), and Latino Culture. Multiple measures are used to assess the language competencies of candidates for the Bilingual Authorization across modalities, including a language entrance exam, embedded performance-based assessments, field experiences and signature assignments. The Bilingual Authorization Program uses rubrics based on the proficiency levels defined by the American Council on the Teaching of Foreign Languages (ACTFL) to assess candidate language competence. Candidates demonstrate their bilingual teaching competencies in schools that serve culturally and linguistically diverse student populations in urban Los Angeles.

San Francisco State University (Spanish, Mandarin, Cantonese)

The bilingual authorization at San Francisco State University is a cohort of the Multiple Subject Teaching Credential Program. The program builds on teacher candidates' theoretical knowledge and teaching competency to provide instruction in the target language (Spanish or Mandarin), as well as instruction in English language development and specially designed academic instruction in English. The bilingual authorization program is integrated into three "foundation courses" (foundations of education, second language acquisition, and development), four methods courses (reading, mathematics, science, and social studies), and one seminar per semester. Coursework integrates culturally relevant pedagogy and research-based instructional approaches. Candidates are placed with exemplary teachers whose knowledge of effective bilingual methodologies plays a key role in developing candidates' teaching abilities. Professors in the program (five Spanish-speakers, one Mandarin and one Cantonese speaker) are former bilingual schoolteachers; their research areas include bilingual education, literacy, language development, and immigration studies. Given that certain populations have struggled to gain educational equity, this program is designed to equip candidates with the necessary tools to optimize access to the curriculum.

Program(s) of Professional Preparation for the Preliminary Administrative Services Credential
Mills College

The Mills College Administrative Intern Program is grounded in experiential learning and engagement and is part of the traditional administrative credential program (Tier I) having three major components: 1) seminar attendance and program course work; 2) interaction with mentors and College faculty in a field placement; and 3) candidate demonstration of competence through portfolio work. Interns will be required to attend a Summer Foundations session, a rigorous six-week training institute held on the Mills College campus. After completing the training institute, leaders will begin a year long, full-time, internship in a public school. The program is designed to equip interns with a comprehensive toolkit of knowledge and skills necessary to successfully lead and manage in public schools. The program places strong emphasis on a case study and problem based approach, using interactive pedagogy and focusing on the acquisition of problem-solving skills and application of appropriate practices.

Program(s) of Professional Preparation for the Clear Education Administrator Credential
Placer County Office of Education

The mission of the Placer County Office of Education Administrator Induction Program (PCOE-AIP) is to assist and support participating administrators as they begin their administrative roles; to advance their knowledge and skills in relation to the California Professional Standards for Educational Leaders; and to help them become effective administrators who lead educational programs that result in the success of all students. The PCOE-AIP provides candidates with an individualized induction experience based on the context of their leadership role, including one-on-one coaching by an experienced administrator. Candidates participate in ongoing formative assessment, professional development seminars and job alike professional learning communities designed to grow the knowledge, skills and dispositions that are essential for successful administrative leadership. The result of participation in this program is the Clear Administrative Services Credential.

Program(s) of Professional Preparation for the Clear Administrative Services Credential
REACH Institute for School Leadership

Reach Institute for School Leadership offers a guidelines-based program designed to facilitate the induction and professional development of beginning administrators to be purposeful instructional leaders, and to fulfill California's Commission on Teacher Credentialing requirements for the completion of the Clear Administrative Services Credential. Through induction, which the program defines as coaching, class work, and advanced fieldwork that is combined with ongoing assessment of the candidate's skills and knowledge, the specific contextual needs of each candidate are met through individualization. During the program, the candidate has an opportunity to work in a personalized coaching/mentoring relationship, engage in reflection, and receive guidance and support while undertaking his/her leadership role. All professional services candidates complete and present an action research project, and collect a portfolio of their practice while in the program to demonstrate completion of the program.

Santa Clara County Office of Education

The Tri-County Administrative Leadership Consortium (TALC) composed of Contra Costa, Monterey, and Santa Clara COEs has created a guidelines-based Administrative Services Credential Program. The vision of the Tri-County Administrative Leadership Consortium is to identify and address the needs of all administrators in the program while developing their administrative leadership skills. This two-year program, focusing on the California Professional Standards for Educational Leaders (CPSELs), includes bi-monthly one-on-one coaching, participation in 40 hours of professional growth seminars, and an e-Portfolio as their summative assessment. Those candidates who have successfully completed all program requirements will be nominated for the Clear Administrative Services Credential.

San Mateo/Santa Cruz County Offices of Education

The San Mateo/Santa Cruz County Offices of Education Clear Administrative Services Program (SM/SC COE Clear Administrative Services Program) is a guidelines-based program that allows preliminary credential holders to clear their administrative credential. The program is designed to prepare high quality administrators through individualized coaching, targeted professional development, one-to-one mentoring, and structured assessment and reflection. The program is a 2-year induction model based on the California Professional Standards for Educational Leaders (CPSELs) and is tailored to fit the needs of the individual administrator by utilizing and building 21st century technology skills that enhance collaboration, communication, and support. Candidates who have completed all program requirements and demonstrate mastery of the CPSELs will be recommended for the Clear Administrative Services Credential.

Program(s) of Professional Preparation for the Designated Subjects: Adult Education Program

University of California, Berkeley (Extension)

The University of California Berkeley (UCB) Extension currently offers the CTC-approved Designated Subjects Career Technical Education teaching credential program and will now be offering the Designated Subjects Adult Education (DSAE) teaching credential program. The DSAE program elements have been designed to form a logical sequence of instruction recognizing that knowledge gained in the courses will serve as a foundation for the supervised field experience component. Candidates begin the program with the Early Orientation course (that provides basic skills and knowledge necessary for a new teacher to begin teaching) and continue taking courses in Instructional Strategies, Curriculum Design and Assessment, Integrating Technology, and Foundations of Adult Education. Candidates wrap up the course requirement with a demonstration of teaching skills under the guidance of a mentor teacher in the Adult Education Instructor Practicum class. Candidates are recommended for the Professional Clear DSAE credential upon successful completion of all program and state requirements.

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

Humphreys College

Humphreys College is a WASC-accredited two-year, four-year, and graduate institution with a main campus in Stockton and a second campus located in Modesto. The mission of the Humphreys College Credential Program is to provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject Credential and to foster

teaching responsibilities in self-contained classroom settings at the elementary and middle school levels (K-8) with responsibility for instruction in several subject areas. The program prepares candidates for the challenges and opportunities of teaching California's highly diverse student population and is designed to provide a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic and English-learner classrooms. Integrated coursework and hands-on teaching experiences emphasize effective, result-oriented teaching strategies, differentiated instruction, and the practical, real-world skills necessary to manage classrooms within differing organizational structures (e.g., combination classes and block schedules). The program is designed purposefully to address the challenges and opportunities that a new teacher in California will face by developing high-quality, informed, and prepared classroom leaders.

Program(s) of Professional Preparation for the Information and Digital Literacy Special Class Authorization

CSU Long Beach

California State University, Long Beach (CSULB) will offer the Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential, which enables teacher librarians to serve as instructors of record in this domain. The two relevant courses are structured to provide candidates with contextualized content (theory and best practice) and well-developed opportunities to build their knowledge and skills base, and apply their learning in real-life situations. Currently credentialed California Teacher Librarians satisfactorily complete two online courses, and pre-service Teacher Librarian candidates are required to take these courses as part of their Teacher Librarian Credential Program at CSULB. This Teacher Librarian program is designed to prepare fully-qualified, outstanding teacher librarian professionals, and emphasizes meeting the information and reading needs of its diverse youth population. It also serves as a track within the Master of Arts in Educational Technology and Media Leadership. The state and NCATE-accredited program is based on the principles and philosophy of the American Association of School Librarians, emphasizing the information professional roles of Information Specialist, Educator, Leader, and Program Administrator. In addition, the program is strongly committed to the principles of equal opportunity for diverse populations.

Initial Institutional Approval - Program(s) of Professional Preparation

Teachers College of San Joaquin

Preliminary Multiple Subject Credential Program

Preliminary Single Subject Program

Career Technical Education (CTE 3 year) Program

Education Specialist Credential Program:

Mild/Moderate

Moderate/Severe

Added Authorization: Autism Spectrum Disorder

Early Childhood Special Education Credential

Preliminary Administrative Services Credential

Induction Programs:

General Induction

Education Specialist Induction

Antioch University

Preliminary Multiple Subject
Preliminary Multiple Subject Intern
General Education (MS/SS) Clear
Preliminary Mild/Moderate
Preliminary Mild/Moderate Intern
Added Authorization: Autism Spectrum Disorder

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.

Added Authorization in Special Education: Early Childhood Special Education
National University (effective September 30, 2012)

Added Authorization in Special Education: Speech-Language Pathology
CSU East Bay (effective fall 2010)

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.)

Keppel Union School District

Clear General Education (Multiple /Single Subject) Induction Program, effective June 11, 2012.

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.

***California Lutheran University – Multiple and Single Subject Intern Programs
(Excerpt from Request Follows)***

Our former dean, Dr. Carol Bartell, requested in 2009 that the Multiple and Single Subject Internship Option be put on inactive status since there was only one candidate in the program. Because of several requests received during the past year from multiple and single subject candidates seeking to enroll in an internship program, we would request consideration of re-activation of this option for our candidates.

***University of Redlands – CTEL Program
(Excerpt from Request)***

It was requested that our CTEL Program be put in inactive status on January 13th, 2012. I am hereby formally requesting that the CTEL Program within the School of Education at the University of Redlands be listed as active. There was no definite intention to have the program be inactive; the requested change in its status was submitted in error. I was out of the country on a sabbatical leave during the fall of 2011 when various discussions among faculty led to the erroneous assumption that we would want the program listed as inactive.

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.)

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.