

# Report of Program Accreditation Recommendations

## June 2017

### 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers, take action to reactivate the program as requested (D), 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 Education Specialist Mild/Moderate Intern

#### **Sacramento County Office of Education**

The Sacramento County Office of Education (SCOE) Education Specialist Intern program is designed to prepare candidates with the necessary skills to assume the duties and responsibilities of a full-time special education teacher working in California classrooms. The program will offer candidates a preparation program that is sequential, comprehensive, and integrates the development of educational theory, clinical practice and practical application. Through a series of seven preservice classes and field observations, candidates will learn fundamentals of California standards for Mild/Moderate Education Specialist teachers. Introductory courses will be taught that focus on the foundations of teaching and learning, teaching special populations, lesson planning, formative and summative assessment, classroom management, lesson construct for English learners, and teaching reading, writing and language instruction. Additional special education courses will focus on typical and atypical development and special education curriculum, instruction, and assessment. During the two-year Intern program, candidates will have four semesters of coursework and supervision (coaching) in both general education and special education. General education coursework focuses on meeting the needs of English learners, creating supportive and healthy environments, using technology in the classroom, content specific pedagogy in mathematics, reading, writing and language, data driven instruction, and academic language and RICA preparation. Coursework focused specifically on Mild/Moderate teachers include professional, legal and ethical practices, assessment, curriculum and instruction for students with Mild/Moderate disabilities, positive behavior management, effective communication and collaboration, health, mobility, movement and sensory development, IEP, ISFP and transition plans as well as programming strategies for students with

autism. Candidate proficiency in pedagogical knowledge is measured through TPE and CSTP focused field observations, TPA assessments, and ongoing, embedded coursework assignments and coaching observation feedback.

### **Biola University**

The Preliminary Education Specialist Mild/Moderate Intern credential program at Biola University is designed to prepare teacher candidates to meet the complex educational challenges of children with special needs while concurrently helping to fill the urgent need in California for special education classroom teachers. Candidates will begin this program by successfully completing three prerequisites of online coursework designed to prepare them with conceptual knowledge and practical skills for implementing sound pedagogical instruction with students with mild/moderate disabilities. The following five courses in the program provide candidates with further online coursework while the candidate serves as teacher of record in a special education classroom. During this phase, candidates are also enrolled in Intern Support Seminars to provide them with fieldwork support and supervision. Assessments and fieldwork evaluations are incorporated into all online coursework and supervised fieldwork, including Application and Integration papers, ongoing ePortfolio development, fieldwork activity evaluations, Professional Dispositions evaluations, and a Culminating Teaching Experience project near the conclusion of the program. Biola University will provide each candidate with systematic, frequent support and supervision by a university professor and field supervisor, while ongoing mentorship will be provided by the employing district until the candidate has successfully completed all program coursework. Successful candidates will be recommended for the Education Specialist Mild/Moderate Preliminary credential.

### Programs of Professional Preparation for Administrative Services Credential Clear Induction

#### **Pomona Unified School District**

Pomona Administrative Clear Credential Program (PACCP blends Pomona Unified's high leadership expectations with up-to-date research-based coaching technique and the expertise of Lead Learner Associates. PACCP coaches will be foundationally trained and certified in Evocative Coaching's Appreciative Inquiry/Design methodology and will receive formal ongoing training fall/winter/spring each year complemented by less formal seminars/practice sessions in Coach Professional Learning Communities (PLCs) between trainings. Candidates will be initially assessed in seven California Professional Standards for Educational Leaders (CPSEL) Element program outcomes, provided with consistent ongoing formative assessments of leadership behaviors through reflective and collaborative coaching, and engaged in construction of a summative portfolio that illustrates that each candidate has successfully crossed the leadership bridge from Knowing to Doing. PACCP calls upon new leaders to pursue highly aspirational goals and to boldly collaborate with school community stakeholders to discover, define, and grow innovative practices which deepen and broaden the impact of instruction upon student learning. Coaches and candidates will be consistently and deeply supported by dedicated in-house staff and outside partners through a Program Induction Leadership Team that will guide program development informed through shared expertise in coaching and school leadership and a wealth of both observational and performance data. Initially, serving as a "grow our own" leadership

induction program, PACCP hopes to soon offer its resources to neighboring districts to foster development of effective and innovative leaders.

### Programs of Professional Preparation for Preliminary Administrative Services Credential Intern

#### **University of California, Los Angeles**

The University of California, Los Angeles (UCLA) Principal Leadership Institute (PLI) Intern Preliminary Administrative Services Credential (PASC) program prepares educators for social justice leadership in urban communities throughout Los Angeles. Over 14 months, intern candidates practice the knowledge gained from their coursework and are assessed, using the CAPEs, on the following goals: advocate and provide for quality learning experiences for students, teachers and families; improve teaching and learning opportunities at the schools; create democratic and culturally responsive learning environments for all students; build partnerships with parents and community groups. The content is based on a theory-to-practice approach incorporating social justice leadership and adult learning theories and connecting these to the California Administrator Performance Expectations (CAPEs). UCLA scholars and school administrators design and deliver the coursework. The intern candidates are required to explore research and theory through problem-based learning activities at their school sites. Jointly, with parents and staff, they will develop an Improvement Science Leadership Project, which will take place over a three quarter period and conclude with a school change plan in order to continue the work the following year. Bi-monthly, the intern's progress will be assessed by a UCLA field supervisor. Each intern will, in addition to the PLI fieldwork plan and process, have additional hours of coaching based on the intern's needs, as determined by an inventory of skills based on the CAPEs and the CPSEs. Candidates who successfully complete the program will receive a recommendation for the Preliminary Administrative Services Credential.

### Programs of Professional Preparation for Bilingual Authorization

#### **California State University, Chico (Bilingual Authorization: Hmong)**

Hmong candidates will fulfill all competency requirements through a combination of courses and state approved California Subject Examination for Teachers (CSET) completion: *The Context for Bilingual Education and Bilingualism* (Standard 3) and *Bilingual Methodology* (Standard 4) components will be met through the currently approved Spanish Bilingual Authorization Program. Language Group specific competencies of *Culture* (Standard 5) and *Assessment of Language Competence* (Standard 6) will be met through successful completion of the corresponding CSET: World Language subtests for Hmong.

#### **California State University, Chico (Bilingual Authorization: Punjabi)**

Punjabi candidates will fulfill all competency requirements through a combination of courses and state approved California Subject Examination for Teachers (CSET) completion: *The Context for Bilingual Education and Bilingualism* (Standard 3) and *Bilingual Methodology* (Standard 4) components will be met through the currently approved Spanish Bilingual Authorization Program. Language Group specific competencies of *Culture* (Standard 5) and *Assessment of*

*Language Competence* (Standard 6) will be met through successful completion of the corresponding CSET: World Language subtests for Punjabi.

*Programs of Professional Preparation Pupil Personnel Services School Counseling*

***La Sierra University***

*La Sierra University's (LSU) proposed school counseling program is comprised of a minimum of 72 units of coursework and integrates theory with practical application. Before qualifying for fieldwork experience, candidates must successfully complete a majority of the coursework. The university field practice and intern coordinator will work with candidates to find appropriate fieldwork placements and will provide on-site university supervision. Quarterly advisement will be scheduled for school counseling candidates. Candidates will be evaluated on a regular basis by course grades, university supervisors, on-site supervisor ratings, and LiveText submissions. The department will evaluate its courses and professors through candidate-related professor/course ratings, candidate exit interviews, peer-to-peer evaluations, and LiveText submissions. Once a candidate has completed all coursework, 100 hours of practicum, 600 hours of field experience, a portfolio, and has passed the praxis exam in School Counseling or a departmental comprehensive exam he/she is recommended for a credential.*

**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.

*Teacher Induction Standards*

All institutions currently approved to offer both General Education Induction and Education Specialist Induction have appropriately notified the Commission and will transition to the new Teacher Induction Standards at the point in time identified in each of their transition plans (September 2017 or September 2018).

In addition, at the August COA meeting, staff will have a list of the following:

Those institutions that are approved to offer General Education Induction that will transition to also offer Teacher Induction to Education specialist candidates.

Those institutions that are approved to offer Education Specialist Induction that will transition to also offer Teacher Induction to General Education candidates.

**C. Programs 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.) The date of the inactive program*

*must be no sooner than the date of COA action or no later than 6 months after the date of the application.*

**Santa Clara University**

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective June 29, 2017

**San Joaquin County Office of Education**

Multiple Subject Intern Credential Program, effective June 30, 2017

Single Subject Intern Credential Program, effective June 30, 2017

Education Specialist: Mild/Moderate Disorders Program, effective June 30, 2017

Education Specialist: Moderate/Severe Disorders Program, effective June 30, 2017

Education Specialist: Early Childhood Special Education Program, effective June 30, 2017

**Fresno Pacific University**

Clear General Education (MS/SS) Credential Program, effective July 31, 2017

**Concordia University**

Education Specialist Mild/Moderate Preliminary Intern Program, effective June 29, 2017

**Touro University**

Clear Education Specialist Credential Program, effective September 1, 2017

**California State University, Chico**

Single Subject Credential Program: Health Science, effective June 29, 2017

Single Subject Credential Program: Music, effective June 29, 2017

Single Subject Credential: Home Economics, effective June 29, 2017

**Temple City Unified School District**

General Education (Multiple/Single Subject) Induction Program, effective July 1, 2017

**D. Professional Preparation Programs Requesting Reactivation**

*When an approved program has requested an **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.*

*Chapter 3 of the Accreditation Handbook states:*

*An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.*

**California State University, Long Beach**

Designated Subjects: Career Technical Education Program, effective June 29, 2017

**Escondido Union High School District**

*General Education (Multiple/Single Subject) Induction Program, effective July 1, 2017*

**E. Recommendation about the Withdrawal of Professional Preparation Programs**

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action or, if requested, up to 6 months after the date the COA is notified of withdrawal.

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

**Ocean View School District**

General Education (Multiple/Single Subject) Induction Program, effective September 29, 2017

**California State University, Stanislaus**

California Teachers of English Learners (CTEL) Program, effective July 1, 2017

**Fresno Pacific University**

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective June 29, 2017

**California State University, Fresno**

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective July 1, 2017

**National University**

Career Technical Education (CTE) Teacher Preparation Program, effective June 29, 2017

**San Joaquin County Office of Education**

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective June 30, 2017

Preliminary Administrative Services Credential Program, effective June 30, 2017

Clear Education Specialist Induction Program, effective June 30, 2017

**California State University, Bakersfield**

Education Specialist Level II – Mild/Moderate Credential Program, effective June 30, 2017  
Education Specialist Level II – Moderate/Severe Credential Program, effective June 30, 2017  
Education Specialist Clear Induction Program, effective June 30, 2017

**California State University, San Bernardino**

Clear Education Specialist Induction Program, effective June 30, 2017  
Education Specialist – Added Authorization: Autism Spectrum Disorder, effective June 30, 2017  
Education Specialist – Added Authorization: Early Childhood Special Education, effective June 30, 2017

**Fielding Graduate University**

*Preliminary Administrative Services Credential Program, effective June 30, 2017*

**Patten University**

*Multiple Single Subject Credential Program, effective July 1, 2017*  
*Single Subject Credential Program, effective July 1, 2017*

**F. Automatic Withdrawal for Programs of Professional Preparation**

Programs which have met or exceeded the maximum five year period allowable by the accreditation system are automatically withdrawn. The date of withdrawal will be the date of the COA's action.



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

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COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

March 28, 2017

Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

To Whom It May Concern:

I am writing to request reactivation of CSULB's approved Designated Subjects: Career Technical Education Credential Program.

In 2013 we put this program into inactive status due to low enrollment, and the retirement of the faculty coordinator of the program.

We are now requesting reactivation because of a significant demand for this credential in our region.

- Our local districts are asking us to offer a CTE credential program to meet their employment needs and their student learning goals. For example, Long Beach Unified currently has a cohort of 35 teachers who would qualify for admission to a CTE program.
- The growth of Linked Learning in our region is resulting in high schools with career pathways that require CTE teachers to be instructors in specific pathway courses.
- The other CTE programs in the region are at capacity, including LACOE, OCOE, and community colleges in our area.

The CTE program will be housed in the Teacher Education Department, under the supervision of the Chair, Dr. Paul Boyd-Batstone. He will select and support the instructors. We also anticipate offering the CTE program online through the College of Continuing and Professional Education, to make it available to a wider range of candidates.

We have met with our partners at Long Beach Unified and Long Beach City College, and they are very interested in working with us to recruit candidates for this program. Other neighboring districts are also excited to participate.



CUSLB's CTE program was approved under the 2009 standards, so we do not anticipate making any changes to the program as we reactivate it.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Shireen Pavri". The signature is written in a cursive style with a distinct loop at the end of the name.

Shireen Pavri, Ph.D.



# Escondido Union High School District

## District Service Center

302 North Midway Drive • Escondido, CA 92027-2741

Telephone (760) 291-3200 • FAX (760) 480-3163

Steve Boyle, Superintendent

## BOARD OF EDUCATION

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June 5, 2017

Ms. Cheryl Hickey  
Administrator of Accreditation  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

Dear Ms. Hickey,

This letter serves as a request to reactivate our Induction Program at the Escondido Union High School District from "approved-inactive" to "approved-active" status effective July 1, 2017.

Our induction program became inactive on August 7, 2013 because of personnel changes. The program coordinator and support providers retired that year. This was also the year our program was scheduled for an accreditation visit. Our induction program director was concerned about the responsibility of preparing for a site visit with an incoming coordinator.

During the interim, 2013-14 through 2016-17 school years, our induction services have been under the umbrella of the San Diego County Office of Education Induction program. In these four years, 98% or more of the Year 2 Participating Teachers have completed the requirements for induction and have been recommended for a clear credential.

During this time, the current coordinator and support provider have learned about the design and implementation of an induction program through the mentoring provided at the San Diego County Office of Education, at the North San Diego County Induction Directors monthly meetings, and by attending professional development opportunities through the New Teacher Symposium.

We wish to reactivate our district program at this time due to the successful tenure of our support providers and the revision of the induction standards. We are currently writing our transition plan to reflect the changes in the CTC program standards. We are very excited to be at a point where we feel prepared and ready to take this important work to the next level for our district.

Thank you for your consideration in re-activating our program. Enclosed please find our Induction Program Transition Plan. If you have any recommended revisions or suggestions, we would welcome your input. We look forward to your approval of our change of status for the coming school year.

Respectfully,

A handwritten signature in blue ink, appearing to read "Olga E. West". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr. Olga E. West, Ed. D., Assistant Superintendent, HR  
Escondido Union High School District

enclosures: Induction Program Transition Plan

cc: Mr. Steve Boyle, Superintendent  
Dr. Joel Garcia, Director, Human Resources & BTSA