

Report of Program Accreditation Recommendations

November 2018

Overview

This report is divided into two parts: Part 1 includes are items for action by the COA which include program approvals for new programs, requests to withdraw (including automatic withdrawals) and requests to reactivate inactive programs.

Part 2 provides information on programs that have transitioned to revised program standards, and programs that have elected to change to inactive” status. These items are for notification and require no action by the COA.

Part 1

The following items call for action by the Committee on Accreditation:

Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers, (B) take action to withdraw the following preparation programs as requested by the institution, and (C). take action to reactivate the program as requested (D), and be informed of programs requesting to more to inactive status (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for Administrative Services Credential Clear Induction

Kings County Office of Education

Kings County Office of Education (KCOE) Clear Administrative Services Credential (CASC) induction program is a two-year program with three major components: individualized coaching, professional learning tied to the California Professional Standards for Educational Leaders (CPSEL), and Individual (job embedded) Leadership Plans (ILPs). With assistance from their coach, candidates will pre-assess themselves on the CPSEL, and craft their ILPs based on the CPSEL within the context of their assignment. Candidates will complete CSPEL self-assessments based on the Descriptions of Practice (DOP). Upon program completion, candidates will have self-reflected, observed and documented evidence in each standard that will demonstrate the candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.

Animo Leadership Charter High School (Green Dot Public Schools)

The Administrator-in-Residence Clear Induction Program AIR-CIP is customized to provide each administrator with the tools needed to be a successful school leader. Induction candidates will receive coaching and guidance tailored to the job responsibilities on their campuses from trained induction coaches familiar with coaching and mentoring administrators and take part in professional development designed to support the needs of emerging administrators. The AIR-CIP will provide professional learning for induction candidates that supports their development plan outlined in each candidate's Individual Induction Plan (IIP). Candidates will work with their coach as they are creating the IIP to choose three California Professional Standards for Education Leaders (CPSEL) to work on for the first year. Throughout the year, the candidate will have multiple opportunities to demonstrate growth and competency in each focus CPSEL. In the second year, candidates will work with the coach to identify ways to demonstrate competency in the remaining CPSEL, following a similar pattern of reflection and assessment as in the first year. Candidates will accumulate evidence in their candidate induction portfolio. Candidates will be rated on each CPSEL and only those who receive a score that meets the standard in each of the six CPSEL by the end of the program will be recommended for the clear credential.

Program(s) of Professional Preparation for Education Specialist Moderate/Severe Intern**Placer County Office of Education**

The Placer County Office of Education Moderate/Severe Intern program design focuses on the Teacher Performance Expectations (TPEs), state-adopted intern pre-conditions, Moderate/Severe program standards and K-12 state standards and content frameworks to optimize the learning experience. The program will ensure that candidates systematically meet content and performance expectations. Participants will experience a sequence of opportunities to process new ideas through dialogue with others, examination of the concepts/skills in context, application of learning to one's own practice, and reflection on results. The program integrates theory and fieldwork practice for teachers of record allowing the teacher candidates to earn units for successful completion of program components. Teacher candidates will work with faculty supervisors to design an Individual Learning Plan (ILP) that allows for multiple points of entry specific to address individual needs. Each candidate will receive early and continuous advisement and guidance with early field experiences aligned to the inquiry process. Program components include interactive course work, course specific fieldwork, reflective journals, formative and summative assessment, and the support of a faculty supervisor and district coach.

Sonoma County Office of Education

Preliminary Education Specialist Moderate/Severe Intern program is designed to prepare candidates with the necessary background to assume the duties and responsibilities of a full-time special education teacher working in California moderate/severe classrooms. The program will offer each candidate a preparation program that is sequential and innovative, integrating the development of educational theory and real-world application. Through a sequence of pre-service classes and field observation, candidates will learn fundamentals of California standards for education specialist teachers, fundamentals of lesson planning, formative and summative

assessment, classroom management, strategies for English learners, basics of modifications and accommodations for exceptional learners, and educational technology. During the first two years of teaching, candidates will have four semesters of additional coursework and supervision in subject matter lesson planning, pedagogy, assessment, special education law, strategies for English learners, accommodations and modifications for exceptional students, and utilization of educational technology in classroom situations. A fair, valid, and reliable assessment of the candidate's status with respect to the TPEs is embedded in the program design. The program will allow candidates the opportunity to earn their education specialist credential while acquiring hands-on experience in the classroom with appropriate supervision hours, mentoring and application of effective pedagogy. Candidates who successfully complete the program will receive a recommendation for the Preliminary Education Specialist Moderate/Severe credential.

B. 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.)

California State University, Bakersfield

Preliminary Administrative Services – Intern, effective November 7, 2018

California State University, Sacramento

Reading and Literacy Leadership Specialist Credential, effective November 7, 2018

Reading and Literacy Added Authorization, effective November 7, 2018

Fresno Pacific University

Clear General Education (MS/SS) Induction, effective November 7, 2018

San Diego State University

School Nurse, effective November 7, 2018

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 *- application*.

****There are no automatic withdrawals at this time.***

C. 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.

****There are no requests for reactivation at this time.***

Part 2

The following items are for notification purposes only:

D. 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.

The following programs have submitted all required documentation to transition General Education Induction programs to Teacher Induction programs. These institutions will be allowed to offer induction to individuals clearing either their general education or special education credentials.

****There are no requests to Transition at this time.***

E. 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.

Sonoma County Office of Education

Designated Subjects – Supervision and Coordination, effective November 7, 2018

Designated Subjects – Special Subjects, effective November 7, 2018