Initial Program Approval for New Program Sponsors
November 2018

Overview

This item consists of two parts. Part 1 addresses the new program proposal for Atwater Elementary School District's (AESD) Teacher Induction credential program and Part 2 addresses the new program proposal for Fortune School of Education's (FSE) Administrative Services Preliminary credential program. Both of these institutions have recently received provisional approval by the Commission as a new program sponsor.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the December 2015 Commission meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the February 2016 meeting. A graphic detailing the five stages of the IIA process is provided on the following page.

Two institutions have recently been approved by the Commission and now seek program approval by the Committee on Accreditation to offer credential programs.

Part 1. Atwater Elementary School District received provisional approval by the Commission as a new program sponsor in California at the August 2018 Commission meeting (see Item 2B August 2018 Commission meeting and now seeks approval from the Committee on Accreditation to offer a Teacher Induction program. This agenda item includes 1) a summary of the proposed program (See Part 1) and 2) the reviewers' feedback form (See Appendix A). Finally, responses to the Teacher Induction standards for the proposed AESD's Teacher Induction program have been posted on the COA meeting agenda page and can be found in **Attachment A** to this item.

Part 2. Fortune School of Education received provisional approval by the Commission at the April 2018 Commission meeting (See item 3A - April 2018 Commission meeting) and now seeks approval from the Committee on Accreditation to offer an Administrative Services Preliminary Credential program. This agenda item includes 1) a summary of the proposed program (see Part 2) and 2) the reviewers' feedback form (See Appendix B). Finally, responses to the Administrative Services Preliminary program standards for the proposed FSE Administrative Services Preliminary Credential program have been posted on the COA meeting agenda page and can be found in **Attachment B** to this item.

Staff Recommendation

Staff recommends that the Committee on Accreditation 1) grant initial program approval for Atwater Elementary School District's Teacher Induction program and 2) grant initial program approval to Fortune School of Education for the Administrative Services Preliminary Credential program.

I	II	III	IV	V
Prerequisites	**Eligibility Criteria**	**Address Standards & Preconditions** a) Common b) Program	**Provisional Approval**	**Full Approval**

To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.
 	
To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.
 	
Staff Determination
If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II
	To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.
	
	Commission Decision
	1) Grant Eligibility
	2) Grant Eligibility with specific topics to be addressed in Stage III
	3) Require resubmission with additional information
	4) Deny Eligibility
		a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.
		
		b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.
		
		a) Commission Decision
		   1) Grant Provisional Approval
		   2) Deny Provisional Approval
		b) Committee on Accreditation Decision
		1) Approve Program(s)
		2) Deny Approval
			After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.
			
			Commission Decision
			1) Grant Full Approval
			2) Retain Provisional Approval with additional requirements
			3) Deny Approval
				Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.
				
				Committee on Accreditation Decision
				Monitors through the accreditation system

Part 1: Atwater Elementary School District

Atwater Elementary School District (AESD) completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	December 2016 - Attended Accreditation 101
Stage II: Eligibility Requirements	October 2017 - Approved by the Commission
Stage III: Preconditions and Common Standards	August 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

AESD's responses to the Teacher Induction credential program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided AESD with a Report of Findings and AESD revised and resubmitted the responses. This process continued until the reviewers determined AESD's responses to be in alignment with the requirements of the Teacher Induction standards. Below is a summary of AESD's proposed Teacher Induction Program. The reviewers Report of Findings is provided in Appendix A and the complete submission of responses is included in Attachment A to this item.

Atwater Elementary School District Induction Program Design
The Atwater Elementary School Districts Induction Program is a job-embedded professional learning experience that will support candidates who hold a preliminary single subject, multiple subject or education specialist credential. It is a two-year program of extended preparation and professional learning activities that will build upon the skills that candidates develop in their preliminary preparation programs.

AESD's Teacher Induction program will include a full-release model of mentoring support for its candidates. Mentors will be teachers on special assignment who hold a clear California teaching credential and have a minimum of 5 years of successful TK-8 teaching experience. At least one mentor will hold an education specialist credential and will have provided at least two years of education specialist service. Mentors will meet with and/or observe teachers for an average of one hour per week. The first few weeks of mentoring will focus on "just in time" support for teachers. This may include providing resources, teaching model lessons, answering questions, providing a school site orientation, and other "hands on" support. Mentors will also observe in the classroom to gather data that will later inform and support the creation of an Individual Learning Plan (ILP).

Individual Learning Plan (ILP)
AESD's Teacher Induction program will design and implement individual learning plans as part of the mentoring system. Coupled with mentor guidance the ILP, which will be based upon the California Standards for the Teaching Profession (CSTP), will provide the road map for each candidate's induction experience. The ILP will be developed by the candidate and the mentor within 60 days of the candidate's enrollment in the program. An ILP planning guide will support the candidate, the mentor and program staff in determining candidates' needs and interests. It will also be used to provide support when

consulting with the site administrator to determine school site priorities and in building on the knowledge and skills gained in the preliminary preparation program. The program's design will include several opportunities during each of the two years for candidates to reflect on their professional practice and identify their growth in the CSTP's. Candidates will set professional goals and conduct professional investigations as part of the ILP process and will reflect on their progress at mid-year and at the end of each year of the program. This will allow them to modify their ILPs as necessary.

If a candidate's ILP goals include a need for outside professional development (e.g. advanced certifications), the program coordinator and mentor will facilitate the candidate's access to those resources. Professional learning and support opportunities are included as part of the action investigation process, which also includes cycles of inquiry.

Mentoring
Since AESD's Teacher Induction Program is a full-release mentoring program, mentors will be able to provide both "just in time" and longer term analysis of teaching practice in greater depth. Because mentors will have increased access to candidates, they will be able to observe instruction on a regular basis and provide feedback. This will increase the opportunity for "just in time" support such as providing resources or teaching model lessons. It will also allow mentors to collect meaningful classroom data that will inform the development of enduring teaching skills. This will both strengthen and accelerate candidate practice which will support the candidate's professional practice and retention in the profession.

Mentors will support their candidates for an average of one hour per week. Induction specific professional development is provided at various points throughout the school year, and its design is based on candidates' identified goals and needs as indicated in the ILP. Candidates will have many opportunities to demonstrate the competencies required of the credential through multiple observations and subsequent reflections in weekly meetings with their mentors. At the completion of year 2, candidates will formally demonstrate their growth in the CSTP's through exit activities conducted with their mentor and the program coordinator.

Determining Candidate Competence
The AESD Teacher Induction Program will assess candidates' progress towards mastery of the CSTP's using self-assessment on the Continuum of Teaching Practice at the beginning of years 1 and 2, and at the end of year 2 of the program. This will allow the candidate to gauge his/her own growth. Each candidate will create an ILP that is designed to show growth and improvement towards mastery of the CSTP. The mentor and program coordinator will collaboratively review the ILP at midyear and at the end of each year of the program to determine whether or not the candidate is making progress and to provide additional support if needed. At the end of year 2 of the program, the candidate will present the ILP in front of a panel made up of mentors and the program coordinator. The candidates will be asked to use classroom data to demonstrate their progress towards mastery of the CSTP's. Elements of assessment will also include evidence of the program activities such as weekly mentor logs that are used to refine ILP goals. Prior to recommending candidates for clear credentials, the program coordinator and mentor will verify that the candidate has completed all program activities and that those activities have been accurately documented in the candidate's ILP.

Appendix A
Report of Findings
Commission on Teacher Credentialing
Atwater Elementary School District
Response to the
Teacher Induction Standards

Induction Program Standards 2015

Institution	Atwater Elementary School District
Date of initial review	09/05/2018
Subsequent dates of review	10/04/2018
Date Program Standards Aligned	10/04/2018

General Comments:

Please remove all references to BTSA from program narrative.

All Program Standards appear ALIGNED.

Status	Standard
More Information Needed Aligned	1: Program Purpose ***Questions, Comments, Additional Information Needed:*** Link to *Exit Activities* and the corresponding rubrics does not work. Please make these links active in all references within the program narrative.
More Information Needed Aligned	2: Components of the Mentoring Design ***Questions, Comments, Additional Information Needed:*** How does the program build upon the Preliminary Transition Plan to inform candidate's next steps? Readers could not determine the process if a candidate comes into the program without a Preliminary Transition Plan. How is the site administrator input built into the ILP? What is the process for following up with the site administrator throughout the ILP process?
More Information Needed Aligned	3: Designing and Implementing Individual Learning Plans within the Mentoring System ***Questions, Comments, Additional Information Needed:***

	The readers could not make a finding on how the program is meeting the needs of the candidates based upon their preliminary credential and specific areas of specialization. How are candidates expected to take ideas from site/district PD and apply those learnings towards the ILP?
More Information Needed Aligned	4: Qualifications, Selection and Training of Mentors *Questions, Comments, Additional Information Needed*: How does the program account for areas of specialization within the Education Specialist credentials in an effort to provide specific mentoring for the candidates? (i.e. mild/moderate; moderate/severe) To what degree does program leadership provide feedback and coaching to mentors for their work with candidates?
More Information Needed Aligned	5: Determining Candidate Competence for the Clear Credential Recommendation *Questions, Comments, Additional Information Needed:* Readers would like to see the collected evidence of the step-by-step process when a candidate's competency has yet to be determined and requires subsequent action to ensure progression towards mastery of the CSTP.
More Information Needed Aligned	6: Program Responsibilities for Assuring Quality of Program Services *Questions, Comments, Additional Information Needed***:** How will the program use candidate feedback (i.e. state and/or local surveys) to inform work of mentors and/or program leadership?

Part 2: Fortune School of Education (FSE)

Fortune School of Education completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	May 2016 - Attended Accreditation 101
Stage II: Eligibility Requirements	June 2017 - Approved by the Commission
Stage III: Preconditions and Common Standards	April 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

Fortune School of Education's responses to the Administrative Services Preliminary Credential program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and found all standards to be Met. This process occurred once at which time the reviewers determined FSE's responses to be in alignment with the requirements of the Administrative Services Preliminary Credential Standards. Below is a summary of FSE's proposed Administrative Services Preliminary Credential Program. The reviewers Report of Findings is provided in Appendix B and the complete submission of responses is included in Attachment B to this item.

Fortune School of Education's Administrative Services Preliminary Credential Program Design
The design of Fortune School of Education's (FSE) Administrative Services Preliminary Credential program is based on the institution's commitment to developing and implementing standards-based curriculum and scholarly research with content specific pedagogy. FSE is focused on charter school leaders and urban principals who are committed to education reform and is based on the practices of principals of high achieving, high-minority and high-poverty schools. FSE partners include Sacramento City Unified School District and Fortune Charter Schools. FSE recruits administrative services credential candidates from partnering public schools, non–public schools and charter schools.

During FSE's one-year program, candidates will have opportunities to participate in leadership experiences through coursework and fieldwork. FSE candidates will complete fieldwork and a culminating educational leadership project as well as courses in:
- School culture
- Instructional Leadership
- Field Experience
- School Finance and Resources
- School Law and Ethical leadership
- School Governance and Organizational Management

FSE candidates will develop an educational leadership plan and will engage in action research at their own school sites. Based on the priorities of their districts, candidates will use the process of investigate, plan, act and reflect to create an action-based project which is a multi-strategy plan for improving student learning. Coaches will be assigned to candidates and will guide them throughout the program.

Field Experience

FSE's Administrative Services Preliminary Credential candidates will participate in field experiences at their own school sites. These sites will be in partner schools/districts and Fortune Charter Schools. During the field experiences candidates will have a site-based advisor and a coach who will mentor and support the candidates and provide feedback throughout the year. As evidence of participation in diverse and authentic fieldwork experiences that meet the performance expectations, FSE administrative candidates will use a disposition checklist, a self-assessment rubric, a leadership practice tool, a coach-assessed rubric, and a program evaluation.

Assessment

FSE Preliminary Administrative Services Credential aligned candidate proficiency with the California Administrator Performance Expectations (CAPES). Assessments align with the CAPES and to determine candidate competency, the following field experience tools are:

- Professional Disposition Checklist: A list of attributes and characteristics that are based in FSE's conceptual framework. These include dispositions of fairness and equity, ethical behavior and the belief that all students can learn.
- Candidate Self-Assessment Rubric: Candidates reflect on criteria such as professionalism, technology, knowledge of content and their own practices and growth.
- Candidate Assessment Rubric: Coaches assess a candidate's professionalism, technology skills, knowledge of standards and reflective practice.
- Leadership Practice Tool: Coaches assess a candidate's promotion of student-centered environments, shared vision, community involvement, effective instruction and ethical decision-making.
- Program Evaluation – Coach: Candidates evaluate the effectiveness of the coach in meeting the candidate's needs.

The assessment of a candidate's field experience will be collected via the learning management system, Schoology. Once collected the assessments will be validated by the coach and verified by the coordinator and credential analyst. Candidates will have 24-hour access to feedback and scores through the use of Schoology.

Once a candidate has successfully completed the Preliminary Administrative Credential requirements, candidates will be required to provide proof of employment in an administrative role. Candidates who are unable to provide proof of employment will be recommended for the Certificate of Eligibility.

Appendix B
Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback

Administrative Services Preliminary

Institution	Fortune School of Education
Date of initial review	July 2018
Date Program Standards Aligned	July 2018

General Comments:

Status	Standard
Aligned	**Standard 1: Program Design and Rationale** ***Questions, Comments, Additional Information Needed***: The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 2: Collaboration, Communication, and Coordination ***Questions, Comments, Additional Information Needed:*** The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 3: Development of Professional Leadership Perspectives ***Questions, Comments, Additional Information Needed***: The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 4: Equity, Diversity, and Access ***Questions, Comments, Additional Information Needed***: The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 5: Role of Schooling in a Democratic Society ***Questions, Comments, Additional Information Needed:*** The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs) ***Questions, Comments, Additional Information Needed***: The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 7: Nature of Field Experiences *Questions, Comments, Additional Information Needed:*

Status	Standard
	The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 8: Guidance, Assistance, and Feedback ***Questions, Comments, Additional Information Needed:*** The narrative and supporting documentation provided sufficient information as to how the program will meet the standard
Aligned	Standard 9: Assessment of Candidate Performance ***Questions, Comments, Additional Information Needed:*** The narrative and supporting documentation provided sufficient information as to how the program will meet the standard