

Report of Program Accreditation Recommendations

March 2019

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

Multiple Subject Intern

Davis Joint Unified School District

The Davis Joint Unified School District intern program at the Yolo Solano Center for Teacher Credentialing (YSCTC) is designed to prepare candidates with essential skills, core knowledge, and teaching pedagogy to assume the duties and responsibilities of a full-time multiple subject teacher in California. The two year intern program will provide candidates with four semesters of coursework, structured mentoring and field supervision. Courses will be delivered in a blended format of face-to-face and online instruction. Candidates will be assessed for proficiency in pedagogical knowledge through their understanding and application of the TPEs. Emphasis will be placed on developing candidates to become reflective practitioners, therefore assessments are designed with a combination of external assessment and candidate self-assessment. External assessment occurs through TPE and California Standards for the Teaching Profession (CSTP) focused field observations, course assessments, ongoing, embedded coursework assignments, capstone projects, field supervision observation feedback, and through the TPA assessment. Candidate self-assessment occurs through Individualized Learning Plans and self-assessment based on the Continuum of Teaching Practice.

Teacher Induction

Butte County Office of Education

The Butte County Office of Education (BCOE) Teacher Induction program builds upon the candidates' teacher preparation program and utilizes their preliminary program Transition Plan. Candidates will experience enhanced professional development by participating in a robust, reflective, and individualized induction process. Through "just in time" support, feedback, and longer-term guidance from a highly qualified mentor, candidates will establish a system of inquiry, reflection and growth based on the California Standards for the Teaching Profession and the Continuum of Teaching Practice. Upon program completion, candidates will not only obtain a California Clear Credential, but they will also cultivate a professional learning network that will eliminate professional isolation and continue to support them as they progress throughout their educational career.

Bilingual Authorization: Spanish

California State University, Bakersfield

The California State University, Bakersfield (CSUB) Bilingual Authorization program (BILA) will be added to the university's Department of Teacher Education (in partnership with CSUB Extended Education) as an add-on for candidates already possessing a valid teaching credential and who have passed the CSET LOTE Subtest III. The program has been developed with local practitioners to meet the needs of a rapidly growing number of Spanish-English dual immersion programs that have risen in the wake of Proposition 58 in one of the state's most culturally and linguistically diverse regions. Upon admission to the CSUB BILA program, candidates will be assigned an advisor who will guide them through all program deadlines and milestones. The program consists of a three course sequence offered in a hybrid format that will be taught bilingually in Spanish and English. Each courses will be equipped with a range of rigorous assessments to meet the competency requirements in the program standards. These assessments include: a group presentation, a Spanish language arts lesson plan, a parent meeting observation, and a fieldwork and classroom observation. Continuous improvement of the new CSUB BILA will be ensured through incorporation of program data into the Department of Teacher Education's well developed and systematic process of ongoing data collection and analysis for continuous improvement. Data sources will include candidate evaluations of instructors and supervisors upon the completion of each course/fieldwork placement as well as a program completer survey evaluating support services and fieldwork placements. The BILA program coordinator will also convene an annual meeting of community stakeholders to assess the competencies of program completers and the overall effectiveness of the program.

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, Northridge

Preliminary Administrative Services Intern, effective March 14, 2019.

Concordia University

Preliminary Education Specialist Mild/Moderate Intern, effective March 14, 2019

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.

Chino Valley Unified School District (see attachment)
Teacher Induction, effective March 14, 2019

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.

There are no programs requesting to transition at this time.

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.

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.

Dominican University of California

Education Specialist: Added Authorization – Early Childhood Special Education, effective March 15, 2019



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November 6, 2018

Cheryl Hickey
Administrator of Accreditation Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Dear Ms. Hickey:

In September 2013, the former BTSA, now Induction, program at Chino Valley Unified School District, had asked, and was approved for, "inactive" status. This request was made for many reasons, but primarily:

- lack of funding
- declining need for a process to clear preliminary credentials
- reductions in force (RIFs) due to the recession
- declining enrollment.

These trends have changed due to the improved economy as well as teacher retirements and turnover. Currently, Chino Valley USD has 159 teachers with preliminary credentials who must attend other programs to clear them. We are requesting a change in program status, from "inactive" to "active" before the 19-20 academic year.

We have hired a coordinator for teacher support, who is in the process of establishing an advisory board, gathering input from the various stakeholders, and revising the pre-conditions, common standards, and program standards to meet the criteria established with the adoption of the new induction standards. She is working closely with Walnut Valley's Teacher Induction Program, to be able to smoothly transition the current Chino Valley candidates and mentors back into a local program in the next academic year.

Please approve my request for reactivation of the Chino Valley Unified School District's Teacher Induction Program, so we may better support our new teachers with a local induction program.

Sincerely,

Norm Enfield, Ed.D.
Superintendent

NE/ts