

Discussion of the 6th Month Report from Bay Area School of Enterprise- Reach Institute February 2022

Overview of this Report

This agenda item provides information on the mid-year (six-month) report submitted by Bay Area School of Enterprise (Reach Institute) addressing stipulations resulting from their February 2021 site visit. Following its decision at the [May 2021 meeting](#), the Committee on Accreditation directed Reach Institute to provide an update six months after the site visit on actions it is taking to address the requirements of each stipulation.

Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report from Reach Institute but take no further action at this time as the program continues to address the stipulations placed upon it by the COA. Staff will continue to work with the institution to provide technical assistance until the March 2022 revisit and present the follow up report at the May 2022 COA meeting.

Background

An accreditation site visit for Reach Institute was held virtually and took place on February 22-24, 2021. Reach is approved to offer the Preliminary Multiple and Single Subject Intern, Teacher Induction, Preliminary Administrative Services, and Clear Administrative Services programs. Following discussion and deliberation of the report and its recommendations at their [May 2021 meeting](#), the COA determined that the institution be granted **Accreditation with Major Stipulations**. Nine stipulations were placed on the institution as provided below and work began to address those stipulations immediately.

Reach Institute Stipulations:

1. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
2. That the institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.
3. That the Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.

4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate's attainment of PASC and CASC program requirements.
5. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.
6. That the institution provides evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs.
8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.
9. Within one year of the COA action, REACH must host a re-visit to collect evidence of actions taken to address the stipulations noted above.

Mid-Year Report Contents

Following the February site visit, Reach Institute's program staff met to discuss the stipulations; this report contains the actions which have and will be taken in addressing each of the stipulations. The mid-year report from Reach Institute was received on November 1st and a summary is provided after Next Steps. Evidence from their report appears to address all stipulations appropriately.

Next Steps

A revisit will be conducted in the Spring of 2022. The revisit report is scheduled to be presented to the COA at its May 2022 COA meeting. Staff will continue to monitor Reach Institute's progress in addressing its stipulations.

Steps Taken by Reach Institute to Address Stipulations

Stipulation	Plans for Addressing Stipulations and Evidence
<p>1. The institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</p>	<p>Narrative Reach provides a variety of structures and avenues for faculty and staff to contribute to and make decisions regarding the educator preparation programs at Reach.</p> <p>Evidence - INTERNAL STAKEHOLDERS: Updated Organizational Structure (Beginning in Academic Year 2021-22): A new organizational structure was put into place that elevated the position of education program leaders from Program Coordinators to Program Directors/Associate Deans. These shifts in title are emblematic of the organizational, coordination and decision-making responsibilities these leaders now hold relative to the curriculum, staffing, budgetary and overall quality of programs under their purview. Program Director/Associate Dean meetings (ongoing): The three educator prep program directors (Intern, Teacher Induction, PASC/CASC) meet biweekly to share resources, make decisions regarding the coaching construct at Reach as well as the standardization of shared programmatic responsibilities, including coach and mentor logs and the documentation therein. Sample Meeting Notes Program Team meetings (ongoing): Each Program Director/Associate Dean convenes on a weekly or biweekly formal program team meeting with their faculty and designated student services associate to make, review, and collaborate on programmatic decisions. Reach holds monthly All Hands meetings for all faculty and staff across the Reach community. Information is both disseminated and generated during these convenings, allowing all community members to provide input into the direction of the organization, including its beliefs and mission. C&I Continuous Improvement Committee (ongoing): Associate Deans/Program Directors participate in the decision making and feedback process across the university, including participation in committee meetings with undergraduate faculty. (Formerly the Curriculum & Instruction Planning Council)</p> <p>Evidence- EXTERNAL STAKEHOLDERS: Stakeholder Advisories (ongoing): Program Directors/Associate Deans are instituting advisory meetings to occur twice annually, which involve key stakeholders’ feedback,</p>

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<p>2. The institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</p>	<p>input and collective decision making.</p> <p>Narrative Faculty and staff regularly engage with colleagues at the university and K-12 settings as members/partners, participants, panelists/guest speakers, and thought leaders.</p> <p>Evidence: College/University:</p> <ul style="list-style-type: none"> ● Panelist/Guest Speaker: Arizona State University + GSV Summit August 2021 Chancellor Mallory Dwinal Palisch with USC Rossier Dean Pedro Noguera ● Participant: Higher Education Innovation (HEI) 2021 Presidents Conference (Oct. 11-13); President Joe Ross ● Panelist/Guest Speaker: UC Berkeley Leaders for Equity and Democracy, presentation to Ed.D candidates; Brent Daniels, Ed.D Associate Professor and Induction Coach <p>P-12:</p> <ul style="list-style-type: none"> ● Attendee: Dir. of Teacher Induction, Kana Wong <ul style="list-style-type: none"> ○ CCTC Cluster Meetings ○ 10/25/21 attendance @ CTC Cluster 2 meeting to discuss best practices; ○ 12/6/21 - 12/8/21 CTC Cluster 5, Dept. of Ed Orange County Induction Conference (registered; forthcoming) ● Attendee: Dir. of the ILA Program, Carol Johnson Williams <ul style="list-style-type: none"> ○ Dir. of ILA @ CTC CalAPA coordinator trainings (ongoing) ○ 9/20/21 - 9/24/21 CTC CalAPA Deep Dive Yr4 ○ 10/1/21 CTC New Coordinator Workshop ● Attendees: Dir. of Intern Program, Alison Schwartzbaum <ul style="list-style-type: none"> ○ CalTPA Annual Implementation Conference (7/22/20) ○ CalTPA Coordinator meetings (e.g. 6/10/21 CTC Slides and Notes) ○ Meredith Fellows Implementation Conference (7/8-9/21 Conference registration and agenda (attendees include Intern Program faculty member, April Angeles) ● Attendee: Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation Workshop (August 5-6); ILA Director, Carol Johnson Williams

Stipulation	Plans for Addressing Stipulations and Evidence
	<p>Broader Educational Community:</p> <ul style="list-style-type: none"> ● Member/Partner Organization: 100Kin10 National Network; Provost/Dean of Graduate Studies, Liz Baham ● Executive Committee: California County Boards of Education Joe Ross ● 2021 Cohort Members: Stand Together Foundation, Chancellor Mallory Dwinal Palisch, President Joe Ross
<p>3. The Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices (PASC Program Standard 4; CASC Program Standard 3; Common Standard 3).</p>	<p>Narrative: PASC faculty and the faculty coach, and the CASC faculty and CASC coaches have a thorough understanding of P-12 public school content, context, and standards as they are currently, or recently, serving as P-12 administrators and/or central office personnel, coaches, and School Board Trustees. Furthermore, PASC and CASC coaches have been vetted through an identified criterion list adapted from the CTC program standards, employed through a survey of interest, experience and knowledge.</p> <p>Evidence:</p> <p>PASC/CASC Faculty CVs: PASC Faculty CV: Carol Johnson Williams (Program Director/Associate Dean/Lead Faculty) CASC Faculty CVs: Carol Johnson Williams (Program Director/Associate Dean/Lead Faculty, PASC Program); Pam VanDeKamp (Associate Professor/Lead Faculty, CASC Program)</p> <p>CASC Coaches: CASC Coach Survey: All CASC coaches were screened using a survey to determine if or how their credentials, education, training and experience align with candidates' needs. CASC Candidate Survey: All CASC candidates completed a survey providing information about their role, context, and coaching preferences.</p>

Stipulations 4-9 have not yet been fully implemented but are in the process of being put into effect at the institution. Below are the institution’s plans for addressing these stipulations. These will be fully evaluated at the revisit in May 2022.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate’s attainment of PASC and CASC program requirements.</p>	<p>Program personnel will be posted, with photos, titles and email addresses on our website, communicated via welcome letters. Information contain student services, faculty and program leadership:</p>
<p>5. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.</p>	<p>PASC/CASC program leadership will identify candidate’s Supervisors and Mentors and the beginning of the year, either through the Partner Meetings, which occur prior to the start of the academic year, or during a class or coaching session. When Supervisors and Mentors are identified Reach will send them a Welcome Deck which outlines the specifics of the PASC and CASC program respectively, as well as the (note that some have received an orientation during Partner Meetings). Coach and supervisor/mentor meetings will occur as part of the candidate support / development process and will be documented in coaching logs.</p>
<p>6. That the institution provides evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as</p>	<p>The institution uses Midyear Survey templates (blank) for all programs. Faculty will meet on Jan. 21st to conduct program level analysis using the Reflection and Next Steps Data Worksheets.</p> <ul style="list-style-type: none"> ● MY Survey ILA Induction Y1 (blank) ● MY Survey ILA Induction Y2 (blank) ● MY Survey ILA PASC (blank) ● MY Survey Intern Y1 (blank) ● MY Survey Intern Y2 (blank) ● MY Teacher Induction (blank) ● MY Teacher Induction - Mentors (blank) ● Intern Program Critical Reflection Worksheet ● Teacher Induction Critical Reflection Worksheet

<p>data reflecting the effectiveness of unit operations.</p>	<ul style="list-style-type: none"> ● ILA PASC /CASC Critical Reflection Worksheet
<p>7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs.</p>	<p>Reach faculty are scheduled to meet on January 21st to analyze and determine next steps re: midyear surveys, including program and Stakeholder Survey data. Additionally, each program has held their first of three advisory meetings which include current students, program alum, and partners.</p> <ul style="list-style-type: none"> ● Stakeholder Survey (midyear) ● ILA Advisory Board Agenda ● ILA Advisory Board Jamboard (notes) ● Intern Advisory Board Meeting Agenda and Notes ● Intern Advisory Board Meeting Slide Deck ● Teacher Induction Program Board Meeting Agenda and Notes <p>Note: The Teacher Induction Program did not use a PPT deck for their meeting, everything is contained in the agenda.</p>
<p>8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.</p>	<ul style="list-style-type: none"> ● Description of Credential Recommendation Process ● PASC Matrix of Courses / CAPE Alignment ● PASC Candidate ILP ● CASC Candidate ILP ● End of year Checklist (CASC Y1) ● End of Year Checklist (CASC Y2) ● End of Year Checklist (PASC)