

COMMITTEE ON ACCREDITATION
MINUTES
June 29, 2022
Commission on Teacher Credentialing

Committee Members Present

Bob Frelly
Cheryl Forbes
Cathy Creasia
Gerard Morrison
Katrine Czajkowski
Martin Martinez
Michael Hillis

Committee Members Not Present

Cynthia Amos
Jomeline Balatayo
J. Kevin Taylor
Jason Lea

Staff Members Present

David DeGuire, Director
Cheryl Hickey, Administrator
Erin Sullivan, Administrator
Cara Mendoza, Administrator
Gay Roby, Consultant
Hart Boyd, Consultant
Iyore Osamwonyi, Consultant
Poonam Bedi, Consultant
Miranda Gutierrez, Consultant
Michele Williams-George, Consultant
William Hatrick, Consultant
Roxann Purdue, Consultant
Karen Sacramento, Consultant
Kristina Najarro, Consultant
Michelle Bernardo, Secretary

Present Via Technology

Allison Leggett, UCLA
Stephen Mucher, UCLA
Ursula Estrada-Reveles, Riverside COE
Melanie Oliver, Riverside COE
Lissette Magaña, Riverside COE

Marqie Boisvert, King Chavez Academy of Excellence
Emily Brehmer, King Chavez Academy of Excellence
Colleen Marble, King Chavez Academy of Excellence
Pamela Lamcke, Summit Preparatory Charter High School
Adam Carter, Summit Preparatory Charter High School
Philip Pierschbacher, Tulare City SD
Terri Martindale, Tulare City SD
Debbi Parker, Tulare City SD
Marisol Rexach, Santa Ana USD
Dawn Aguila, Santa Ana USD
Roselia Rodriguez, Santa Ana USD
Anita Flemington, University of La Verne
Joy Springer, University of La Verne
Juli Johnson, University of La Verne
Greg Drummond, Los Altos SD
Sarah Gerlinger, Los Altos SD
Sandra McGonagle, Los Altos SD
Susan Holliday, Irvine USD
Teresa Stringer, Irvine USD
Jill Barnes, Team Lead Irvine USD
Chang-ho Ji, La Sierra University
Keith Drieberg, La Sierra University
Dora Clarke Pine, La Sierra University
Raymond Hurst, La Sierra University
Doug Herrmann, La Sierra University
Rebekah Harris, Team Lead
Jacki York, Hope International University
Cori DeWitt, Hope International University
Jill Hamilton-Bunch, Team Lead
Stacy Yao, Cupertino Union SD
Laurel Henderson, Cupertino Union SD
LaVonne Chastain, Team Lead
Jeanette Montano, Imperial COE
Erika Morquecho, Imperial COE

Robin Bates, Imperial COE
Kristin Smith Alvarez, San Francisco USD
Caroline Satado, San Francisco USD
Anne Weisenberg, Team Lead
Gabrielle Marchini, El Dorado COE
Jill Morton, El Dorado COE
Shelly Groom, Team Lead
Doron Zinger, UC Irvine
Erica Offutt, UC Irvine
Virginia Panish, UC Irvine
James Marshall, Team Lead
Samantha Leddell, Palo Verdes Peninsula
Kelli Keller, Palo Verdes Peninsula
Melissa Metz-Hall, Team Lead
Lucia Bowers, Burbank USD

Margarita Jimenez-Silva, UC Davis
Lola Muldrew, UC Davis
Edmundo Litton, Team Lead
Michael Williams, Pleasanton USD
Julie Twisselmann, Pleasanton USD
Kim Calton, Pleasanton USD
Sarah Landis, Pleasanton USD
Denise Holterhoff, Pleasanton USD
Carol Clauss, Team Lead
Robert Lee, National University
Donna Elder, National University
Patricia Heydet Kirsch, National University
Dr. Kim Levey, National University
Michael Kotar, Team Lead

Item 1 – Call to Order and Roll Call

The meeting of the Committee on Accreditation was called to order by Co-Chair Bob Frelly at 9:00 a.m. on Wednesday, June 29, 2022.

Item 2 – Approval of the Agenda

It was moved, seconded (Czajkowski/Lea) and carried to approve the June 2022 agenda.

Item 3 – Approval of the Minutes of the Prior Meeting

It was moved, seconded (Forbes/Balatayo) and carried to approve the May 2022 minutes with no changes.

Item 4 – Co-Chair and Member Reports

Member Czajkowski acknowledged the increasing need for new teachers and the teacher shortage in districts in California. She mentioned seeing a discouraging trend of teachers being offered temporary contracts instead of probationary contracts. Member Czajkowski voiced her concerns regarding keeping new teachers in this state and treating it as a profession where the districts invest in new teachers.

Administrator Erin Sullivan addressed a request for information about teacher numbers and directed the Committee to the Commission’s Annual Teachers Supply report that is available on the Commission website.

Member Forbes reported that she is optimistic about the new group of candidates beginning their program at her institution.

Item 5 – Staff Reports

Administrator Cheryl Hickey announced the Council for the Accreditation for Educator Preparation (CAEP) requested some time to present at the Committee’s August meeting to go over their new standards and alignment with the Commission’s adopted standards. The state

protocol with CAEP also needs to be updated. Ms. Hickey announced that the August COA meeting will be a virtual meeting.

Administrator Cara Mendoza introduced Lynn Larsen as the new Commission Consultant working on grants. Dr. Mendoza provided an update to the many grant awards that are being processed and distributed including grants to assist programs in better preparing candidates to identify and assist students with dyslexia, the classified employees grant program, and computer science grants. Information on the grants are posted on the Commission website. The Governor has signed a budget that includes funding for integrated programs as well as additional resources for teacher and counselor residency grants. Additional funding is being added for a state-wide technical assistance center for teach residency programs and for a Reading and Literacy Supplementary Authorization Incentive grant.

Item 6 – Program Approval Recommendations

This section is for action. There were seven (7) institutions with eight (8) programs for approval.

University of California, Los Angeles: Designated Subjects: Career Technical Education

Institutional representatives Dr. Allison Leggett, Director, Teacher Education Program and Dr. Stephen Mucher, Department Director for Education, Humanities, and Social Science at UCLA Extension joined the meeting to answer questions about the proposed program.

After discussion, it was moved, seconded (Creasia/Hillis: no recusals) and carried to approve the Designated Subjects: Career Technical Education program for UCLA.

Riverside County Office of Education: Designated Subjects: Career Technical Education

Institutional Representatives Dr. Ursula Estrada-Reveles, Executive Director; Melanie Oliver, Director; and Dr. Lissette Magaña, Director joined the meeting to answer questions about the proposed program.

After discussion, it was moved, seconded (Czajkowski/Morrison: no recusals) and carried to approve the Designated Subjects: Career Technical Education program for Riverside COE.

King Chavez Academy of Excellence: Preliminary Multiple Subject District Intern

Institutional representatives Marqie Boisvert, Credential Operations/Analyst; Emily Brehmer, Director of Induction; and Colleen Marble, Director of Instructional Leadership joined the meeting to answer questions about the proposed program.

After discussion, it was moved, seconded (Forbes/Hillis: no recusals) and carried to approve the Preliminary Multiple Subject Intern program for King Chavez Academy of Excellence.

Summit Preparatory Charter High School: Preliminary Multiple Subject and Preliminary Education Specialist Mild to Moderate Support Needs

Institutional representatives Pamela Lamcke, Executive Director of Teacher Residency and Adam Carter, Executive Director of Marshall Street at Summit Public Schools joined the meeting to answer any questions about the proposed program.

After discussion, it was moved, seconded (Martinez/Czajkowski: no recusals) and carried to approve the Preliminary Multiple Subject and Preliminary Education Specialist Mild to Moderate Support Needs programs for Summit Preparatory Charter High School.

Tulare City School District: Clear Administrative Services Induction Program

Institutional representatives Philip Pierschbacher, Assistant Superintendent Personnel; Dr. Terri Martindale, Director Leadership and Support; and Debbi Parker, Director Curriculum and Professional Development attended the meeting to answer any questions about the proposed program.

After discussion, it was moved, seconded (Czajkowski/Hillis: no recusals) and carried to approve the Clear Administrative Services Induction program for Tulare City School District.

Santa Ana Unified School District: Clear Administrative Services Induction Program

Institutional representatives Marisol Rexach, Ph.D., Director of Certificated Professional Learning; Dawn Aguila, Program Specialist Induction; and Roselia Rodriguez, Department Specialist Induction were present to answer questions about the proposed program.

After discussion, it was moved, seconded (Creasia/Hillis: no recusals) and carried to approve the Clear Administrative Services Induction program for Santa Ana Unified School District.

University of La Verne: Bilingual Authorization – Spanish

Institutional representatives Anita Flemington, Professor of Teacher Education; Joy Springer, Interim Associate Dean; and Juli Johnson, Director, Continuous Improvement joined the meeting to answer questions about the proposed program.

After discussion, it was moved, seconded (Forbes/Hillis: no recusals) and carried to approve the Bilingual Authorization in Spanish program for University of La Verne.

Item 7 – Program Change of Status

Section A: Program Withdrawals: There was one (1) program sponsor withdrawing three (3) programs. It was moved, seconded (Czajkowski/Frelly: no recusals) and carried to take action to withdraw the following preparation programs as requested by the institution:

Azusa Pacific University

Clear Administrative Services, effective June 30, 2022

Preliminary Administrative Services, June 30, 2022

Teacher Librarian, effective November 1, 2022

Section B: Programs Requesting Reactivation

There were no programs requesting reactivation.

Section C: Adding a New Content Area

There were no programs requesting to add a new content area.

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.

Preliminary Education Specialist Standards

The following programs submitted all required documentation to transition by July 1, 2022, to the Commission adopted 2018 Education Specialist program standards and Teaching Performance Expectations.

Cal Poly San Luis Obispo	Azusa Pacific University
Cal Poly Pomona	Biola University
CSU Bakersfield	UMass Global
CSU Channel Islands	California Baptist University
CSU Chico	California Lutheran University
CSU Dominguez Hills	Chapman University
CSU East Bay	Claremont Grad University
CSU Fresno	Concordia University
CSU Fullerton	Dominican University
CSU Long Beach	Fresno Pacific University
CSU Los Angeles	Holy Names University
CSU Monterey Bay	Loyola Marymount University
CSU Northridge	Mount Saint Mary's University
CSU Sacramento	National University
CSU San Bernardino	Notre Dame de Namur University
CSU San Marcos	Pacific Oaks College
CSU Stanislaus	Point Loma Nazarene University
Humboldt State University	St. Mary's College
San Diego State University	Teachers College of San Joaquin
San Francisco State University	Touro University
San Jose State University	University of La Verne
Sonoma State University	University of Redlands
UC Riverside	University of San Diego
UC San Diego (DHH)	University of San Francisco
UC Santa Barbara	University of Southern California
Alder Graduate School of Education	University of the Pacific
Alliant International University	Whittier College

Mills College (ECSE)
High Tech High
Los Angeles County Office of Education
Los Angeles Unified School District
Placer County Office of Education
Santa Clara County Office of Education
Tulare County Office of Education
Ventura County Office of Education
Sacramento County Office of Education

San Francisco Unified School District
Sonoma County Office of Education
Davis Joint Unified School District
Riverside County Office of Education
Fortune School
San Diego County Office of Education
Merced County Office of Education
Kings County Office of Education
Madera County Superintendent of Schools

Section E: Programs Moving to Inactive Status

There were no programs requesting to move to inactive status.

Item 8 – Initial Program Approval for New Program Sponsors

Consultant Poonam Bedi presented this action item. Los Altos Elementary School District was recently granted Provisional Approval by the Commission as a program sponsor and is now seeking approval from the COA to offer a Teacher Induction credential program. Ms. Bedi was joined by Los Altos Elementary School District representatives Greg Drummond, Curriculum and Instruction Coordinator; and Sandra McGonagle, Assistant Superintendent of Curriculum and Instruction.

It was moved, seconded (Hillis/Czajkowski; no recusals) and carried to grant initial accreditation to Los Altos Elementary School District’s Teacher Induction program.

Item 9 – Discussion of Institutions Not in Compliance with Accreditation Timelines

Administrator Erin Sullivan introduced this item. Ms. Sullivan reported that Pasadena Unified School District was late in submitting Common Standards for review which were due on February 28, 2022. Staff continues to work with the institution provide the required documents for accreditation.

Item 10 – Report of the Accreditation Team to Irvine Unified School District

Consultant Gay Roby introduced this item. She was joined by team lead Jill Barnes and institutional representatives Susan Holliday, Director of Human Resources and Program Director, and Teresa Stringer, Assistant Principal and Program Coordinator.

After discussion, it was moved, seconded (Czajkowski/Creasia: no recusals) and carried to grant the status of *Accreditation* to Irvine Unified School District and its credential programs.

Item 11 – Report of the Accreditation Team to La Sierra University

Consultant Miranda Gutierrez introduced this item. She was joined by team lead Rebekah Harris and institutional representatives Dr. Chang-Ho Ji, Dean; Dr. Keith Drieberg, Department Chair; Dr. Dora Clarke Pine, Department Chair and PPS Program Director; Dr. Raymond Hurst, Assistant Chair and Director of Assessment; and Dr. Doug Herrmann, School of Education CTC Taskforce Committee Member.

After discussion, it was moved, seconded (Martinez/Forbes: no recusals) and carried to grant the status of *Accreditation with Major Stipulations* to La Sierra University and its credential programs.

The following stipulations were placed on the institution:

- 1) That the institution provide quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, in the first quarterly report, provide evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including undergraduate candidates and graduate candidates.
- 2) That the institution is not permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been removed.
- 3) That within one year, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions taken to address the stipulations noted below.

Additionally, the institution must provide:

- 4) Evidence of a research-based vision of teaching and learning that fosters coherence among, and is clearly represented, in all educator preparation programs and that the vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.
- 5) Evidence of a process that ensures only qualified persons are assigned and retained to teach courses and supervise field-based and clinical experiences.
- 6) Evidence of how the unit consistently monitors or evaluates the credential recommendation process.
- 7) Evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.
- 8) Evidence of the support, advice, and assistance provided to candidates and completers to promote successful entry and retention in the profession.
- 9) Evidence that progress in meeting competency and performance expectations is consistently used to guide assessment and candidate support efforts and that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.
- 10) Evidence of the development and implementation of a comprehensive continuous improvement process, at both the unit level and within each of the programs, that identifies program and unit effectiveness and makes appropriate modifications on its findings.

- 11) Evidence that the education unit and its programs regularly assess their effectiveness in relation to the course of study, fieldwork and clinical practice, and support services for candidates.
- 12) Evidence that the education unit and its programs regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.
- 13) Evidence that the continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.
- 14) Evidence that the Preliminary Multiple Subject and Preliminary Single Subject programs provide assistance throughout the program to support candidates in the TPA including the provision of multiple formative opportunities for candidates to prepare for the TPA tasks/activities.
- 15) Evidence that the education unit maintains program level TPA data, including but not limited to aggregate results of candidate performance over time.
- 16) Evidence that candidates in the Pupil Personnel Services: School Counseling program are provided with knowledge and understanding of history, philosophy, and trends in school counseling.

In addition:

- The institution's response to the preconditions is accepted.
- La Sierra University continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Item 12 – Report of Accreditation Team to Hope International University

Consultant Dr. Michele Williams-George introduced this item. She was joined by team lead Dr. Jill Hamilton-Bunch and institutional representative Jacki York, Associate Professor.

After discussion, it was moved, seconded (Martinez/Hillis: no recusals) and carried to grant the status of *Accreditation with Stipulations* Hope International University and its credential programs.

The following stipulations were placed on the institution:

1. That within one year, for the Preliminary Multiple Subject/Single Subject Credential program, the institution provides evidence:

- a. That site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner.
 - b. That candidates are systematically placed in settings that reflect the diversity of California classrooms.
 - c. That candidates have significant experience in public schools.
 - d. That the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.
 - e. That each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
 - f. That master teachers possess the current knowledge and skills for candidate supervision and program expectations.
 - g. That candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.
 - h. That recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.
 - i. That data collected during clinical supervision can be aggregated and disaggregated.
2. That within one year, for the Preliminary Multiple Subject Credential program, the institution provides evidence:
 - a. That candidates are demonstrating competence in teaching Physical Education and Health.
 3. That within one year, for the Preliminary Administrative Services Credential program, the institution provides evidence:
 - a. That site-based supervisors are evaluated in a systematic manner.
 4. That within one year, Hope International University host a focused revisit.

In addition:

- Hope International University's responses to the preconditions are accepted.
- Hope International University not be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Hope International University provide quarterly progress reports to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

Item 13 – Report of the Accreditation Team to Cupertino Union School District

Consultant Miranda Gutierrez introduced this item. She was joined by team lead LeVonne Chastain and institutional representatives Stacy Yao, Superintendent and Laurel Henderson, Director of Human Resources.

After discussion, it was moved, seconded (Hillis/Forbes: no recusals) and carried to grant the status of *Accreditation* to Cupertino Union School District and its credential program.

Item 14 – Report of the Accreditation Team to Imperial County Office of Education

Consultant Roxann Purdue introduced this item. She was joined by team lead Valerie Saylor and institutional representatives Jeanette Montano, Senior Director, Curriculum and Instruction; and Robin Bates, Induction Program Director, New Teacher Support Coordinator.

After discussion, it was moved, seconded (Czajkowski/Forbes: no recusals) and carried to grant the status of *Accreditation with Stipulations* to Imperial County Office of Education and its credential program.

The following stipulations were placed on the institution:

Within one year, Imperial County Office of Education’s Teacher Induction Program provide evidence that:

1. Site administrators and mentors are collaborating with candidates at the beginning of the induction process by providing input into the development of the goals for the candidate’s Individual Learning Plan (ILP).
2. A system of collaboration with higher education partners has been established that includes mentors and professional development providers.
3. Mentors are being regularly assessed and evaluated on the quality of services provided by mentors to candidates, using criteria that include:
 - a. candidate feedback
 - b. the quality and perceived effectiveness of support provided to candidates in implementing their ILP, and
 - c. the opportunity to complete the full range of program requirements.
4. Only mentors who represent and support diversity and excellence are retained.

In addition:

- The institution must provide a 6-month report of the progress the institution is making towards addressing the stipulations.
- The institution's response to the preconditions is accepted.
- Imperial County Office of Education is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Imperial County Office of Education continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Item 15 – Report of the Accreditation Team to San Francisco Unified School District

Consultant Karen Sacramento introduced this item. She was joined by team lead Anne Weisenberg and institutional representative Kristin Smith Alvarez, Supervisor, SFUSD Pathway to Teaching Intern Credential Programs.

After discussion, it was moved, seconded (Czajkowski/Hillis: no recusals) and carried to grant the status of *Accreditation with Stipulations* to San Francisco Unified School District and its credential programs.

The following stipulations were placed on the institution:

- 1) That within one year of the COA's action, SFUSD must submit written documentation to the Commission consultant documenting all actions to address the stipulations noted below:
 - a. SFUSD provides evidence of matrices explicitly detailing how preliminary teacher candidates will demonstrate through practice and assessment all of the competencies (Teacher Performance Expectations and Bilingual Standards) required of the credential and/or authorization they seek.
 - b. SFUSD provides evidence on how the Educational Specialist Preliminary program prepares candidates to demonstrate the ability to design and implement Individualized Educational Programs including Transition Planning and Behavior Intervention Plans.
 - c. SFUSD provides evidence on how the Education Specialist program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments and participate in manifestation determination hearings.
 - d. SFUSD provides evidence on how the Education Specialist program prepares candidates are guided and coached on their performance in relation to the TPEs using formative processes.
 - e. SFUSD provides evidence on how the Bilingual Authorization program assessment process to determine candidate competence is implemented with a rigorous assessment standard.
 - f. SFUSD provides evidence on how the Bilingual Authorization program assessment process to determine candidate competence in the specific area of the context for bilingual education and bilingualism is implemented with a rigorous assessment standard.

In addition:

- The institution's response to the preconditions is accepted.
- San Francisco Unified School District is permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Francisco Unified School District continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Item 16 – Report of the Accreditation Team to El Dorado County Office of Education

Consultant Kristina Najarro introduced this item. She was joined by institutional representatives Gabrielle Marchini, Director Curriculum, Instruction and Accountability and Jill Morton, Director of Professional Development and Teacher Induction.

After discussion, it was moved, seconded (Hillis/Creasia: no recusals) and carried to grant the status of *Accreditation with a 7th Year Report* to El Dorado County Office of Education and its credential program. The 7th Year Report must document actions taken to address Program Standard 4, specifically, that all mentors have access to and are reviewing the Individualized Learning Plan (ILP) periodically as required in Program Standard 4.

Item 17 – Report of the Accreditation Team to University of California, Irvine

Administrator Erin Sullivan introduced this item. She was joined by team lead James Marshall and institutional representatives Doron Zinger, Director, UC Irvine CalTeach program; Erica Offutt, Program Coordinator, Administrative Credential programs; and Virginia Panish, Director, Master of Arts in Teaching program.

After discussion, it was moved, seconded (Forbes/Creasia: no recusals) and carried to grant the status of *Accreditation* to University of California, Irvine and its credential programs.

Item 18– 2nd Quarterly Report for Palos Verdes Peninsula Unified School District

Consultant Dr. Michele Williams-George introduced this item. She was joined by institutional representatives Samantha Leddell, Coordinator and Kelli Keller, Assistant Superintendent of Human Resources.

After discussion, it was moved, seconded (Morrison/Creasia: no recusals) carried to accept the 2nd quarterly report from Palos Verdes Peninsula Unified School District.

Item 19 – Discussion of the 7th Year Report from Burbank Unified School District

Consultant Gay Roby introduced this item. She was joined by institutional representative Lucia Bowers, Teacher Induction Program Coordinator, Burbank USD.

After discussion, it was moved, seconded (Czajkowski/Forbes: no recusals) and carried to accept the 7th Year Report from Burbank Unified School District.

Item 20 – Report of Accreditation Team to the University of California, Davis

Administrator Erin Sullivan introduced this item. She was joined by team lead Dr. Edmundo Litton and institutional representatives Dr. Margarita Jimenez-Silva, Chair of Teacher Education and Dr. Lola Muldrew, Associate Chair of Teacher Education.

After discussion, it was moved, seconded (Forbes/Hillis: no recusals) and carried to grant the status of *Accreditation* to University of California, Davis and its credential programs.

Item 21 – Report of Actions Taken to Remove Stipulations from Pleasanton Unified School District

Note: this agenda item should have been titled Report of the Revisit Team to Pleasanton Unified School District to reflect that a revisit took place.

Consultant Poonam Bedi introduced this item. She was joined by team lead Carol Clauss and institutional representatives Michael Williams, Senior Director, Human Resources; Julie Twisselmann, Coordinator, Human Resources/Induction; and Kim Calton, Sarah Landis, Denise Holterhoff, PNTF Coaches.

After discussion, it was moved, seconded (Czajkowski/Hillis: no recusals) and carried to remove the stipulations placed upon Pleasanton Unified School District and change the status from *Accreditation with Probationary Stipulations* to the status of *Accreditation* for Pleasanton Unified School District and its credential program.

The Committee also required that the institution provide two follow up reports at six-month intervals over the next year. The purpose of these reports is to allow Pleasanton Unified School District to provide updates on:

- The impact of the Advisory Team.
- The evolution of the system of support for Education Specialist candidates including the role and impact of the new Education Specialist coach who will begin the position in the 2022-23 school year – and the Education Specialist mentors.
- The outcome of the May 2022 colloquium and the subsequent process and planning for the colloquium in the 2022-23 school year.

Item 22 – Report of the Accreditation Team to National University

Consultant William Hatrick introduced this item. He was joined by team lead Michael Kotar and institutional representatives Dr. Robert Lee, Dean, Sanford College of Education; Dr. Donna Elder, Associate Dean, Sanford College of Education; Dr. Patricia Heydet Kirsch, Director of Clinical Practice, Sanford College of Education; and Dr. Kim Levey, Interim Vice President, Planning and Institutional Effectiveness.

It was determined that there were not enough Committee members present during this item for a quorum and therefore no action could be taken. This item will be brought back for action at the August 4, 2022 COA meeting.

Item 23 – Adoption of the 2023 COA Meeting Dates

Analyst Michelle Bernardo introduced this item.

After discussion, it was moved, seconded (Czajkowski/Hillis: no recusals) and carried to adopt the following 2023 COA meeting dates:

January 26-27, 2023

March 9-10, 2023

May 4-5, 2023

June 8-9, 2023

August 10, 2023

October 26-27, 2023

Item 24 – Discussion of Accreditation Handbook Changes

Administrator Erin Sullivan introduced this information item. The Committee discussed the proposed changes to Chapter 6 of the Accreditation Handbook. Additional chapters will be presented at the next COA meeting for discussion and possible approval. No action was taken.

Item 25 – Nomination and Election of Co-Chairs

Administrator Cheryl Hickey introduced this item. She identified Martin Martinez, Katrine Czajkowski, and Bob Frelly as having been nominated for the Co-Chair positions at the last COA meeting. Member Czajkowski withdrew her name from consideration. Ms. Hickey noted that nominations were still open and asked for any additional nominees. Hearing none, she closed the nominations and called for the vote.

Ms. Hickey started with the Co-Chair position from the higher education community. She reminded the committee that in order to re-elect Bob Frelly as Co-Chair from the postsecondary community they would have to vote to override their own COA Procedures Manual which limits the terms of office for Co-Chairs to two terms. After discussion, it was moved, seconded (Morrison/Creasia: no recusals) and carried to approve the suspension of the COA Procedures Manual limiting terms of office for Co-Chairs to two terms and vote to elect Bob Frelly as Co-Chair for another term.

Administrator Cheryl Hickey then asked for the vote for the TK-12 representative Co-Chair. After discussion, it was moved, seconded (Forbes/Czajkowski: no recusals) and carried to elect Martin Martinez as Co-Chair.

Item 26 – Public Comment

No public comments.

Adjournment

Co-Chair Bob Frelly adjourned the meeting at 3:00 p.m. The next meeting of the COA will be virtual and is scheduled for August 4, 2022.