

**COMMITTEE ON ACCREDITATION  
MINUTES  
October 26, 2023  
Commission on Teacher Credentialing**

**Committee Members Present**

Agustin Cervantes  
Allan Hallis  
Bob Frelly  
Cathy Creasia  
Gerard Morrison  
J. Kevin Taylor  
Jason Lea  
Katrine Czajkowski  
Michael Hillis  
Patrick McKee

**Committee Members Not Present**

Allison Leggett  
Marissa Luna Lopez

**Staff Members Present**

David DeGuire, Director  
Cheryl Hickey, Administrator  
Erin Sullivan, Administrator  
Dr. Cara Mendoza, Administrator  
Poonam Bedi, Consultant  
Miranda Gutierrez, Consultant  
Rosemary Wrenn, Consultant  
Karen Sacramento, Consultant  
Dr. Sarah Solari-Colombini, Consultant  
Steph Morgado, Consultant

Michelle Bernardo, Secretary

**Present Via Technology**

Jenna Porter, Sacramento State University  
John Pellman, Sacramento State University  
Carlos R. Pagán, Santa Barbara COE  
Barbi Severns, Los Banos USD  
Nancy Gilardi, Los Banos USD  
Tammie Calzadillas, Los Banos USD  
Amber Ramirez, UMass Global  
Tobi DeLong-Hamilton, UMass Global  
Brad Damon, UMass Global  
Kelly An, Long Beach USD  
David Lorden, Long Beach USD  
Mike Jackson, Mills College at Northeastern University  
Tomás Galguera, Mills College at Northeastern University  
Molly Pope, San Francisco USD  
Shendi Xu, San Francisco USD  
Aman Falol, San Francisco USD  
Hanh Le, Pasadena USD  
Gita Stowe, San Jose USD  
Melitta Nerhood, San Jose USD  
Brian Charest, University of Redlands  
Roberto Nunez, Monterey COE  
Claudia Morales, Monterey COE

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 Thursday, October 26, 2023.

Item 2 – Approval of the Agenda

It was moved, seconded (Morrison/Hallis) and carried to approve the October 2023 agenda.

Item 3 – Approval of the Minutes of the Prior Meeting

It was moved, seconded (Hallis/Hillis) and carried to approve August 2023 minutes with no changes.

Item 4 – Co-Chair and Member Reports

Co-Chair Katrine Czajkowski reported on an article from Education Weekly that addressed the accreditation across the nation and realized that variance to which the programs across the country are subjected. She noted her appreciation for California’s system of accreditation which is articulated across wide diverse geographic regions that serves the students in our state in a way that other students are not served. Member Czajkowski acknowledge the many individuals as well as the standards that makes the system of support and accountability possible.

Member Gerard Morrison announced that he has a new position as the president of his local professional association. He noted that in this capacity, he visits various schools and teachers in his district and commented on how overwhelmed the teachers in special education are and how they often feel that they do not get the support they need.

Member Agustin Cervantes commented on the amount of grant funding and opportunities have been available to build programs and partnerships with districts to provide opportunities for training for future teachers.

Co-Chair Frelly reported that graduates from the Chapman University’s music education program all had jobs for the fall within two weeks of the May graduation. He noted that it speaks very highly to the fact that Proposition 28 made a big difference in reinstating music programs in Southern California.

Item 5 – Program Approval Recommendations

There were 5 institutions with 6 programs for approval.

**California State University, Sacramento**

Designated Subjects: Career Technical Education program.

Institutional representatives Dr. Jenna Porter, Sacramento State, Teaching Credentials Department Chair and John Pellman, Sacramento State, CTE Program Coordinator were present for questions about the proposed programs.

After discussion, it was moved, seconded (Morrison/Creasia: no recusals) and carried to approve the Designated Subjects: Career Technical Education program for California State University, Sacramento.

**Santa Barbara County Education Office**

Bilingual Authorization: Spanish

Institutional representative Dr. Carlos R. Pagán, Director, Literacy and Language Support was present to answer questions about the proposed program.

After discussion, it was moved, seconded (Taylor/McKee: no recusals) and carried to approve the Bilingual Authorization: Spanish for Santa Barbara County Education Office.

**Los Banos Unified School District**

Clear Administrative Services Credential

Institutional representatives Barbi Severns, Induction Coordinator; Nancy Gilardi, Induction Coordinator; and Dr. Tammie Calzadillas, Assistant Superintendent of Human Resources were present to answer questions about the proposed program.

After discussion, it was moved, seconded (Hallis/Lea: no recusals) and carried to approve the Clear Administrative Services program for Los Banos Unified School District.

**University of Massachusetts Global**

Pupil Personnel Services: School Social Work

Child Welfare and Attendance Authorization

Institutional representatives Dr. Amber Ramirez, School Social Work Director and Associate Professor; Dr. Tobi DeLong-Hamilton, Program Director and Associate Professor; and Dr. Brad Damon, Associate Dean of the School of Education were present to answer questions about the proposed program.

After discussion, it was moved, seconded (Taylor/Hillis: recusal by Creasia) and carried to approve the Pupil Personnel Services: School Social Work and Child Welfare and Attendance Authorization for University of Massachusetts Global.

**Long Beach Unified School District**

Preliminary Administrative Services Credential (PASC)

Institutional representatives Dr. Kelly An, Superintendent of Human Resource Services and Dr. David Lorden, Professor, San Diego State University were present to answer questions about the proposed program.

After discussion, it was moved, seconded (Hillis/Lea: recusal by Morrison) and carried to approve the Preliminary Administrative Services program for Long Beach Unified School District.

Item 6 – Program Status Changes

**Section A: Program Withdrawals**

There was 1 program sponsor withdrawing 2 programs.

**Point Loma Nazarene University**

Teacher Induction, effective November 1, 2023

Pupil Personnel Services- Child Welfare and Attendance, effective November 1, 2023

After discussion, it was moved, seconded (Hallis/Cervantes: no recusals) and carried to approve the withdrawal of the programs listed.

**Section B: Programs Requesting Reactivation**

There were no programs requesting reactivation.

**Section C: Adding a New Content Area**

There were not programs requesting to add new content area.

**D. Notification about the Transition of Professional Preparation Program(s)**

Child Welfare and Attendance

There was 1 institution listed in this item that completed all components of the Child Welfare and Attendance transition plan.

California State University, Long Beach

Bilingual Authorization Programs

The following 8 institutions have completed the documentation review to transition to recently updated standards for the Bilingual Authorization, effective July 1, 2023.

California State Polytechnic University, Pomona

California State University, Dominguez Hills

California State University, Long Beach

California State University, Northridge

California State University, Sacramento

Santa Clara University

University of California, Merced

Whittier College

**E: Programs Moving to Inactive Status** –The following program sponsor moved 1 program to inactive status.

Sonoma County Office of Education

Designated Subjects – Adult Education, effective October 26, 2023.

No action was required nor taken.

Item 7 – Initial Program Approval for New Program Sponsors

Consultant Hart Boyd introduced this item. He was joined by Dr. Tomas Galguera, Chair of the Teacher Education Department for the Mills College Campus and Mike Jackson, Vice Provost of Curriculum and Programs for Northeastern University to answer any questions about the proposed program.

After discussion, it was moved, seconded (Taylor/Morrison: no recusals) and carried to grant initial accreditation to Mills College at Northeastern University’s Preliminary Education Specialist: Early Childhood Special Education program.

Item 8 – Discussion of Institutions Not in Compliance with Accreditation Timelines

There were no institutions to report at this time as not being in compliance with accreditation timelines.

Item 9 – Actions Taken to Address Stipulations from San Francisco Unified School District

Consultant Karen Sacramento introduced this item. She was joined by Molly Pope, Supervisor Pathways to Teaching Program; Shendi Xu, Special Education Lead Coach; and Aman Falol-Policy and Data Manager to answer and questions about the report.

After discussion, it was moved, seconded (Taylor/Creasia: recusal by Hallis) and carried to remove the following stipulations:

SFUSD Site Visit Stipulations Related to the Education Specialist Intern Program

- b. Provide 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 Behaviour Intervention Plans.
- c. Provide evidence on how the Education Specialist program prepares candidates to demonstrate the ability to design and implement positive behavioural support plans and interventions based on functional behaviour assessments and participate in manifestation determination hearings.
- d. Provide evidence on how the Education Specialist program prepares candidates are guided and coached on their performance in relation to the TPEs using formative processes.

The COA maintained three stipulations with the expectation that SFUSD will submit a final summary report no later than January 5, 2024, that will outline all actions that have been taken to address these stipulations. The COA will discuss these actions at its January 25-26, 2024,

meeting and determine if the evidence provided is sufficient to remove the stipulations. The remaining stipulations are as follows:

- a. Provide 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.
- e. Provide evidence on how the Bilingual Authorization program assessment process to determine candidate competence is implemented with a rigorous assessment standard.
- f. Provide 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.

Item 10 – Discussion of the 3rd Quarterly Report for Pasadena Unified School District

Consultant Karen Sacramento introduced this item. She was joined by institutional representative Hanh Le, Program Lead answer questions about the report.

After discussion, it was moved, seconded (Morrison/Cervantes: recusal by McKee) and carried to accept the 3<sup>rd</sup> quarterly report for Pasadena Unified School District.

Item 11 – Discussion of the 6 Month Report for San Jose Unified School District

Administrator Cheryl Hickey introduced this item. She was joined by institutional representatives Gita Stowe, Coordinator of Induction Program and Melitta Nerhood, Director Secondary Curriculum, Instruction and English Learner Services to answer any questions about the report.

After discussion, it was moved, seconded (Creasia/Cervantes: no recusals) and carried to accept the 6-month report for San Jose Unified School District.

Item 12 – Discussion of 2nd Quarterly Report from University of Redlands

Administrator Erin Sullivan introduces this item. She was joined by institutional representative Dr. Brian Charest, Interim Dean of Academic Affairs.

After discussion, it was moved, seconded (Hallis/Cervantes: recusal by McKee) and carried to accept the 2<sup>nd</sup> quarterly report for University of Redlands.

Item 13 – Policy Discussion: Start Date of Provisional Period and Setting of Timeframe for Approved Institutions to Initiate/Re-Initiate Operation of Programs

Administrator Erin Sullivan and Consultants Poonam Bedi and Hart Boyd introduced this time.

After discussion of Part I of the item, it was moved, seconded (Hallis/Cervantes: no recusals) and carried to identify the provisional approval start date as the date of COA approval in Stage IV of the IIA process and to approve the revised language for inclusion in Chapter 3 of the *Accreditation Handbook*.

After discussion of Part II of the item, the Committee directed that staff offer a proposal for timeframe surrounding provisional approval for the initiation of program activities, Secondly, staff is to return with a timeframe and process regarding programs that have withdrawn all program but may wish to not experience institutional closure.

Item 14 – Discussion and Approval of COA Annual Report to the Commission

Administrator Cheryl Hickey introduced this item.

After discussion, it was moved, seconded (Cervantes/Lea: no recusals) and carried to approve the 2022-23 COA Annual Report.

Item 15 – Discussion of New Open Meeting Law Affecting COA

Administrator Cheryl Hickey introduced this item. Ms. Hickey reported that there are changes to the Bagley Keene Open Meeting Act beginning on January 1, 2024. Staff will be working to understand the implications and allowances under the new law. It is also anticipated that the Commission will continue to provide a variety of ways in which the public may participate in meetings to allow for the greatest possible public participation opportunities.

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

Consultants Dr. Sarah Solari-Colombini and Steph Morgado introduced this item. They were joined by institutional representatives Dr. Roberto Nunez, Director of Leadership and School Systems and Claudia Morales, Educational Administrator to answer questions about the report.

Steve McDougall, California Federation of Teachers, commented raising concerns of Monterey County Office of Educations programs.

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

The following stipulations were placed on the institution:

The following stipulations were placed on the institution:

1. By November 6, 2023, the program provides systemic evidence of compliance with the Induction Program precondition 5 that the Individual Learning Plan (ILP) developed and implemented by the candidate in collaboration with their mentor is not used for evaluative purposes.
2. Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards for Teacher Induction and the 2016 Clear Administrative Services Credential (CASC).
3. Within one year, the institution provide evidence that it:
  - a. has developed and articulated a research-based vision of teaching and learning that is clearly represented in all educator preparation programs. (CS 1)

- b. actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
  - c. ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P12 settings, college and university units and members of the broader educational community. (CS 1)
  - d. employs, assigns and retains only qualified persons to provide professional development and supervise field-based and clinical experiences. (CS 1)
  - e. establishes a credential recommendation process that ensures candidates recommended for the credential have met all requirements. (CS 1)
4. Within one year, the institution provide evidence that it:
    - a. applies clearly defined criteria for acceptance into programs prior to candidates' participation in the program. (CS 2 – CASC)
    - b. uses evidence aligned to competency and performance expectations to guide candidate advisement and support efforts. (CS 2)
    - c. has and uses a clearly defined process to identify and support candidates who need additional assistance to meet competencies. (CS 2)
  5. Within one year, the institution provide evidence that
    - a. site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (CS 3)
    - b. demonstrates that programs are effectively evaluating field work and clinical practice. (CS 3)
  6. Within one year, the institution provide evidence
    - a. of a comprehensive continuous improvement process that includes multiple sources of data at both the unit level and within each of the programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (CS 4)
    - b. that it assesses the effectiveness of the programs related to fieldwork and clinical practice and support services for candidates based upon regular and systematic data collection and analysis. (CS 4)
    - c. that it ensures that feedback from key constituencies such as employers and community partners about the quality of preparation is included. (CS 4)
  7. Within one year, the institution provide evidence that
    - a. it ensures that candidates demonstrate the knowledge and skills necessary to educate and support students with assessments that indicate whether they meet Commission adopted competency requirements. (CS 5, CASC, Teacher Induction)
    - b. The unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools. (CS 5)
  8. Within one year, for the Clear Administrative Services Credential program, the institution provide evidence that
    - a. it ensures that professional learning employs competency indicators that support a recommendation for the clear credential.
    - b. it ensures that assessment of candidate competence is grounded in the California Professional Standards for Education Leaders (CPSEL) proficiencies.



- c. it collaborates formally with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.
- d. each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract or agreements.
- e. it establishes regular communication with partners to ensure that each candidate builds a coherent individualized learning program.
- f. it identifies the reporting relationships between personnel in educator preparation programs.
- g. it assesses the quality of professional learning offerings using criteria that includes participant feedback and direct observation.
- h. its program evaluation includes multiple measures.
- i. formative feedback that program leaders provide to professional learning providers.
- j. the use of a well-defined criteria that is used to select, prepare, assign, support and supervise coaches.
- k. implements effective training for coaches at all sites.
- l. provides ongoing support for individual coaching challenges and reflection on coaching practice.
- m. has clear procedures that are in place for the reassignment of coaches.
- n. the program is regularly assessing the quality of services provided by coaches to candidates using criteria identified in the standard.
- o. induction program leaders provide formative feedback to coaches.
- p. an initial assessment, on-going formative assessment, benchmark and summative assessments are components of the induction program.
- q. the candidate's performance goals consider both employer priorities and individual job responsibilities.
- r. the program provides a minimum of forty hours of job-embedded coaching activities to support the development of leadership competencies.
- s. candidates are able to select (not require) professional development offerings or opportunities that align with their goals as outlined in their IIP.
- t. the professional development provided aligns to the CPSELs.
- u. assessments are developed to measure candidate competence and performance.
- v. multiple measures are used to inform the initial assessment.
- w. the formative assessment that is used measures the candidate's progress towards mastery of the CPSELs.
- x. use of a benchmark assessment conducted by the program midway through the program that evaluates the candidate's progress towards demonstration of competencies.
- y. the program determines a candidate's level of competence that merits possession of a Clear Administrative Credential.

- z. the program has a procedure for candidates to repeat portions of the program, as needed.
9. Within one year, for the Teacher Induction program, the institution provide evidence that
  - a. a robust mentoring system that supports candidate work to meet the California Standards for the Teaching Profession (CSTP) is in effect.
  - b. the program articulates the Plan, Teach, Reflect and Apply cycle that is used as the basis for the mentor work for effective implementation that allows the candidate to demonstrate growth in the CSTP.
  - c. the development of the Individualized Learning Plan is driven by candidate needs.
  - d. ongoing training and support for mentors is provided that includes coaching and mentoring, goal setting, use of appropriate mentoring instruments, reflection on mentoring practice and program processes designed to support candidate growth and effectiveness in the CSTP.
  - e. the program is assessing candidate progress towards mastery of the CSTP.
  - f. the program is providing formative feedback to mentors on their work as individuals.
  - g. the program is providing a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.
10. Provide quarterly written documentation to the Commission consultant documenting all actions to address the stipulations above. **The first quarterly report is to be presented at the next COA meeting on January 25-26, 2024.**
11. Within one year, the institution will host a focused revisit to verify required changes have been made in the program design and implementation aligned to the Common and Program Standards for both educator preparation programs offered.
12. Until all stipulations have been removed, Monterey County Office of Education is not permitted to propose new credential programs for approval by the Committee on Accreditation.

In addition, staff recommends that:

- Monterey County Office of Education must submit within 10 days of COA action its plans to ensure that Precondition 5 will be implemented in the Teacher Induction program.
- Monterey County Office of Education will notify all candidates in all credential programs in writing of its accreditation status.
- Monterey County Office of Education continue 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 17 – Staff Reports

Director David DeGuire reported the Commission approved new literacy standards and TPEs. He noted that all programs have until July 1, 2024 to align with the standards and that SB 488

requires that the Commission certify that every Multiple Subject and Education Specialists programs in the state are teaching standards related foundational reading skills.

Administrator Erin Sullivan thanked the green cohort for submitting their Program Review documents on time. Ms. Sullivan asked for volunteers in the field to assist in the review process. Member Cervantes suggested that volunteers use Program Review as training and development opportunity to build on a professional file. Member McKee suggested reaching out to programs that have a future site visit that may want to volunteer as reviewers to learn the process and programs that may be helpful when their site visit comes around.

Consultant Rosemay Wrenn reported on the status of new programs, including PK 3 Early Childhood Education Specialist Instruction programs, expected to submit proposals in the coming weeks. The Initial Institutional Approval (IPR) team will be holding office hours twice a month.

Administrator Cheryl Hickey provided an update on the PK-3 credential. Ms. Hickey announced new pieces of legislation that the Commission will need to follow-up on. One allows Local Education Agencies to offer a Child Welfare and Attendance authorization. An update was provided on the move to the new building which will be in May 2024. It has not been decided on where the May COA meeting will be whether at the current Commission building or new building. Ms. Hickey announced that staff may recommend alternative dates for next year's October meeting, possibly early November.

Administrator Cara Mendoza provided an update on Grants. She noted that there are five open Request For Applications:

- Computer Science Supplementary Authorization Incentive Grant - Round Four
- Reading and Literacy Supplementary Authorization Incentive Grant –
- Round Two California Classified School Employee Teacher Credentialing Program
- Round Four - School Counselor Residency Capacity Grant Request for Applications (RFA)
- Teacher Residency Capacity Grant Request for Applications (RFA)

She noted that three more RFAs will open soon:

- Teacher Residency Implementation and Expansion Grant
- School Counselor Residency Implementation Grant
- Diverse Education Leaders Pipeline Initiative Grant (DELPI) (new grant opportunity for 2023)

She reported that the Statewide Residency Technical Assistance Center (SRTAC) Grant was awarded to Santa Clara County Office of Education (SCCOE). Development and outreach related to SRTAC has begun. SCCOE is partnering with four other county offices of education across the state to provide support of teacher and school counselor residency programs: Humboldt COE, Sacramento COE, Tulare COE, and San Diego COE.

### Public Comment

Jessica Maldonado, Diverse Education Leaders Pipeline Initiative Coalition (DELPI), expressed her excitement about the recent passage of DELPI and excited about the Commissions leadership of this initiative.

Michael McDaniel Jr., Political Director of Families in Action for Quality Education in Oakland, CA. Mr. McDaniel is a member of DELPI and also shared his excitement about the passage of DELPI by the Governor and state legislators.

Breunna Lovett, Diverse Education Leaders Pipeline Initiative Coalition (DELPI), echoed the same sentiments as the previous two speakers.

Steve McDougall, California Federation of Teachers (CFT), also a member of the DELPI coalition and also express the same excitement about the passage of DELPI by the Governor. Mr. McDougall asks the Commission take input from the stakeholders.

### Adjournment

Co-Chair Katrine Czajkowski adjourned the meeting at 2:48 p.m. The next meeting of the COA is scheduled for January 25-26, 2024.