

**COMMITTEE ON ACCREDITATION**  
**MINUTES**  
**January 25-26, 2024**  
**Commission on Teacher Credentialing**

**Committee Members Present**

Agustin Cervantes (first day only)  
Allan Hallis  
Allison Leggett  
Bob Frelly  
Cathy Creasia  
Gerard Morrison  
J. Kevin Taylor  
Katrine Czajkowski  
Marissa Luna Lopez  
Michael Hillis  
Patrick McKee

**Committee Members Not Present**

Jason Lea  
Agustin Cervantes (not present Day 2)

**Commissioner Present**

Christopher Davis

**Staff Members Present**

David DeGuire, Director  
Cheryl Hickey, Administrator  
Erin Sullivan, Administrator  
Cara Mendoza, Administrator  
Poonam Bedi, Consultant  
Miranda Gutierrez, Consultant  
Rosemary Wrenn, Consultant  
Karen Sacramento, Consultant  
Sarah Solari-Colombini, Consultant  
Steph Morgado, Consultant  
Hart Boyd, Consultant  
Timothy Weekes, Consultant  
Roxann Purdue, Consultant  
Gay Roby, Consultant  
Sarah Barwani, Consultant  
Jake Shuler, Consultant  
William Hatrick, Consultant  
Lynn Larsen, Consultant

Michelle Bernardo, Secretary

**Present Via Technology**

Marcy Merrill, Sacramento State University  
Sarah Jouganatos, Sacramento State University  
Marqie Boisvert, King-Chavez Academy of Excellence  
Emily Brehmer, King-Chavez Academy of Excellence  
Colleen Marble, King-Chavez Academy of Excellence  
Emma Hipolito, UCLA  
Hani Rafi, UCLA  
Kalpana Thatte, Santa Clara COE  
Adora Fisher, Santa Clara COE  
Kenneth Balint, CSU Fresno  
Imelda Basurto, CSU Fresno  
Mike Jackson, Northeastern University  
Tomás Galguera, Northeastern University  
Sarah Barnes, High Tech High  
Ira Lit, Stanford University  
Ruth Ann Costanzo, Stanford University  
Mari Montoy-Wilson, Stanford University  
Jeff Camarillo, Stanford University  
Hanh Le, Pasadena USD  
Sergio Canal, Pasadena USD  
Jen Alcazar, Pasadena USD  
Christina Filios Yiannakopoulos, Mt. Diablo USD  
Patricia Scott, Mt. Diablo USD  
Kirsten Watson, Mt. Diablo USD  
Anne Weisenberg, Team Lead  
Melissa Meetze-Hall, Team Lead  
LaVonne Chastain, Team Lead  
Ashley Colburn, Stella Charter Academy  
Nicole Wellman Noble, Stella Charter Academy  
Clara Garay, Stella Charter Academy

Patricia Chiles, Fullerton SD  
Erlinda Soltero-Ruiz, Fullerton SD  
Stacey Tisor, Team Lead  
Derek Gorshow, Alameda COE  
Kristin Bijur, Alameda COE  
Lisa Kirtman, CSU Fullerton  
Kim Case, CSU Fullerton  
James M. Marshall, Team Lead  
Dan McDowell, Grossmont Union HSD  
Ursula Estrada-Reveles, Team Lead  
Jennifer Wilbanks, Elk Grove USD  
Elizabeth Steele, Elk Grove USD  
Pat Maricich, Team Lead  
Molly Pope, San Francisco USD  
Aman Falol, San Francisco USD  
Mark Balch, Kern HSD  
Leanne Raddatz, Kern HSD  
Laura Whipple, Kern HSD  
James Webb, Team Lead  
Justus Ortega, California State Polytechnic  
University, Humboldt

Chris Hopper, California State Polytechnic  
University, Humboldt  
Shawna Young, California State Polytechnic  
University, Humboldt  
Libbi Miller, California State Polytechnic  
University, Humboldt  
James Woglom, California State Polytechnic  
University, Humboldt  
Teresa Shockley, Chino Valley USD  
Lea Fellows, Chino Valley USD  
Norm Enfield, Chino Valley USD  
Valerie Saylor, Team Lead  
Yessenia Yorgensen, University of Redlands  
Deneen Guss, Monterey COE  
Caryn Lewis, Monterey COE  
Maralina Milazzo, Monterey COE  
Claudia Morales, Monterey COE  
Frances Valdovinos, UC Riverside  
Kevin Vaughn, UC Riverside  
Janelle Mijares, UC Riverside  
Michael Fleming, UC Riverside  
Cynthia Grutzik, 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 Thursday, January 25, 2024.

### Item 2 – Approval of the Agenda

It was moved, seconded (Morrison/Taylor) and carried to approve the January 2024 agenda.

### Item 3 – Approval of the Minutes of the Prior Meeting

It was moved, seconded (Taylor/McKee) and carried to approve the October 2023 minutes with one correction. The correction is that Member McKee recused himself from Item 12.

### Item 4 – Co-Chair and Member Reports

Co-Chair Czajkowski reported that their district is hosting an academic decathlon and their team of 15 students will be competing in the district competition.

Co-Chair Frelly reported that he and Co-Chair Czajkowski presented the COA Annual Report to the Commission in December. He stated that he felt that the Commission is very supportive of the COA and their work and asked good questions. He offered his appreciation to all involved in accreditation.

### Item 5 – Program Approval Recommendations

There were 4 institutions with 6 programs that were presented for approval.

#### **California State University, Sacramento**

Reading Literacy Added Authorization  
Reading Literacy Leadership Specialist

Institutional representatives Dr. Marcy Merrill, Language and Literacy Program Coordinator and Dr. Sarah Jouganatos, Interim Associate Dean for Instruction and Student Success were present for questions about the proposed programs.

After discussion, it was moved, seconded (Taylor/Cervantes: no recusals) and carried to approve the Reading Literacy Added Authorization and Reading Literacy Leadership Specialist Credential programs for California State University, Sacramento.

#### **University of California, Los Angeles**

Preliminary Education Specialist: Mild to Moderate Support Needs  
Preliminary Education Specialist: Extensive Support Needs

Institutional representatives Dr. Emma Hipolito, Director, Teacher Education Program and Ms. Hani Rafi, Education Specialist Coordinator were present to answer questions about the proposed programs.

After discussion, it was moved, seconded (Katrine/Taylor: recusal by Leggett) and carried to approve the Preliminary Education Specialist: Mild to Moderate Support Needs and Preliminary Education Specialist: Extensive Support Needs program for the University of California, Los Angeles.

**King Chavez Academy of Excellence**

Preliminary Single Subject Intern Pathway

Institutional representatives Marquee Boisvert, Credential Operations/Program Advisor; Emily Brehmer, Director of Induction/Program Advisor; and Colleen Marble, Director of Instructional Leadership were present to answer questions about the proposed program.

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

**Santa Clara County Office of Education**

Preliminary Multiple Subject Intern Pathway

Institutional representatives Kalpana Thatte, Director of Educator Preparation Programs and Adora Fisher, Executive Director were present to answer questions about the proposed program.

After discussion, it was moved, seconded (McKee/Taylor: recusal by Lopez) and carried to approve the Preliminary Multiple Subject Intern program for Santa Clara County Office of Education.

Item 6 – Program Status Changes

**Section A: Program Withdrawals**

There were 2 program sponsors withdrawing 3 programs.

**Fresno Pacific University**

Education Specialist: Added Authorization Adapted Physical Education, effective January 25, 2024

**University of Antelope Valley**

Preliminary Single Subject, effective January 25, 2024.

After discussion, it was moved, seconded (Creasia/Hallis: 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**

Fresno State University requested to add the Single Subject – Dance content area to their existing program. Representatives Kenneth Balint, Professor, Director and Dance Advisor; and Dr. Imelda Basurto, Single Subject Coordinator were present to answer questions about the program.

After discussion, it was moved, seconded (Hallis/Cervantes: no recusals) and carried to approve the addition of Dance to the Preliminary Single Subject content areas offered by California State University, Fresno.

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

#### **Bilingual Authorization**

The following 3 institutions completed the documentation review to transition to recently updated standards for the Bilingual Authorization, effective July 1, 2023.

Los Angeles Unified School District  
University of California, Davis  
University of Southern California

#### **E: Programs Moving to Inactive Status**

There were no program inactive requests.

#### **Item 7 – Initial Program Approval for New Program Sponsors**

Mills College at Northeastern University’s Preliminary Multiple and Single Subject credential program proposals were presented for consideration of approval. Consultant Hart Boyd introduced this item. He was joined by institutional representatives Mike Jackson, Vice Provost of Curriculum and Programs at Northeastern University and Tomás Galguera, Chair, Humanities and Education Academic Unit, Mills College at Northeastern University.

After discussion, it was moved, seconded (Cervantes/Morrison: no recusals) and carried to grant initial approval to Mills College at Northeastern University’s Preliminary Multiple Subject and Preliminary Single Subject programs.

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

There were no institutions to report at this time.

#### **Item 9 – Discussion of the 7th Year Report for High Tech High**

Consultant Miranda Gutierrez introduced this item. She was joined by institutional representative Sarah Barnes, Director, High Tech High Teacher Center.

After discussion, it was moved, seconded (Hillis/McKee: no recusals) and carried to accept the 7<sup>th</sup> year report from High Tech High.

#### Item 10 – Report of the Accreditation Team to Stanford University

Consultant Poonam Bedi introduced this item. She was joined by team lead Dr. Anne Weisenberg and institutional representatives Dr. Ira Lit, Stanford Teacher Education Program (STEP) Faculty Director; Ms. Ruth Ann Costanzo, STEP Director of Clinical Work; Ms. Mari Montoy-Wilson, Assistant Director of the STEP Multiple Subject program; and Mr. Jeff Camarillo, Assistant Director of the STEP Single Subject Program.

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

#### Item 11 – Report of the Revisit Team to Pasadena Unified School District

Consultant Karen Sacramento introduced this item. She was joined by team lead Dr. Melissa Meetze-Hall and institutional representatives Hanh Le, Teacher on Special Assignment; Dr. Sergio Canal: Chief of Human Resources; and Dr. Jennifer Alcazar, Director of Human Resources.

After discussion, it was moved, seconded (Hallis/Morrison: recusal by McKee) and carried to remove all stipulations and change the accreditation status from *Accreditation with Major Stipulations* to *Accreditation* for Pasadena Unified School District and its credential program.

#### Item 12 – Report of the Accreditation Team to Mt. Diablo Unified School District

Consultant Hart Boyd presented this item. He was joined by team lead LaVonne Chastain and institutional representatives Christina Filios Yiannakopoulos, Assistant Director of Educational Services; Patricia Scott, Teacher Induction and Support Program (TISP) Coordinator; and Kirsten Watson, Teacher Induction and Support Program (TISP) Coordinator.

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

#### Item 13 – Discussion of the 6 month Follow Up Report to Address Stipulations for Stella Charter Middle Academy

Consultant Dr. Timothy Weekes introduced this item. He was joined by institutional representatives Ashley Colburn, Director of Teacher Induction and Development; Nicole Wellman Noble, Vice President of People Development; and Clara Garay, Assistant Director of Teacher Induction and Development.

After discussion, it was moved, seconded (Morrison/Taylor: no recusals) and carried to accept the 6-month follow-up report from Stella Charter Middle Academy.

#### Item 14 – Report of the Accreditation Team to Fullerton School District

Consultant Roxann Purdue introduced this item. She was joined by team lead Stacey Tisor, institutional representatives Patricia Chiles, Program Coordinator Educational Services, and Dr. Erlinda Soltero-Ruiz, Chief Academic Officer.

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

Item 15 – Report of the Provisional Accreditation Site Visit Team to Alameda County Office of Education

Consultants Dr. Timothy Weekes and Hart Boyd presented this item. They were joined by team lead Dr. Melissa Meetze-Hall and institutional representatives Derek Gorshow, Program Director and Kristin Bijur, Chief of Educator Effectiveness.

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

The following stipulations have been placed on the institution:

1. Within one year, the unit will provide evidence that:
  - a. The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
  - b. 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. (CS 1)
  - c. The institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. (CS 1)
2. Within one year, the unit and all programs will provide evidence that:
  - a. Ensures collaboration with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites, as appropriate to the program. (CS 3)
  - b. Ensures clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. (CS 3)
  - c. Ensures coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. (CS 3–CTE)
  - d. Ensures through clinical experiences (inclusive of site-based supervisors), programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. (CS 3–CTE)

- e. Ensures site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. (CS 3–CTE)
  - f. Ensures the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. (CS 3–CTE)
  - g. Ensures site-based supervisors are evaluated and recognized in a systematic manner. (CS 3–CASC)
  - h. Ensures site-based supervisors are trained in supervision, oriented to the supervisory role, and evaluated and recognized in a systematic manner. (CS 3–CTE)
  - i. Ensures the effective implementation and evaluation of fieldwork and clinical practice. (CS 3–CTE)
3. Within one year, the unit will provide evidence that:
    - a. It has developed and implemented a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (CS 4)
    - b. 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 constituencies such as employers and community partners about the quality of the preparation. (CS 4)
  4. Within one year, the Clear Administrative Services program will provide evidence:
    - a. Of formal collaboration with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.
    - b. Demonstrating that there is a formalized process for assessment of coaches and will provide documentation of formative feedback disseminated to coaches.
  5. Within one year, the Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a candidate’s:
    - a. Ability to select and use computer-based technology to facilitate the teaching and learning process in the CTE classroom, or appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.
    - b. Knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.
    - c. Basic knowledge, skills, and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans, and gifted and talented students, and the development of differentiated instructional strategies that provide all students with access to CTE curriculum.
  6. The Designated Subjects: Career Technical Education program will provide quarterly progress reports to the Committee on Accreditation showing evidence of collaboration with the employer in the implementation of the preparation program for candidates, including the selection of supervisors and/or support teachers.



7. The institution will provide quarterly progress reports to the Committee on Accreditation to ensure that appropriate action is being taken to address all stipulations noted above. In addition, the first quarterly report, must specifically include, but not be limited to, addressing the following:
  - a. An update on actions taken to address Common Standard 4
  - b. For the Designated Subjects: Career Technical Education program - collaboration with employers in providing early orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning CTE teaching success.
  - c. For the Designated Subjects: Career Technical Education -program standard 11 related to the candidate's ability to select and use computer based technology to facilitate teaching and learning.
8. 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.

Item 16 – Report of the Accreditation Team to California State University, Fullerton

Consultants Miranda Gutierrez and Dr. Timothy Weekes introduced this item. They were joined by team lead Dr. James M. Marshall and institutional representatives Dr. Lisa Kirtman, Dean and Dr. Kim Case, Associate Dean.

After discussion, it was moved, seconded (Taylor/Cervantes: no recusals) and carried to grant the status of *Accreditation with a 7<sup>th</sup> Year Report* to California State University, Fullerton and its credential programs.

The 7<sup>th</sup> Year Report must include the following:

1. For the Teacher Induction program, documentation and evidence of the process to ensure that ongoing training and support are provided and completed for all mentors.
2. For the Teacher Induction program, documentation and evidence of sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate, and evidence that mentors are provided formative feedback on their work.

Item 17 – Report of the Accreditation Team to Grossmont Union High School District

Consultant Gay Roby introduced this item. She was joined by team lead Dr. Ursula Estrada-Reveles and institutional representative Dan McDowell, Director, Learning and Innovation.

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

The following stipulations were placed on the institution:

Within one year, the institution submits documentation of all actions taken to address the stipulation(s) noted below.

1. That evidence be provided that Grossmont Union High School District ensures a system that includes regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation. (CS 1)
2. That evidence be provided that the unit and its Commission-approved program demonstrate that they have a positive impact on teaching and learning in California's schools. (CS 5)
3. That evidence be provided that the Individualized Learning Plan (ILP) development process includes input from the employer regarding the candidate's job assignment. (PS 3)
4. That the institution provide evidence that professional learning and support opportunities are included within the ILP document. (PS 3)

Item 18 – Report of the Report of the Accreditation Team to Elk Grove Unified School District  
Consultants Karen Sacramento and Sarah Barwani presented this item. They were joined by team lead Pat Maricich and institutional representatives Jennifer Wilbanks, Director, Instructional Support and Elizabeth Steele, Curriculum Specialist, Induction.

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

Item 19 – Report of Actions Taken by San Francisco Unified School District to Address Stipulations

Consultant Karen Sacramento presented this item. She was joined by institutional representatives Molly Pope, Supervisor, Pathway to Teaching and Aman Falol, Policy and Operations Manager, Pathway to Teaching.

After discussion, it was moved, seconded (Morrison/Creasia: recusal by Hallis) and carried to approve the removal of the following stipulation for the Multiple Subject Intern credential program:

a(1). SFUSD provides evidence of matrices explicitly detailing how preliminary teacher candidates will demonstrate through practice and assessment all of the competencies (Teacher Performance Expectations) required of the credential and/or authorization they seek.

The following stipulations continue pending further review for the Bilingual Authorization program.

a (2). SFUSD provides evidence of matrices explicitly detailing how preliminary teacher candidates will demonstrate through practice and assessment all of the competencies for Bilingual Standards required of the credential and/or authorization they seek.

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

SFUSD will continue with the status of *Accreditation with Stipulations*. Staff will continue to work with SFUSD staff to provide technical assistance on revisions to the Bilingual Authorization program to bring it into alignment with the current Bilingual Authorization standards and performance expectations.

Item 20 – Report of the Accreditation Team to Kern High School District

Consultant Jake Shuler introduced this item. He was joined by team lead James Webb and institutional representatives Dr. Mark Balch, Director, Special Projects; Leanne Raddatz, District Teacher on Special Assignment; and Laura Whipple, District Teacher on Special Assignment.

After discussion, it was moved, seconded (Creasia/McKee: no recusals) and carried to grant the status of *Accreditation with a 7<sup>th</sup> Year Report* to Kern High School District its credential program. The institution must provide a 7th Year report within one year of the date of the COA action to provide an update on those standards which were met with concerns.

Item 21 – Revision to Accreditation Decision Guidance Chart in Accreditation Handbook

Administrator Cheryl Hickey introduced this item. This agenda item presented a clarification needed to a chart in Chapter Eight: Accreditation Decisions: Options and Implications of the Accreditation Handbook.

After discussion, it was moved, seconded (Czajkowski/Taylor: no recusals) and carried to adopt the proposed revisions to Chapter Eight of the Accreditation Handbook as proposed in the item.

Item 22 – Staff Reports

Administrator Cara Mendoza provided an update on current grants. The RFA for the diverse education leaders pipeline initiative grant is now open. Applications are due on April 5<sup>th</sup>.

Administrator Cheryl Hickey announced the March COA meeting will only be a 1 day meeting on March 21, 2024. The Commission will be moving to the new building officially on May 20 and any meetings after that date will be at the new building. She noted that staff continues to work on regulations that impact programs. The bilingual and PK-3 regulations are close but are still working with the Office of Administrative Law and responding to their questions. Ms. Hickey announced that the Literacy Certification agenda item will not be presented at this meeting as it was not yet complete. Ms. Hickey also provided an update on the new Bagley-Keene rules that will be effective until 2026. Ms. Hickey provided information regarding the RICA that will be replaced by a literacy performance assessment that is now currently being piloted in the

field. Ms. Hickey reported that applications for new COA members are due on February 28 for 1 higher education position and 1 K-12 position.

Administrator Erin Sullivan provided information on an upcoming Program Sponsor Alert related to a recent Commission action. This action allows programs the ability to evaluate any candidate that fails to pass the TPA within a negative one standard of error of measure as long as there is other documentation of candidate competence on the TPEs. A program may look at these competency measures and make a decision to recommend them for the credential. The candidates must be enrolled in a program and meet the -1 SEM criteria.

Recess – The meeting was recessed by Co-Chair Czajkowski until Friday, January 26, 2024 at 8:30am.

### **Day 2: Friday, May 5, 2023**

#### Call to Order

Co-Chair Bob Frely reconvened the meeting at 8:30 a.m. The Secretary called the roll.

#### Item 23 – Update on the SB 488 Literacy Instruction Certification Process

Item 23 was not presented at this meeting. It will be presented at a future COA meeting.

#### Item 24 – Report of Actions Taken to Address Stipulations by California State Polytechnic University, Humboldt

Consultant William Hatrick presented this item. He was joined by institutional representatives Dr. Justus Ortega, Associate Dean and Dr. Chris Hopper, Education Accreditation Coordinator.

After discussion, it was moved, seconded (Taylor/Creasia: no recusals) and carried to remove all remaining stipulations and grant the status of *Accreditation* to California State Polytechnic University, Humboldt and its credential programs.

#### Item 25 – Report of the Accreditation Team to Chino Valley Unified School District

Consultant Dr. Lynn Larsen introduced this item. She was joined by team lead Valerie Saylor and institutional representatives Dr. Norm Enfield, Superintendent; Teresa Shockley, Induction Program Coordinator; and Lea Fellows, Associate Superintendent of Human Resources.

After discussion, it was moved, seconded (Hallis/Hillis: recusal by McKee) and carried to grant the status of *Accreditation with Stipulations* to Chino Valley Unified School District its credential program.

The following stipulations were placed on the institution:

Within one year, Chino Valley Unified School District’s Teacher Induction Program will provide evidence demonstrating that:

1. the induction program receives sufficient resources to allow for effective operation of the program. The resources must enable the induction program to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, and field-based supervision and clinical experiences.
2. the induction program has implemented a process to provide additional support to struggling candidates.
3. that mentors are evaluated, retained, and recognized in a systematic manner including feedback on their work and establishment of collaborative relationships.

Item 26 – Discussion of the 3rd Quarterly Report for University of Redlands

Administrator Erin Sullivan and Consultant Rosemary Wrenn introduced this item. They were joined by institutional representative Yessenia Yorgensen, Assistant Dean of Operations and Analytics.

After discussion, it was moved, seconded (Taylor/Creasia: recusal by McKee) and carried to accept the 3<sup>rd</sup> Quarterly Report for University of Redlands.

Item 27 – Discussion of the 1st Quarterly Report for Monterey County Office of Education

Consultants Dr. Sarah Solari-Colombini and Steph Morgado presented this item. They were joined by institutional representatives Dr. Deneen Guss, Superintendent; Dr. Caryn Lewis, Assistant Superintendent of Educational Services; Maralina Milazzo, Director Leadership and School Systems; and Claudia Morales, Education Administrator.

After discussion, it was moved, seconded (Taylor/McKee: no recusals) and carried to accept the 1<sup>st</sup> Quarterly Report for Monterey County Office of Education. The Committee requested the following evidence for each program and the candidates in the program be presented at the next quarterly report at the March COA meeting:

1. Evidence of in-progress and completed ILPs and IIPs that are time-stamped
2. Information about what the mentors (TIP), teacher leaders, and coaches (AIP) doing.
3. Evidence of coach training (sign-in sheets, agendas, materials, and feedback)
4. Feedback from candidates
5. Focus group data from candidates, mentors, coaches, employers, partners
6. Data to show continuous improvement
7. Continuity in documents (resolving the discrepancies in some of the evidence such as the differences in number of hours listed)

Additionally, COA requested that the evidence that is provided is hyperlinked to the specific standard, so that it is clear to the public and COA what standard the evidence is demonstrating.

Item 28 – Report of the Accreditation Team to University of California, Riverside

Consultant William Hatrick introduced this item. He was joined by team lead Dr. Cynthia Grutzik and institutional representatives Dr. Frances Valdovinos, School of Education Assistant Dean and Director of the Teacher Education Program; Odie Jasso, Assistant Director, Teacher

Education Program; Dr. Kevin Vaughn, Dean, UCR Extension; Marie Martin, Associate Dean, UCR Extension; Denise Payne, Lead Credential Analyst; and Janelle Mijares, Credential Analyst, UCR Extension.

After discussion, it was moved, seconded (Taylor/Hallis: recusal by McKee) and carried to grant the status of *Accreditation with a 7<sup>th</sup> Year Report* to University of California, Riverside and its credential programs. The 7th year report must address the standards that were met with concerns for the Preliminary Multiple/Single Subject and Bilingual Authorization: Spanish programs.

Item 29 – Update on Challenges Related to Initial Program Approval Submissions

Consultants Miranda Gutierrez, Poonam Bedi and Rosemary Wrenn presented this information item. Staff presented information to the COA about the common issues consistently found in Initial Program Review (IPR) proposals. Staff asked that the COA discuss this matter and provide any guidance that may contribute to ensuring that institutions provide all the necessary information, and in the manner it is requested, so the review and approval process may be more efficient and more timely.

Item 30 - Public Comment

There was no public comment.

Adjournment

Co-Chair Bob Frelly adjourned the meeting. The next meeting of the COA is scheduled for March 21, 2024.