

**COMMITTEE ON ACCREDITATION
MINUTES
March 21, 2024
Commission on Teacher Credentialing**

Committee Members Present

Allan Hallis
Allison Leggett
Bob Frelly
Cathy Creasia
Gerard Morrison
Katrine Czajkowski
Marissa Luna Lopez
Michael Hillis
Patrick McKee

Committee Members Not Present

Jason Lea
Agustin Cervantes
J. Kevin Taylor

Staff Members Present

David DeGuire, Director
Erin Sullivan, Administrator
Cara Mendoza, Administrator
Rosemary Wrenn, Consultant
Sarah Solari-Colombini, Consultant
Steph Morgado, Consultant
Roxann Purdue, Consultant
Gay Roby, Consultant
William Hatrick, Consultant
Kristina Najarro, Consultant
Frances Kellar, Consultant
Michelle Bernardo, Secretary

Present

Deneen Guss, Monterey COE
Caryn Lewis, Monterey COE
Maralina Milazzo, Monterey COE
Claudia Morales, Monterey COE

Present Via Technology

Joyce Lee Yang, Hope International University

Jacki York, Associate Professor, Hope International University
Cori DeWitt, Hope International University
Kristy Pruitt, Alliant University
Kathleen Avena Blanco, Loyola Marymount University
Ruchi Rangnath, University of San Francisco
Wendy Jones, University of San Francisco
Laura Hannemann, University of San Francisco
Juli Johnson, University of La Verne
Shana Matamala, University of La Verne
Isabel Orejel, University of La Verne
Marquee Boisvert, King Chavez academy of Excellence
Doug Gilbert, San Dieguito Union High School District
John DiGiulio, San Dieguito Union High School District
Soraya M. Coley, California State Polytechnic University, Pomona
Jenelle S. Pitt-Parker, California State Polytechnic University, Pomona
Neil Chaturvedi, California State Polytechnic University, Pomona
Amy Gimino, California State Polytechnic University, Pomona
S. Terri Gomez, California State Polytechnic University, Pomona
Kalpana Thatte, Santa Clara COE
Adora Fisher, Santa Clara COE
Aleeta Powers, Team Lead
Melitta Nerhood, San Jose USD
Jodi Lax, San Jose USD
Gita Stowe, San Jose USD
Kate Kovacs, California School for the Deaf, Fremont
Sughi Hong, California School for the Deaf, Fremont

Amy Novotny, California School for the Deaf, Fremont
Ron Bye, California School for the Deaf, Fremont
Jacelia Washington, Interpreter
Conni Campbell, Team Lead
Lisa Simon, Corona-Norco USD

Lara Gruebel, Corona-Norco USD
James Webb, Team Lead
Christina Petriccione, Team Lead
Shannon Bui, Oak Grove SD
Ivan Chaidez, Oak Grove SD
Andrew Hiben, Chaffey Joint Union USD
Barbara Severns, 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, March 21, 2024.

Item 2 – Approval of the Agenda

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

Item 3 – Approval of the Minutes of the Prior Meeting

It was moved, seconded (Creasia/McKee), and carried to approve the January 2024 minutes with no corrections.

Item 4 – Co-Chair and Member Reports

Co-Chair Czajkowski reported that her district’s academic decathlon team received second place in the league. Another team at the Kim Butler Memorial indoor rowing championships held in the gym at Hilltop High School and received third out of twenty-four.

Item 5 – Staff Reports

Administrator Erin Sullivan introduced and welcomed Jasmine Nasser as PSD’s new grants staff member. Ms. Sullivan provided an update on accreditation activities. Program review feedback was sent out to the institutions in February and consultants will spend some time helping them unpack that feedback so that they can get started with their response. Common Standards submissions were due on February 29th. All but one institution responded with their evidence and review sessions have started. Preconditions submissions for the Yellow and Violet cohorts are due March 31st and staff has been holding biweekly preconditions office hours to help institutions with their questions.

She noted that the April Commission meeting is coming up and the agenda will be posted on April 5. She also reported that RICA will be sunseting on July 1, 2025 and at that point the literacy performance assessment will be in place. She reminded all that the examination fee deferral ends on June 30, 2024. Candidates who register for exams by midnight on June 30th will have up to a year to take the test they registered for. Director David DeGuire added that there is no proposal in the 2024-25 budget to continue the fee deferral. This will be the last year, as far as the Commission is aware.

Ms. Sullivan provided an update on grants. She noted that the Teacher Capacity grants will be announced March 25 and Teacher Residency Implementation and Expansion grants will be

announced on April 5. Round three of School Counselor Capacity grants will be announced in the coming weeks. The last round of requests for application (RFA) for the Classified grants was due March 22 and grant awards will be announced on April 26. The last RFA for this fiscal year is the Diverse Education Leadership Pipeline Initiative (DELPI), and the application for that is due on April 5 with grant awards being announced by May 10.

Director David DeGuire provided an update on literacy certification process and staff have started holding office hours to support programs. Submissions will begin being accepted in late April. Director DeGuire also noted the California Council on Teacher Education (CCTE) held their SPAN conference with presentations from Chelsey Kelly from the Assembly Education Committee and Erin Gable from the Assembly Budget Committee. They urged those in attendance to make their voices heard about maintaining current programs, in particular, the Golden State Teacher grants. There are conflicting reports about when this program will run out of money.

Item 6 – Program Approval Recommendations

There were 3 institutions with 4 programs that were presented for approval.

Hope International University

Teacher Induction

Institutional representatives Dr. Joyce Lee Yang, Dean; Jacki York, Associate Professor, CalTPA and CalAPA Coordinator; and Cori DeWitt, Assistant Professor, Credentials Analyst/Student Teaching Coordinator were present for questions about the proposed programs.

After discussion, it was moved, seconded (Creasia/Hillis: no recusals), and carried to approve the Teacher Induction program for Hope International University.

Alliant International University

Child Welfare and Attendance (CWA) Authorization for the Pupil Personnel Services: School Counseling and Pupil Personnel Services: School Psychology programs

Institutional representatives Dr. Kristy Pruitt, Dean, Alliant California School of Education was present to answer questions about the proposed program.

After discussion, it was moved, seconded (Hallis/Lopez: no recusals), and carried to approve the Child Welfare and Attendance (CWA) Authorization for the Pupil Personnel Services: School Counseling and Pupil Personnel Services: School Psychology program for Alliant International University.

Loyola Marymount University

Child Welfare and Attendance Authorization to the Pupil Personnel Services: School Psychology

Institutional representative Dr. Kathleen Avena Blanco, Child Welfare and Attendance (CWA) Program Director was present to answer questions about the proposed program.

After discussion, it was moved, seconded (Morrison/Leggett: no recusals), and carried to approve the Child Welfare and Attendance Authorization to the Pupil Personnel Services: School Psychology program for Loyola Marymount University.

Item 7 – Program Status Changes

Section A: Program Withdrawals

There was one program sponsor withdrawing one program.

San Jose State University
School Nurse, effective March 31, 2024

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

Section B: Programs Requesting Reactivation

There were no programs requesting reactivation.

Section C: Adding a New Content Area

There were three institutions requesting to add a new content area to their existing programs.

University of San Francisco

Single Subject, Dance

University of San Francisco requested to add the Dance content area to their existing Preliminary Single Subject credential program. Representatives Ruchi Rangnath, Associate Professor and Faculty Coordinator for South Bay MAT program; Wendy Jones, Director of Dance, Lowell High School; and Laura Hannemann, Director, Effectiveness, Strategy, and Assessment were present to answer questions about the program.

After discussion, it was moved, seconded (Creasia/McKee: no recusals), and carried to approve the addition of Dance to the Preliminary Single Subject content areas offered by University of San Francisco.

University of La Verne

Single Subject, Dance
Single Subject, Theatre

University of La Verne requested to add the Dance and Theatre content areas to their existing Preliminary Single Subject credential program. Representatives Juli Johnson, Director, Continuous Improvement; Shana Matamala, Director of Clinical Teaching and Fieldwork

Experiences; and Isabel Orejel, Assistant Professor and Associate Program Chair of Teacher Education were present to answer questions about the program.

After discussion, it was moved, seconded (Morrison/Hillis: recusal by McKee), and carried to approve the addition of Dance and Theatre to the Preliminary Single Subject content areas offered by University of La Verne.

King Chavez Academy of Excellence

Single Subject, Physical Education

King Chavez Academy of Excellence requested to add the Physical Education content area to their existing Preliminary Single Subject credential program. Representative Marqie Boisvert, Credential Operations/Program Advisor was present to answer questions about the program.

After discussion, it was moved, seconded (Hallis/Hillis: no recusals), and carried to approve the addition of Physical Education to the Preliminary Single Subject content areas offered by King Chavez Academy of Excellence.

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

Bilingual Authorization

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

University of San Francisco

E: Programs Moving to Inactive Status

One program requested to move to inactive status.

University of California, Berkeley

Designated Subjects: Adult Education, effective April 15, 2024

Item 8 – Initial Program Approval for New Program Sponsors

There were no program approvals at this time.

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

There was one institution that was not in compliance with the accreditation timeline to submit evidence for Common Standards. California State University East Bay did not submit their Common Standards evidence by the March 29th deadline. Staff will continue to work with the institution to submit their documents.

Item 10 – Discussion of the 7th Year Report for San Dieguito Union High School District

Consultant Kristina Najarro introduced this item. She was joined by institutional representatives Doug Gilbert and John DiGiulio, Co-coordinators.

After discussion, it was moved, seconded (Hillis/Morrison: no recusals), and carried to accept the 7th year report from San Dieguito Union High School District.

Item 11 – Report of Actions Taken by California State Polytechnic University, Pomona to Address Stipulations

Consultant Dr. Sarah Solari-Colombini introduced this item. She was joined institutional representatives Dr. Soraya M. Coley, President; Dr. Jenelle S. Pitt-Parker, Dean; Dr. Neil Chaturvedi, Interim Associate Dean; Dr. Amy Gimino, Accreditation Faculty Lead/Coordinator; and Dr. S. Terri Gomez, Interim Provost and Vice President for Academic Affairs.

After discussion, it was moved, seconded (Czajkowski/Creasia: no recusals), and carried to remove the stipulations placed on California Polytechnic University, Pomona and grant the status of *Accreditation* to California Polytechnic University, Pomona and its credential programs.

Item 12 – Discussion of the 2nd Quarterly Report for Monterey County Office of Education

Consultants Dr. Sarah Solari Colombini and Steph Morgado introduced 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 (Hallis/Morrison: recusal by McKee), and carried to accept the 2nd quarterly report from Monterey County Office of Education with the removal of Stipulation 1. The following information and artifacts are to be included in the next quarterly report.

1. Evidence of the meetings that are occurring with the mentors/coaches (agendas, sign in sheets, and content of the meetings).
2. A rubric that will be used to determine that candidates in CASC and TIP have met the current standards.
3. A plan for candidates who do not meet the standards – what will the process be for them?
4. Summary of information about how the mentors' time is spent and how it aligns to the standard.
5. Show how current practice aligns to the standards.

In addition, the list from the item with the modification to number 2 must include:

1. That the ILP form has been further revised to reflect candidates' self-selected area for growth and is now aligned to the CSTP.

2. Documentation that candidates are meeting the new standards.
3. That the program has developed and implemented a system for monitoring and ensuring each CASC candidate receives at least 40 hours of regular and consistent coaching.
4. That the program has developed and implements a system for monitoring to ensure each TIP candidate receives at least one hour weekly of support.
5. That the program has a process for monitoring the IIPs and ILPs to ensure that candidates are engaging in progress towards mastery of the performance expectations. When and how are program liaisons, candidates, and mentors/coaches informed of the changes? Please include supporting documentation (training materials, sign in sheets, and dates of training) for the implementation of the process.
6. That the program show evidence of what processes have changed and have been implemented since the site visit for each program. Also include evidence that the program has communicated these changes to program's constituencies. What types of training and communication has been sent to candidates and mentors/coaches about the new processes?
7. That the program demonstrate what steps it is taking to respond to each stipulation in October 2023 accreditation report.
8. That the continuous improvement process currently being implemented at MCOE, share data that is used and changes that have been implemented as a result of findings. Describe how the data collected is representative of the communities of interest the program serves (mentors, program advisors, candidates, employers, etc.) and contributes to programmatic improvement (examples of how the data is being used).

Item 13 – Report of the Accreditation Team to Santa Clara County Office of Education

Dr. Rosemary Wrenn presented this item. She was joined by team lead Aleeta Powers and institutional representatives Ms. Kalpana Thatte, Director, Educator Preparation Programs and Adora Fisher, Executive Director, Educator Preparation Programs,

After discussion, it was moved, seconded (McKee/Lopez: no recusals), and carried to grant the status of *Accreditation with Stipulations* to Santa Clara County Office of Education and its credential programs.

The following stipulations were place on the institution:

- 1) That the institution provide quarterly reports and host a seventh year focused revisit.

For the Common standards:

- 2) Provide evidence that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites, as appropriate to the program. (Common Standard 3c)
- 3) Provide evidence that the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. (Common Standard 3g)
- 4) Provide evidence that the education unit develops and implements 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. (Common Standard 4a)

- 5) Provide evidence that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. (Common Standard 4c)

For the Preliminary Education Specialist: Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education programs:

- 6) Provide evidence that the program's organizational structure supports a logical and integrated progression for candidates including preparing candidates in case management practices (IEP preparation). (Program Standard 1)
- 7) Provide evidence that the minimum amount of district-employed supervisors' support and guidance is 5 hours per week. (Program Standard 3)
- 8) Provide evidence that appropriate information is accessible to guide candidates' meeting all program requirements. (Program Standard 4)
- 9) Provide evidence that before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. (Program Standard 6)

For the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs:

- 10) Provide evidence that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. (Program Standard 5)

For the Teacher Induction program:

- 11) Provide evidence that prior to recommending a candidate for a Clear Credential, the induction program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation. (Program Standard 5)
- 12) Provide evidence that induction program leaders provide formative feedback to mentors on their work. (Program Standard 6)

Item 14 – Report of Actions Taken by San Jose Unified School District to Address Stipulations

Consultant Roxann Purdue introduced this item. She was joined by institutional representatives Melitta Nerhood, Director, Secondary Curriculum, Instruction and English Learner Services; Jodi Lax, Associate Superintendent of Instruction; and Gita Stowe, Induction Coordinator.

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

Item 15 – Report of the Accreditation Team to California School for the Deaf, Fremont

Consultant William Hatrick introduced this item. He was joined by team lead Conni Campbell and institutional representatives Kate Kovacs, Induction Coordinator; Sughi Hong, Director of Instruction; Amy Novotny; Superintendent; Ron Bye, Student Information Management Coordinator; and Jacelia Washington, Interpreter.

After discussion, it was moved, seconded (Hillis/Creasia: no recusals), and carried to grant the status of *Accreditation with Stipulations* to California School for the Deaf, Fremont and its credential program.

The following stipulations were placed on the institution:

That within one year of this action, the institution must submit written documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted below:

1. that the institution provides evidence that the education unit and teacher induction program have 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.
2. that the institution provides evidence to confirm that multiple sources of data, including feedback from key constituencies about the quality of the preparation, are used for continuous improvement of the teacher induction program.
3. that the institution provides clear and consistent evidence that program leadership provides formative feedback to mentors on their work.
4. that the institution provides a 6-month progress report to the Commission consultant related to the stipulations above.

Item 16 – Report of the Accreditation Team to Corona-Norco Unified School District

Consultant Gay Roby presented this item. She was joined by team lead James Webb and institutional representatives Dr. Lisa Simon, Deputy Superintendent, and Dr. Lara Gruebel, Director, Educational Services.

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

Item 17 – Report of the Accreditation Team to Oak Grove School District

Consultant Dr. Rosemary Wrenn introduced this item. She was joined by team lead Christina Petriccione and institutional representatives Shannon Bui, Coordinator, and Dr. Ivan Chaidez, Assistant Superintendent of Human Resources.

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

Item 18 – Report of the Accreditation Team to Chaffey Joint Union High School District

Consultant Frances Kellar introduced this item. She was joined by team lead Dr. Barbara Severns and institutional representative Andrew Hiben, Director of Instruction, Chaffey Joint Union High School District,

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

Item 19 – Discussion of Literacy Certification Requirements

Director David DeGuire and Consultant Roxann Purdue presented this item.

This item provided information to the COA regarding the Literacy Certification process that is required of all Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education (ECE) Specialist Instruction programs prior to July 1, 2025 in accordance with the provisions of Senate Bill 488 (Chapter 678, Statutes of 2021). Staff presented an overview of the literacy certification process, answered questions from the COA about the process, and discussed its role in ensuring that programs are aligned to the new literacy standards and TPEs.

Public Comment

There was no public comment.

Adjournment

Co-Chair Katrine Czajkowski adjourned the meeting at 2:32pm. The next meeting of the COA is scheduled for May 2-3, 2024.