

**Recommendations to Remove Stipulations for
Reach Institute for School Leadership
August 2013**

Overview of this Report

This agenda item presents a report on the progress of Reach Institute for School Leadership (Reach) in addressing the stipulation placed upon the institution by the COA in June 2012 and recommends the removal of the stipulation. The item was brought to the COA in June 2013. The COA asked for more detailed information which the institution has now provided.

Staff Recommendations

1. Staff recommends that the stipulation from the 2012 accreditation visit be removed.
2. Staff recommends that the accreditation decision be changed from Accreditation with Stipulations to **Accreditation**.

Background

In May 2012, a site visit team recommended that the COA grant **Accreditation with Stipulations** to Reach based on the findings from the accreditation site visit. The accreditation report can be found here:

https://info.ctc.ca.gov/fmi/xsl/cnt/Accreditation%20Report%20for%20Reach%20Institute.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=163&-field=COA_Report_Site_Visit.

In June 2012, the COA placed one stipulation upon Reach, based on issues with Common Standards 7 and 8 and Program Standards 7A, 14, and 15 for the Multiple/Single Subjects Credential program and Standard 6b for the General Education Induction Program. The letter stating COA action is available at the following link:

https://info.ctc.ca.gov/fmi/xsl/cnt/2012-06-28%20REACH%20%20Accred%20w%20Stip.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=163&-field=COA_Letter.

In June 2013, CTC staff presented an agenda item with Reach's response to the stipulation. Reach provided documentation of its progress in addressing the stipulation prior to the meeting. The team lead and CTC consultant, after reviewing the documentation had questions and asked for additional information. Some of this information was reported orally at the COA meeting in June. At the June COA meeting, the COA asked that Reach provide additional information about their process and system of keeping track of candidate's experiences within the report, to be presented at its next meeting, August 7, 2013. In particular, the COA noted that additional information on Element #4 was needed. Additional detail about the steps that the institution has taken to address the stipulation has been included in this revised version of the report.

This report provides an update on the progress the institution has made on each of four elements in the stipulation. Staff and team lead recommendations regarding each stipulation, based on monthly dialogues, submission of documentation of progress by the institution, and in response to additional questions are provided below.

Stipulation from the 2012 Accreditation Visit and Staff Recommendations

That within a year of the site visit, the Reach Institute for School Leadership is to provide the Committee on Accreditation with a written response including evidence that addresses the issues identified in the accreditation report in Common Standards 7 and 8, and in the MS/SS Intern program and General Education Induction Program pertaining to developing a consistent system documenting that:

Stipulation Elements:	Staff/Team Lead Recommendation
1. Multiple Subject intern candidates have experience in a classroom where beginning reading is taught (Standard 7A),	Removal of this Element of the Stipulation
2. Multiple and Single Subject intern candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments (Standard 14),	Removal of this Element of the Stipulation
3. Multiple and Single Subject intern candidates have site level support that is experienced in their curricular area (Standard 15), and	Removal of this Element of the Stipulation
4. General Education Induction Program candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs (Standard 6[b]).	Removal of this Element of the Stipulation

Additional information on each of these recommendations is provided below.

<p>2012 Stipulation 1 Regarding: Common Standard 7: Field Experience and Clinical Practice Common Standard 8: District-Employed Field Supervisors Multiple Subject Program Standard 7A: Multiple Subject Reading, Writing, and Related Language Instruction Multiple and Single Subject Program Standard 14: Learning to Teach through Supervised Fieldwork Multiple and Single Subject Program Standard 15: Qualifications of Individuals who Provide School Site Support General Education (MS/SS) Induction Program Standard 6(b): Teaching Special Populations</p>
<p>The above stipulation, with its 4 elements, is directly related to issues with Common Standards 7 and 8:</p>

<p>Common Standard 7 Language: <i>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates effectively so that P-12 students meet state-adopted academic standards.</i></p>	<p>(2012) Rationale for Decision on Standard 7 Through interviews and document review, the team found that although the multiple and single subject program does have a planned sequence of field experiences, the program does not have a consistent system to ensure and document that all candidates participate in the experiences as required in the standard.</p>
<p>Common Standard 8 Language: <i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p>	<p>(2012) Rationale for Decision on Standard 8 The multiple and single subject intern program does not have a systematic way to document that intern candidates receive support at the site level from individuals experienced and credentialed in the intern’s assignment.</p>

Background for Reach’s Process

The four elements of the stipulation that are specific to three of Reach’s programs are addressed in the table below. In order to better understand the specific responses to each of the four elements of the stipulation, the team lead and the consultant requested from Reach additional information about the process the program used to develop and implement changes to ensure a sound and viable tracking system to document the candidate’s required field experience.

In the fall of 2012, Reach’s Executive Director and the Intern Program Coordinator met to review the field experience and site supervision requirements and generate ideas for improved tracking of participants’ experiences to meet those requirements. The Intern Program Coordinator then drafted a tracking system, integrated into the course requirements tracking system already in place to maximize ease of implementation by Reach Intern Program Faculty, and provided this to the Executive Director and the Induction Program Director for peer review and feedback. After revisions based upon the feedback, the Intern Program Coordinator presented the tracking system to intern program faculty to discuss implementation, reminding faculty of the requirements and discussing how to use the new system for improved tracking of participants’ experiences. Program faculty implemented the system for a trial period during the spring of 2013 with support from the Intern Program Coordinator. Full implementation is scheduled for the start of the 2013-14 school year.

Stipulation: That within a year of the site visit, the Reach Institute for School Leadership is to provide the Committee on Accreditation with a written response including evidence that addresses the issues identified in the accreditation report in Common Standards 7 and 8, and in the MS/SS Intern program and General Education Induction Program pertaining to developing a consistent system documenting:

Stipulation Element #1:
That Multiple Subject intern candidates have experience in a classroom where beginning reading is taught (Standard 7A).

Standard 7A Language:
The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught.

Rationale:
Standard 7A (Multiple Subject only): Through interviews and a review of documents, the team found that the program does not have a consistent system that provides multiple-subject candidates with experience in a classroom where beginning reading is taught.

Reach’s Response: Multiple Subject Reach candidates participate in a range of field experiences that provide access to classrooms where beginning reading is taught. These experiences include, at a minimum, some combination of: guest teaching in various grade levels, guest co-teaching observing master teachers (in person or on video), video observation and feedback of the candidate’s or a peer’s classroom, lesson study, collaborative planning reflection, adjustments to the candidate’s assignment, or modeling of instruction by the field coach in the candidate’s classroom.

While there is no set order that a candidate must complete a range of experiences, Reach coaches work with each candidate, with the oversight of the program director, to create a program that addresses the needs of the candidate, the candidate’s school, and meets the requirements of the program standards for beginning literacy. These experiences are documented throughout the candidate’s experience using a master spreadsheet—the “Reach Intern Master Document”—for each candidate. Together, the coach and the program director work to ensure that each candidate has experiences with beginning readers and this document is used to track the experiences of each candidate with beginning readers.

For each candidate, the coach notes the dates and describes the candidate’s experiences with beginning readers on the master document. The master document is checked by the program director and the associate director throughout the year, with formal progress checks four times a year to ensure that candidates are fulfilling program requirements. The program team, comprised of the program director and Reach coaches, who guide the candidates through their experiences in classrooms where beginning reading is taught, meets not less than four times annually throughout each candidate’s experience. During these meetings, the program team discusses and tracks relevant experiences.

	<p>The candidate, coach (field supervisor) and program director are routinely assessing the experiences of the candidate in reading instruction, adjusting and seeking out other opportunities as necessary for candidate competence. At the end of each year, the Associate Director reviews the candidate’s master document to ensure sufficient progress toward program goals and objectives.</p>
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<p>Stipulation Element #2: That Multiple and Single Subject intern candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments (Standard 14).</p>	
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<p>Standard 14 Language: <i>The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.</i></p> <p>Rationale: Through interviews and document review, the team found that although the multiple and single subject program does have a planned sequence of field experiences, the program does not have a consistent system to ensure and document that all candidates participate in the experiences as required in the standard.</p>	<p>Reach’s Response: Reach candidates participate in a range of field experiences that provide access to different classrooms and grade levels. The Reach faculty compiled a list of experiences that provide access to different grade levels and assignments in the candidate’s subject area. These include: teaching in various grade levels; guest teaching a sequence of lessons or a unit; guest co-teaching; observing master teachers in person or on video; collaborative planning and reflecting, video observation and feedback of the candidate or a peer’s classroom; and when necessary, adjustments to the candidate’s assignment.</p> <p>For each candidate, the coach, candidate and program director work together to design a set of field experiences that provide a rich and varied experience for each candidate in his or her subject area. The field experiences of each candidate are tracked using the “Reach Intern Master Document.” The document provides space to track the experience of the Multiple Subject candidate with at least two different age groups from K-2, 3-5 or 6-9, or Single Subject candidates’ experiences in at least two classrooms differing in content and/or advancement. The dates and description of the experience are logged on this document, and the program director, associate director and coach formally check the progress of each candidate four times per year.</p> <p>At the end of each semester, the candidate and coach review the candidate’s field experiences and plan for the next semester, ensuring that candidates have a range of experiences the end of their field experience. The Program Director reviews and oversees each candidate’s progress as well.</p>
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<p>Stipulation Element #3: That Multiple and Single Subject intern candidates have site level support that is experienced in their curricular area (Standard 15).</p>	
<p>Standard 15 Language: <i>Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.</i></p> <p>Rationale: Through interviews and document review, the team found that the program does not have a consistent system to document that candidates have site level support that is experienced in their curricular area.</p>	<p>Reach's Response: Site supervision in the Reach program is provided by Reach Consortium assigned field coaches (full release support providers) designated to work with specific schools. Because the Reach Consortium is a consortium of districts, Reach Consortium personnel are assigned to member districts/LEAs on a full-time equivalency basis. Reach coaches are trained as generalists and develop significant expertise in teaching and learning across subject areas and grade levels.</p> <p>Due to the small size of Reach schools and programs, combined with the diverse needs of participants, Reach coaches must sometimes find ways to supplement their own guidance to ensure that participants receive the support they need (subject area guidance, age level guidance, specific credentials, etc.). Reach ensures that each Single Subject candidate has been assigned a subject-specific mentor. If the candidate is the only teacher of that subject at his/her site (a possibility in many of the small schools Reach works with), then a mentor teacher in a different school site is identified for the candidate. On each candidate's "Field Experience" tab of the "Reach Intern Master Document," the subject-specific mentor is identified. This ensures that each candidate has access to a mentor with subject-specific expertise. On the same "Field Experience" tab, the experiences of the candidate with different grade levels and various settings is noted.</p> <p>The following is the range of methods Reach-assigned coaches at the sites are trained to provide and may choose to implement with their intern candidates as necessary:</p> <p><u>Core Approaches:</u></p> <ul style="list-style-type: none"> • Reach Coach provides direct guidance in subject area/age group • Reach faculty with specialized expertise/credentials provide specific field support/coaching • Site based teachers with appropriate experience/credentials/quality are identified to support • School/Reach agreements regarding appropriate orientation, site logistics, problem solving

	<p><u>Supplemental Approaches:</u> In circumstances where unique assignments require additional support, coaches may:</p> <ul style="list-style-type: none"> • Utilize identified specialized experts (subject matter, age level, etc., drawn from other schools or adjunct faculty) • Clustering of Reach participants at a site to target support • Participation in school site professional learning communities <p><u>Practices</u></p> <ul style="list-style-type: none"> • Experiential learning cycles • Lesson study • Collaborative planning • Observation of (in person/video) • Observation by (in person/video) • Curriculum review/analysis • Problem posing/problem solving • Case study student analysis • Analysis of student work <p><u>Sources</u></p> <ul style="list-style-type: none"> • Program coordinator reports • Intern Program Standards 7, 8 and 14 • Course syllabi • Internal memo: “Reach Teacher Pipeline Field Experience Requirements”
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Stipulation Element #4:
 General Education Induction Program candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs (Standard 6[b]).

<p>Standard Language: <i>Based on assessed student needs, participating teachers provide accommodations and implement modifications.</i></p> <p>Rationale: Through interviews and document review, the team found that the program does not have a consistent system to document that participating teachers demonstrate the ability to provide accommodations and implement modifications for students with special needs.</p>	<p>Reach’s Response: Each induction candidate in Reach must demonstrate the ability to provide accommodations and modifications for students with special needs. All coaches are trained in supporting teachers to address the needs of their students with special needs. On an ongoing basis, coaches provide feedback on the skills and abilities of their teachers in serving students with special needs. In each inquiry project, teachers are asked to focus on a group of specific students. In at least two inquiry projects, these students must be students with special needs. Teachers then plan and execute a project that specifically examines the impact of the teacher’s practice on the students in question. Teachers are asked to plan and reflect with these students in mind, and make adjustments to their teaching based on the evidence from their practice. At portfolio review sessions twice a year, teachers’ ability to meet the needs of their students with special needs is assessed by trained coaches</p>
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	and the Program Director. The performance of each candidate is tracked through Reach internal documents to ensure that each candidate has adequate experience, skills and abilities to serve their students with special needs.
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Next Steps

Reach Institute for School Leadership faculty and staff believe that they have complied with the COA's requirements in order to remove the stipulation. Based on the documentation provided, Commission staff proposes that the Committee on Accreditation remove the stipulation placed on the institution in 2012 and change the accreditation status of Reach Institute from Accreditation with Stipulations to **Accreditation**.