
4G

Action

Educator Preparation Committee

Appeal of the Accreditation Decision by Summit Preparatory Charter High School

Executive Summary: This agenda item is an appeal made by Summit Preparatory Charter High School as to an accreditation decision made by the Committee on Accreditation. By statute, the Commission has the responsibility to hear and resolve any appeals of a Committee decision.

Recommended Action: That the Commission review the appeal from Summit Preparatory Charter High School and either uphold or set aside the Committee on Accreditation's decision.

Presenter: Teri Clark, Director, Professional Services Division

Strategic Plan Goal:

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.

April 2019

Appeal of the Accreditation Decision by Summit Preparatory Charter High School

Introduction

This agenda item is an [appeal made by Summit Preparatory Charter High School](#) (Summit) as to an accreditation decision made by the Committee on Accreditation (Committee).¹ By statute, the Commission has the responsibility to hear and resolve any appeals of a Committee decision.

Background and Chronological History

Summit's Preliminary Single Subject Program Approval

The Commission approved Summit Preparatory Charter High School (Summit) as an entity to offer educator preparation programs in June 2015 after Summit [submitted an Initial Institutional Approval proposal](#), including the full [Common Standards submission](#), and completed the Initial Institutional Approval process that was in place at that time. Summit submitted an [Intent to Submit Form](#) for a new Preliminary Teacher preparation program to be offered through an Intern delivery model on August 1, 2015. However, Summit submitted an amended [Intent to Submit Form](#) for a proposed program for Preliminary Teacher preparation for General Education on June 1, 2016, without the words "Intern delivery model." Thereafter, Summit submitted a program proposal on June 14, 2016. In [the proposal](#), Summit indicated that it would be operating a residency model program for Preliminary Teacher preparation. The program was reviewed by a pair of individuals from the Board of Institutional Reviewers (BIR) who found the proposal to meet the Commission's program standards after completing two rounds of questions and resubmissions. The [program was agenda'd](#) for approval by the Committee. The Committee approved the Preliminary Single Subject program on March 24, 2017. A letter confirming the Committee's action was sent to Summit on [March 28, 2017](#).

Staff Discovery of Newspaper Article and Correction to Letter

In August 2017, Commission staff read a [news article](#) that indicated Summit was operating a program in which candidates did not appear to be employed as interns. The Administrator of Accreditation contacted the Summit leadership to clarify that Summit was approved to offer a preliminary teacher preparation program through an intern model. A phone call was held on August 10, 2017 that included two Administrators in the Professional Services Division and a representative of Summit. Since it was early in the 2017-18 academic year and candidates had already begun the program, staff brainstormed with Summit leadership as to how to work with their current candidates to ensure that they would meet the Preliminary credential requirements as well as the criteria for interns. Between August 2017 and November 2017, there were two additional phone calls and several email exchanges regarding this issue between Commission staff and Summit. Based on the clarifications shared with Summit

¹ Note that, separate from this matter on appeal, Summit is approved to sponsor a Teacher Induction Program.

leadership, staff issued a [letter of correction](#) to indicate that Summit was approved to operate a Preliminary Single Subject Intern Credential program.

Summit's Accreditation Site Visit

Summit hosted an accreditation site visit on November 5-7, 2018. The [report from the accreditation visit](#) was presented to the Committee at its January 31, 2019 meeting. As defined in the [Accreditation Framework](#) and following the guidelines in the [Accreditation Handbook](#), the team made decisions on all standards and developed an accreditation recommendation for the Committee to consider. The following information highlights portions from the full report:

The Summit site visit team made the following decisions as to the Commission's Common Standards:

Common Standard	Decision
1. Institutional Infrastructure to Support Educator Preparation	Not Met
2. Candidate Recruitment and Support	Met
3. Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4. Continuous Improvement	Met
5. Program Impact	Met

The site visit team's rationale for the standards that were found to be less than fully met was as follows:

Common Standard 1 - Not Met

The documents reviewed and interviews of key stakeholders indicate that the Summit Public School vision does not align with an LEA sponsoring an intern program, which is the only type of Preliminary teacher preparation that an LEA is legally allowed to offer. An in-depth review of the institution's single subject intern program and interviews with the institution's single subject intern program identified many responsibilities assumed by mentors, including developing the courses for the credential, tracking interns, and determining intern readiness. Through interviews and documents, provided by the program, it is determined that at times cooperating teachers are placed without meeting the required qualifications of years of teaching experience and clear credential status. Single subject intern candidates are consistently recommended for preliminary credentials without having met all the fieldwork requirements (hours) as interns.

Common Standard 3 - Met with Concerns

Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed during the site visit, indicate that the teachers are in a residency program rather than an intern program. The minimum 600 hours of clinical practice, which includes time as a teacher of record, was not evident. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers, the clinical practice as a Teacher of Record was an issue.

The Summit site visit team made the following decisions for the Preliminary Single Subject Teacher Intern Program:

Program Standard	Decision
1. Program Design and Curriculum	Met
2. Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	Met with Concerns
3. Clinical Practice	Not Met
4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Met
5. Implementation of a Teaching Performance Assessment	Met
6. Induction Individual Development Plan	Met

The site visit team's rationale for the program standards that were found to be less than fully met was as follows:

Program Standard 2-Met with Concerns

Although there was some evidence presented that the program's coursework and clinical practice provide opportunities for candidates to learn, develop and apply each Teaching Performance Expectation, the program syllabi and assignments are not clearly mapped to the TPE elements. There was not a clear and complete crosswalk of the course content, assignments and "look fors" to ensure consistent implementation of coursework over time and to verify all TPE element areas (i.e., UDL, assistive technologies, supporting diverse student populations, and subject-specific pedagogy) are being addressed.

Standard 3: Clinical Practice – Not Met

Although there is extensive observation during the required hours of preservice, prior to becoming interns, the review team did not see evidence that the program meets the requirement of 600 hours of field experience as interns. According to the Senior Director of Summit Learning Teacher Residency, 8 weeks of solo teaching for one period across four days is the minimum fieldwork requirement for interns in the program. This is a total of 32 hours. The candidates are in the classroom co-teaching for the remainder of each of these 4 days.

The program did not provide convincing evidence that all of their cooperating teachers had a minimum of three years of content area K-12 teaching and had cleared their credentials in the content area for which they are providing supervision. During interviews, two cooperating teachers indicated that they had not cleared their credential. Additionally, although faculty mentors should have expertise in the content area of the candidate being supervised, the program has just a few mentors with content expertise in mathematics and English/Language Arts and draws upon others to provide candidates with additional support in designated content areas (e.g., science). Completers stated that they desired more content-specific support that extended beyond the playlists and their cooperating teachers.

Precondition Findings

Also, during interviews with candidates and the program director the team discovered that most candidates are admitted into the program in the summer without meeting the subject matter Precondition requirement. Precondition 2 for interns requires each single subject candidate admitted into the program to have passed the Commission-approved subject matter examination, or completed the subject matter program for the subject areas in which the intern is authorized to teach. Summit expects candidates to pass the CSET so they can apply for intern credentials in November-December, yet few candidates in the first cohort passed the CSET in time and 10 of 15 of the candidates in the second year cohort had not yet met the subject matter requirement at the time of the visit.

The site visit team, as part of its deliberations must come to consensus on an Accreditation Recommendation. The recommendation is forwarded to the Committee for consideration. The site visit team recommended *Accreditation with Major Stipulations* for Summit and drafted proposed stipulations which are included in the site visit team report.

Accreditation Decision as to Site Visit Team Report

The Committee has the responsibility to make an accreditation decision for each institution that hosts an accreditation site visit. As is specified in the [Accreditation Framework](#), the Committee considers the site visit team's recommendation, the site visit team's findings on all standards, both common and program, information on any precondition concerns or issues that arose during the site visit, and the information shared by the team lead and the institution during the Committee meeting in coming to a decision on the accreditation status for the institution. The accreditation decision is made in the Committee meeting, with a motion, second of the motion and a vote of the Committee members present.

The site visit team report was considered by the COA at the January 2019 meeting. After the presentation of the site visit team report, including a presentation by the team lead, questions by the members of the Committee, and responses from Summit, the Committee did not accept the team's accreditation recommendation of *Accreditation with Major Stipulations*. Instead, the COA voted to grant *Accreditation with Probationary Stipulations*. The stipulations placed on Summit during the January 2019 COA meeting are provided below:

1. That within one year, the institution host a revisit focusing on all standards found Not Met or Met with Concerns.
2. That the institution not be permitted to propose new credential programs for approval by the COA until the stipulations have been addressed.
3. That the current intern program be closed at the end of this term.
4. That the institution work to partner with a Commission approved single subject student teaching program (an institution of higher education) which will monitor and evaluate the candidates enrolled and, when appropriate, the partner student teaching based program would recommend these candidates for the credential.
5. That the institution not be permitted to admit new candidates for the current intern program or recommend for the credential.

6. That a plan for moving the intern program towards closure is presented to the COA at its March 14, 2019 meeting.

The operational implications for accreditation decisions are defined in [Chapter 8 of the Accreditation Handbook](#) and are provided below:

Accreditation with Major Stipulations

The recommendation of *Accreditation with Major Stipulations* means that the accreditation team concluded that the institution and some of its programs have not met or met with concerns multiple standards in the Common Standards, and/or Program Standards applicable to the institution, or that the team found areas of concern (such as matters of curriculum, field experience, or candidate competence) that impact, or are likely to impact, the preparation of credential program candidates. The team identified issues that impinge on the ability of the institution to deliver high quality, effective programs. The review team may have found that some of the institution's credential programs are of high quality and are effective in preparing educators or that the general operations of the institution are adequate, but the team concluded that these areas of quality do not outweigh the identified areas of concern.

Operational Implications

An institution receiving a recommendation of *Accreditation with Major Stipulations* **must:**

- Participate in the accreditation activities as required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- Notify students of its accreditation status. The COA will determine whether student notification is required, and if so, whether all students or only students in particular credential programs are to be notified
- Abide by all Commission and state regulations.

An institution receiving a recommendation of *Accreditation with Major Stipulations* **may be directed by the COA to:**

- Continue all accredited credential programs, unless otherwise directed by COA.
- Depending on the particular stipulations placed on the institution, the COA will determine whether new programs may be proposed to the COA.
- Indicate on its website its accreditation status.
- Submit periodic reports if required by the COA accreditation action.
- Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team.

- Work with the state consultant to plan the revisit that will address the concerns contained in the adopted team report and the stipulations placed upon it by the COA action.
- Close a specific program.

Accreditation with Probationary Stipulations

The recommendation of *Accreditation with Probationary Stipulations* indicates that an accreditation team identified serious and pervasive deficiencies in the institution's implementation of the Common Standards and program standards applicable to the institution, or that the team found areas of concern (such as matters of curriculum, field experience, or candidate competence) that substantially impact the preparation of credential program candidates. The team identified issues that prevent the institution from delivering high quality, effective programs. The review team may have found that some of the institution's credential programs are effective in preparing educators and/or that its general operations are adequate, but the team determined that these areas of quality clearly do not outweigh the identified areas of concern.

Operational Implications

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* **must:**

- Participate in the accreditation activities as required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- Provide updates at specified intervals, as determined by the COA. Notify all students in all credential programs in writing of its accreditation status.
- Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team.
- Abide by all Commission and state regulations.

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* is permitted to continue all accredited credential programs for a period of one calendar year, although the COA may place limitations on particular programs. The institution **may not:**

- Propose new programs of professional preparation or expand existing programs.

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* **may be directed by the COA to:**

- Close a specific program.
- Be prohibited from accepting new candidates in one or more programs until the stipulations have been removed
- Continue all accredited credential programs for a period of one calendar year, although the COA may place limitations on particular programs, including closure.
- Be required to demonstrate to the COA satisfactory progress in addressing particular areas of interest, whether identified as stipulations or concerns, prior to one calendar year. This will be determined by the COA in its accreditation action.

The COA will note the accreditation status of the institution in the Committee's annual report to the Commission and the accreditation team report, and the action taken by the COA will be posted on the Commission's website.

COA Reconsideration of January 2019 Accreditation Decision as to Summit

At the March 14, 2019 Committee hearing, an agenda item was brought to the Committee as both an update on what Summit had done since the January meeting and a request by staff for the Committee to remove one of the stipulations and amend a second stipulation. The Committee reconsidered and amended its prior action.

As a result of the action taken on March 14, 2019, the probationary stipulations were amended as follows:

- a. That within one year, the institution host a revisit focusing on all standards found to be Not Met or Met with Concerns.
- b. That the institution not be permitted to propose new credential programs for approval by the COA until the stipulations have been addressed.
- c. That the current intern program be closed at the end of the term.
- d. That the institution not be permitted to admit new candidates for the current intern program or recommend for the credential after June 30, 2019.
- e. That a plan for moving the intern program towards closure is presented to the COA at its March 14, 2019 meeting.

In addition, the action also included the following language:

Prior to recommending a candidate for the Preliminary teaching credential, Summit will provide Commission staff with the following information:

- d. Evidence that the candidate has satisfied subject matter.
- e. Evidence that the candidate has completed 600 hours of clinical practice.
- f. Evidence that the candidate's master teacher held the appropriate clear credential, and if not, evidence that additional support was provided by the program by those who do hold the appropriate clear credential.

During its discussion, the COA clarified that once the Preliminary Single Subject Intern program is closed, the COA will reconsider removal of the remaining stipulations. In addition, it was clarified that Summit Preparatory Charter High School may continue to operate as an approved program sponsor and may continue to operate its induction program.

A letter was sent to Summit on March 15, 2019 with the actions taken by the Committee at the March 14, 2019 meeting.

Appeal Submitted by Summit

Summit filed [an appeal](#) of the COA decision on Friday, March 22, 2019, pursuant to Education Code section 44374, subdivision (e). The appeal identifies the six following claims:

1. The COA Arbitrarily and Without Legal Basis Concluded Summit is Not Permitted Under Law to Operate a Residency Program
2. The COA Acted in a Manner Contrary to its Own Procedural Guidelines by Imposing a Stipulation that Summit's Current Intern Program Be Closed
3. The COA's Interpretation of Precondition for Internship Programs #11 is Contrary to the Plain Language of that Precondition
4. The COA Acted Contrary to the Provisions of the CTC's Accreditation Handbook by Reviewing a Precondition at the January 31 Hearing and Basing its Decision on Alleged Noncompliance with Such Precondition
5. The COA Arbitrarily and Without Legal Basis Interpreted Education Code section 44325(c)(3) to Require All Summit Candidates Pass the CSET Prior to Admission to the Program
6. The COA Acted in an Unfair Manner by Penalizing Summit for Failing to Comply with a Legal Requirement that Had Been Clarified Less Than a Week Prior to the January 31 Hearing

In the case of an appeal, the Commission must review the full Administrative Record ([Appendix A](#)) related to the action or actions that have been taken by the Committee, the appeal by Summit, and the Response to Appeal by the COA. At the time of posting, the COA had not submitted a response. If one is later submitted, it will be uploaded to the Commission's agenda as an addendum to this item.

Commission's Responsibility

The California Education Code addresses the Commission's accreditation system and the process through which an institution may submit an appeal through these sections. The Commission has the following statutory responsibilities:

[44372\(a\)](#) Adopt and implement an accreditation framework, which sets forth the policies of the commission regarding the accreditation of educator preparation in California.

[44372\(f\)](#) Hear and resolve appeals of accreditation decisions, pursuant to subdivision (e) of Section 44374.

[44374\(e\)](#) An institution has the right to appeal to the Commission if the procedures or decisions of an accreditation team or the Committee on Accreditation are arbitrary, capricious, unfair, or contrary to the policies of the commission or the procedural guidelines of the committee. An institution also has the right to recommend changes in the accreditation policies of the commission, which shall be considered by the commission in consultation with the executive director and the Committee on Accreditation.

The Commission's adopted policies regarding its accreditation system are provided in the [Accreditation Framework](#) and the Committee's procedural guidelines are stated in the [Accreditation Handbook](#).

Commission Decision

Pursuant to Education Code section 44374, subdivision (e), the Commission must determine whether the procedures or decisions by the accreditation team or the Committee as to Summit were arbitrary, capricious, unfair, or contrary to the policies of the Commission's Accreditation Framework or the procedural guidelines of the Committee's Handbook. The Commission may:

- A. Determine that the accreditation team or Committee's procedures or decisions were arbitrary, capricious, unfair, or contrary to the Accreditation Framework or Handbook. In this event, the Commission should set aside the Committee's decisions as to Summit and impose its own decision and order.
- B. Determine that the accreditation team and Committee's procedures or decisions were not arbitrary, capricious, unfair, or contrary to the Accreditation Framework or Handbook. In this event, the Commission should uphold the accreditation team and Committee decisions.

Additional Information

There are sections of the Education Code that are pertinent to the Single Subject preparation program offered by Summit.

[§44259](#) Minimum requirements for preliminary multiple or single subject teaching credential

[§44259\(b\)\(3\)\(c\)](#) Internship programs

[§44321](#) Student internship courses

[§§44325-44328](#) District Interns

[§§44450-44468](#) Teacher Education Internship Act of 1967

[§44830.3](#) Employment of district interns; conditions; professional development plans; compensation for preservice; credentialing

[§44225.7](#) Fully prepared teachers; approval of candidates where fully prepared teachers are unavailable

[§44227](#) Teacher education programs; approval credential applications; out-of-state institutions of higher education

[§44281](#) Examinations to assure minimum level of subject matter knowledge

[§44371](#) Educator preparation; accreditation framework; duties of system

[§44373](#) Accreditation committee; membership; term; appointments; duties

[§44380](#) Alternative Certification, Legislative findings and declarations

[§44382](#) Alternative Certification, Purposes; geographic and subject matter shortages; work experience; previous bachelor's degrees

[California Code of Regulations 80033](#) Intern Teaching Credentials

Appendix A

Administrative Record

Date	Item	How to Access
June 19, 2015	Commission Agenda item 5H for Summit's Initial Institutional Approval	Commission agenda item 5H, June 2015
June 19, 2015	Appendix: Common Standards submitted by Summit	Commission agenda item 5H, Appendix
July 1, 2015	Letter Confirming Summit's Institutional Eligibility	Appendix B
August 1, 2015	Intent to Submit a New SS Preparation Program	Appendix C
June 1, 2016	Intent to Submit a New SS Preparation Program	Appendix D
June 14, 2016	Verification of Submission of Program Proposal for Preliminary SS Program	Appendix E
March 2017	Final Preliminary Single Subject Intern Proposal	Appendix F
March 24, 2017	COA Agenda information on Summit SS program approval	COA Agenda item 6, March 2017
March 28, 2017	Approval Letter for Preliminary SS Program	Appendix G
October 20, 2017	Revised Approval Letter for Preliminary SS Program	Appendix H
January 31, 2019	COA Agenda item including the Summit Site Visit Team Report	COA Agenda Item 14, January 2019
January 31, 2019	January 31, 2019 Video Recording Summit Discussion (1 hour 18 minutes)	COA Agenda Item 14, January 2019
February 8, 2019	Letter to Summit based on COA Action	Letter to Summit
March 14, 2019	March 14 COA Agenda item	COA Agenda Item 14, March 2019
March 14, 2019	March 14, 2019 Video Recording Summit Discussion (26 minutes)	COA Agenda Item 14, March 2019
March 15 2019	Letter to Summit based on COA Action	Appendix I

Appendix B

Letter Confirming Summit's Institutional Eligibility July 2015



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800
www.ctc.ca.gov

July 1, 2015

Diane Tavenner
Chief Executive Officer
455 5th Avenue
Redwood City, CA 94063

Dear Ms. Tavenner:

I am pleased to inform you that on June 19, 2015, the California Commission on Teacher Credentialing took official action to grant initial institutional eligibility to the Summit Public Schools.

Initial institutional approval by the Commission is the first step in the accreditation process for California educator preparation. A successful review of program documents aligning to Commission adopted program standards is the second step of the process. Reviewers determine whether the institution has successfully addressed all program specific preconditions and credential program standards. Each proposed new credential program is then recommended to the Committee on Accreditation for approval.

At this time there are three steps to be completed:

1. Update your Institution's contact information online. It is the program sponsor's responsibility to keep up to date contact information at all times. Please review Program Sponsor Alert (PSA) 12-10 (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2014/PSA-14-08.pdf>) for instructions on how to update the online database. You may contact Lawrence Robinson (lrobinson@ctc.ca.gov) to obtain your three digit code and password.

2. Ensure that all involved faculty stay up to date with Commission, Professional Services Division, and Certification news. Sign up for the *Commission's Subscriber Mailing List*, the *PSD-E News*, and the *CAW-E News* by sending an email with the word "Subscribe" in the subject line to the following three email addresses:

newsletter-subscribe@lists.ctc.ca.gov

PSD-news-subscribe@lists.ctc.ca.gov

cawnews-subscribe@lists.ctc.ca.gov

3. Ensure that all appropriate program personnel familiarize themselves with the Credential Information Guide (CIG). As the CIG web page is only for Commission Staff and the field it is secured and requires a username and password. The CIG website can be found at http://www.ctc.ca.gov/credentials/cig2/cig_toc.html (Username: **cig2011**, Password: **ctcguide**). A webcast on Understanding the CIG: Approved Programs can also be found at <http://www.ctc.ca.gov/educator-prep/webcasts.html>.

Once your program proposal has been approved by the Committee on Accreditation you will receive information regarding training on how to access the *CTC Online* credential recommendation system.

Should you or your staff have any questions relating to the Commission's action, you may address them to Teri Clark, Director of the Professional Services Division at tclark@ctc.ca.gov or Cheryl Hickey, Administrator of Accreditation at chickey@ctc.ca.gov.

The Commission and its staff congratulate you on having been granted initial institutional approval and we look forward to working with you in the coming years to ensure a highly qualified educator workforce for California schools.

Sincerely,

Mary Vixie Sandy
Executive Director

cc: Pamela Lamcke, Director of Credentialing

Appendix C

**Intent to Summit Form
Preliminary Single Subject Intern Program
August 1, 2015**



Intent to Submit a New Educator Preparation Program

This **Intent Form** is for institutions already approved by the Commission to prepare educators for California credentials that want to submit a proposal for a revised or new educator preparation program. This form must be submitted to the Commission a minimum of 60 days before the full program proposal will be submitted to Commission staff.

Proposed Program to be Submitted	
☐	Program Transitioning to Revised Program Standards
☒	New Program, not Previously Offered by Institution

A proposal for an educator preparation program must include the following:

1. Response to the appropriate Preconditions, with supporting evidence
2. Response to the Common Standards (revised 2008) or, a Common Standards Addendum related to the proposed program. *See PSA 10-11 May 12, 2010: Common Standards; When to Submit a response and when Common Standards are reviewed.
3. Program proposal narrative addressing the appropriate adopted program standards.
4. Supporting documentation as indicated in the appropriate standards handbook for the type of credential program.

Institution:	Summit Public Schools		
Contact Person:	Pamela Lamcke	Email:	plamcke@summitps.org
Type of Credential Program to be Submitted	Preliminary Credential Single Subject (Intern)		
Planned Proposed Program Submission Date	August 1, 2015		

IMPORTANT: Reader Participation

All programs proposals are reviewed by volunteers, document reviews are currently being completed remotely or during one-day regional reviews. Please consider participating as a program document reader and/or identifying a qualified individual who might be interested in volunteering to be a reader, prior to submitting your program proposal. Complete the information below and a staff member will contact you with further information.

- ☒ I would be willing to volunteer as a reader and/or send a reader(s) to a regional review session.
- ☐ My institution/organization would be willing to assume the cost of my attendance at a reading session.

Name	Title/Position	Email	BIR Trained?	Region
Pamela Lamcke	Director of Credentialing	plamcke@summitps.org	Choose One	Choose One
			Choose One	Choose One
			Choose One	Choose One

Submit the **Intent to Submit an Educator Preparation Program** to the
Professional Services Division
email to **Initial Program Review at IPR@ctc.ca.gov**
A **minimum of 60 days** prior to planned submission of the program documents.

Appendix D

**Intent to Summit Form
Preliminary Single Subject Intern Program
June 1, 2016**



Intent to Submit a New Educator Preparation Program

This **Intent Form** is for institutions already approved by the Commission to prepare educators for California credentials that want to submit a proposal for a revised or new educator preparation program. This form must be submitted to the Commission a minimum of 60 days before the full program proposal will be submitted to Commission staff.

Proposed Program to be Submitted	
☐	Program Transitioning to Revised Program Standards
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3. Program proposal narrative addressing the appropriate adopted program standards.
4. Supporting documentation as indicated in the appropriate standards handbook for the type of credential program.

Institution:	Summit Public Schools		
Contact Person:	Pamela Lamcke	Email:	plamcke@summitps.org
		Phone:	(408) 646-6686
Type of Credential Program to be Submitted	Preliminary Teacher Preparation - General Education		
Planned Proposed Program Submission Date	June 1, 2016		

IMPORTANT: Reader Participation

All programs proposals are reviewed by volunteers, document reviews are currently being completed remotely or during one-day regional reviews. Please consider participating as a program document reader and/or identifying a qualified individual who might be interested in volunteering to be a reader, prior to submitting your program proposal. Complete the information below and a staff member will contact you with further information.

- ☒ I would be willing to volunteer as a reader and/or send a reader(s) to a regional review session.
- ☐ My institution/organization would be willing to assume the cost of my attendance at a reading session.

Name	Title/Position	Email	BIR Trained?	Region
			Choose One	Choose One
			Choose One	Choose One
			Choose One	Choose One

Submit the **Intent to Submit an Educator Preparation Program** to the
Professional Services Division
email to **Initial Program Review at IPR@ctc.ca.gov**
A minimum of 60 days prior to planned submission of the program documents.

Appendix E

**Verification of Submission of Program Proposal for Preliminary Single Subject Program
June 14, 2016**



Submission of a Proposed Educator Preparation Program or Subject Matter Program Verification by the President, Dean, or Superintendent of the Approved Entity

Instructions:

This form must be completed and received prior to submitting documents in order to receive approval.

Fax to 916-327-3165 prior to submitting documents (no cover sheet necessary).

E-mail documents as soon as possible after following the instructions in the Initial Institutional Approval and Initial Program Review Submission Guidelines: Document Formatting, and Transmission Requirements.

You will receive a confirmation when electronic documents are received.

Date Submitted:	6/17/16	Program Sponsor:	Summit Public Schools
Indicate the type of program you are submitting. Use the corresponding drop down box to indicate the specific area.			
☒ Educator Preparation	Program Type:	Single Subject	Specifics: Preliminary Credential
☐ Subject Matter	Program Type:		Specifics:
Address: 455 5th Avenue, Redwood City 94063			
Contact Person:	Pamela Lamcke	Title:	Director of Credentialing
Phone:	408 646 6686	Fax:	Email: plamcke@summitps.org

Contact information for Institutional Leadership

President/Superintendent/Chief Operating Executive

Name	Diane Tavenner	Title	Chief Executive Officer
Institution's Mailing Address 455 5th Avenue, Redwood City 94063			

Dean/Director/Head of the Educator Preparation Unit

Name	Pamela Lamcke	Title	Director of Credentialing
Email	plamcke@summitps.org	Phone	408 646 6686

Verification

Educator Preparation Programs Only: We understand that we cannot offer education preparation programs leading to a

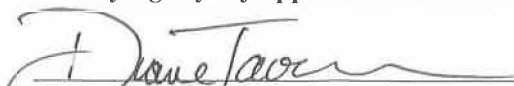
☒ California credential until we receive both Initial Institutional Approval by the Commission and Initial Program Approval by the Committee on Accreditation.

Educator Preparation Programs Only: On behalf of the institution identified on this form, I verify that we will not represent to

☒ students, candidates, prospective candidates, members of the public or others that any coursework or programs we currently offer leads to a California credential, certificate, or authorization until we have been granted both Initial Institutional Approval by the Commission on Teacher Credentialing and Initial Program Approval by the Committee on Accreditation.

☐ **Subject Matter Programs Only:** We understand that the Commission will not recognize Subject Matter programs as demonstrated Subject Matter Competency until they have been approved by the Commission.

I hereby signify my approval to transmit this document to the Commission on Teacher Credentialing


Signature: President/Dean/Superintendent

6/14/2016
Date

Submit this signed form by email (IPR@ctc.ca.gov)
or via fax to the Professional Services Division Initial Program Review at 916-327-3165.

Appendix F

Final Preliminary Single Subject Proposal

This document can be accessed [here](#).

Appendix G

**Letter Verifying Approval of the Preliminary Single Subject Teacher Preparation Program
March 28, 2017**



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

March 28, 2017

Diane Tavenner, Chief Executive Officer
Summit Public Schools
455 5th Avenue
Redwood City, CA 94063

Dear Chief Executive Officer Tavenner,

I am pleased to inform you that on March 24, 2017, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation submitted by the Summit Public Schools:

Preliminary Single Subject Credential

Recommending candidates for the credential or authorization

- In order to recommend candidates for the credential or authorization as a result of completing the above named program, program personnel must become familiar with the CTC Online Document Submission process. An Authorized Designee for your institution must complete and submit a new Add or Change Authorized Submitters form CL-897a. This will ensure that those you have designated will be able to recommend for this authorization or credential. Additional information on how to complete the form can be found on the Commission's *Credential Information Guide (CIG)* at: <http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl897.pdf>. (Username: cig2011; Password: ctguide)
- The CTC Online Manual is also available on the Credential Information Guide at <http://www.ctc.ca.gov/credentials/cig2/CTC-Online.html>. This manual is designed for individuals authorized by institutions or agencies with Commission-approved education programs to assist in recommending and electronically submitting documents using the CTC Online system. See additional information in the *Other Important Resources* section on page 2.

Responsibilities of approved programs as it relates to the accreditation system

The newly approved program is subject to the Commission's accreditation system for educator preparation. It is the Commission's expectation that the new program operate in a manner that is aligned with Commission standards at all times. Furthermore, it is expected that the institution will respond to all data requests and adhere to all accreditation requirements and timelines. Currently, the Commission's accreditation system is transitioning to new requirements and protocols. The program referred to in this letter will be subject to the same requirements and protocols as all other Commission-approved programs offered by the institution.

Ensuring Educator Excellence

In addition, it is the program sponsor's responsibility to ensure that all personnel changes are reflected accurately in the Commission's institution and program contact database. To update your institution's contact information as personnel changes take place, please see Program Sponsor Alert 14-08 at the following: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2014/PSA-14-08.pdf>.

Other important resources

In addition, the Commission recommends that all appropriate program personnel familiarize themselves with the following resources:

- The *Commission's Credential Information Guide (CIG)*. The CIG web page is designed for Commission staff and those in the field who prepare or employ credential holders. The CIG is an online tool that has up-to-date information on application procedures and requirements for certification. The CIG is a semi-private website and requires a username and password. A March 7, 2012 webcast on Understanding the CIG: Approved Programs can be found at: <http://video.ctc.ca.gov/2012-03-07-CIG-CTOnline>. The CIG website can be accessed at: http://www.ctc.ca.gov/credentials/cig2/cig_toc.html. (Username: cig2011; Password: ctcguide)
- The *Accreditation Handbook*. This handbook describes the processes and procedures of the Commission's accreditation system. The Handbook may be found at: <http://www.ctc.ca.gov/educator-prep/accred-handbook.html>.
- The program sponsor section of the Commission's webpage is accessible at: <http://www.ctc.ca.gov/educator-prep/default.html>. This section of the webpage provides a wealth of information on a wide variety of topics for program sponsors including how to sign up for the PSD E-news, accreditation activity schedules, Program Sponsor Alerts (PSAs), current advisory panels, and opportunities to get involved in state level educator preparation activities and policy discussions.
- Questions concerning credential status or requirements may be sent to the Certification Division's Information Services at credentials@ctc.ca.gov. Responses are returned in two business days.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,

Mary Vixie Sandy, Ed. D.
Executive Director

cc: Pamela Lamcke, Director of Credentialing

MVS/TC/CH/md

Appendix H

**Revised Approval Letter for the Summit Preliminary Single Subject Intern Program
October 20, 2017**



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Professional Services Division

October 20, 2017

Diane Tavenner, Chief Executive Officer
Summit Public Schools
455 5th Avenue .
Redwood City, CA 94063

Dear Ms. Tavenner:

It has come to our attention that the letter sent to you on March 28 of this year granting Summit Public Schools initial accreditation for the Preliminary Single Subject Credential program is incorrect. Summit Public Schools was approved to offer the *Single Subject Intern Credential* Program, effective March 24, 2017.

We apologize for any inconvenience this may have caused you. The error has been addressed and will be noticed at the November meeting of the Committee on Accreditation.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,

Cheryl Hickey
Director of Accreditation

cc: Pamela Lamcke
Director of Credentialing

CH/ta

Appendix I

**Letter to Summit with March 2019 Amended Accreditation Decision and Stipulations
March 15, 2019**



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

March 15, 2019

Mr. Adam Carter
Chief Academic Officer
Summit Preparatory Charter High School
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Carter:

On March 14, 2019, the Committee on Accreditation took action to reconsider and amend the stipulations placed upon Summit Preparatory Charter High School at its January 31, 2019 Committee meeting.

As a result of the action taken on March 14, 2019, the stipulations are as follows:

1. That within one year, the institution host a revisit focusing on all standards found to be Not Met or Met with Concerns.
2. That the institution not be permitted to propose new credential programs for approval by the COA until the stipulations have been addressed.
3. That the current intern program be closed at the end of the term.
4. That the institution not be permitted to admit new candidates for the current intern program or recommend for the credential after June 30, 2019.
5. That a plan for moving the intern program towards closure is presented to the COA at its March 14, 2019 meeting.

In addition, the action also included the following language:

Prior to recommending a candidate for the Preliminary teaching credential, Summit will provide Commission staff with the following information:

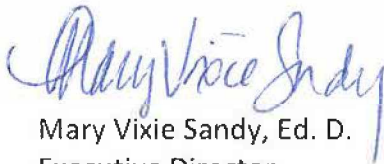
- a. Evidence that the candidate has satisfied subject matter.
- b. Evidence that the candidate has completed 600 hours of clinical practice.
- c. Evidence that the candidate's master teacher held the appropriate clear credential, and if not, evidence that additional support was provided by the program by those who do hold the appropriate clear credential.

During its discussion, the COA clarified that once the Preliminary Single Subject Intern program is closed, the COA will reconsider removal of the remaining stipulations. To be clear, Summit Preparatory Charter High School may continue to operate as an approved program sponsor and may continue to operate its induction program.

An update on this topic will be provided to the COA at its May 2-3, 2019 meeting.

Should you have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,



Mary Vixie Sandy, Ed. D.
Executive Director

cc: Pamela Lamcke, Director of Teacher Education

MVS/TC/CH