

Report of Program Accreditation Recommendations February 2020

Overview

This report provides a summary for institutions requesting approval for new programs.

Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

Education Specialist Added Authorization: Early Childhood Special Education

California State University, Sacramento

California State University, Sacramento (CSUS) proposes an Early Childhood Special Education Added Authorization (ECSEAA) program that will be available for both qualified current Education Specialist credential candidates (those admitted to the CSUS education specialist programs for Moderate-Severe disabilities or Mild-Moderate disabilities) and qualified in-service Education Specialist teachers who hold a current Education Specialist credential for Moderate-Severe and/or Mild-Moderate disabilities). The program will be a fully online (in synchronous hybrid formats) distance-learning program designed to meet the growing need across California for early intervention and preschool education specialist educators. Upon admittance to the ECSEAA program, the candidates will take five courses alongside the ECSE candidates in the preliminary credential program, complete one early fieldwork experience, and complete two student teaching experiences (Infant/Toddler and Preschool). Additionally, as is offered for the ECSE preliminary credential, ECSEAA candidates will be provided with individualized advising and have two options for completing their fieldwork experiences: student teaching or intern teaching. Program assessments include reflective papers, class activities and discussions, applied coursework projects, signature assignments, a comprehensive fieldwork evaluation rubric, and a program exit survey.

Program submission documents, including reviewer feedback: [California State University, Sacramento Early Childhood Special Education Added Authorization program](#)

Preliminary Education Specialist Mild/Moderate Intern

Santa Clara County Office of Education

In response to the special education teacher shortage in California, the Santa Clara County Office of Education has designed its intern program to provide candidates with a high caliber, well-coordinated educational experience, composed of research-based learning opportunities, which prepares them to optimize instruction to students with Mild to Moderate learning support needs. The program design focus is on high leverage practices in special education for inclusive classrooms with all components of the program assuring a blend of theory and practice. Candidates attend evening and Saturday hybrid and/or face-to-face courses and are

provided opportunities for concrete application of learning as well as development of a sense of efficacy as professionals. Evaluation of candidates is based on the Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTP), through Individualized Learning Plans with field observation feedback, video reflections, course assessments, course assignments, self-assessment and reflective journals. Each candidate receives an individual coach/mentor early in the program to provide continuous advisement and guidance throughout the program.

Program submission documents, including reviewer feedback: [Santa Clara County of Education Education Specialist Mild/Moderate Intern program](#)

San Diego County Office of Education

The San Diego County Office of Education (SDCOE) proposes to offer the Mild to Moderate Education Specialist Intern program from their Teacher Effectiveness and Preparation (TEP) unit of Human Resources. The program will serve intern teachers across San Diego County comprised of nearly 780 schools. The program is designed around its mission for intern candidates to provide inclusive and equitable instruction to all students using high-leverage practices in special education, with the support of face-to-face coaching and feedback from practicum supervisors and site-based mentors. Practicum Supervisors, site-based mentors and partner districts together will provide 189 hours of support to each individual candidate, and all support providers participate in coaching development trainings to maximize their impact on candidate success. The intern's teaching practice will be consistently assessed by coach and candidate using the Teaching Performance Expectations (TPEs). Throughout the 2-year program, candidates and coaches use standards-based formal and informal observation cycles to specify areas of strength and growth in each of the six TPEs and document evidence of effective practice toward those goals. Upon completion of the two-year program, candidates will have documented advancement in each of the TPEs, reflecting competence in the instructional knowledge and dispositions required for highly effective educators prepared to teach all students.

Program submission documents, including reviewer feedback: [San Diego County Office of Education Specialist Mild/Moderate Intern program](#)

Preliminary Education Specialist Moderate/Severe Intern

San Diego County Office of Education

The San Diego County Office of Education (SDCOE) proposes to offer the Moderate to Severe Education Specialist Intern program from their Teacher Effectiveness and Preparation (TEP) unit of Human Resources. The program will serve intern teachers across San Diego County comprised of nearly 780 schools. The program is designed around its mission for intern candidates to provide inclusive and equitable instruction to all students using high-leverage practices in special education, with the support of face-to-face coaching and feedback from practicum supervisors and site-based mentors. Practicum Supervisors, site-based mentors and partner districts together will provide 189 hours of support to each individual candidate, and all

support providers will participate in coaching development trainings to maximize their impact on candidate success. The intern’s teaching practice will be consistently assessed by coach and candidate using the Teaching Performance Expectations (TPEs). Throughout the 2-year program, candidates and coaches use standards-based formal and informal observation cycles to specify areas of strength and growth in each of the six TPEs and document evidence of effective practice toward those goals. Upon completion of the two-year program, candidates will have documented advancement in each of the TPEs, reflecting competence in the instructional knowledge and dispositions required for highly effective educators prepared to teach all students.

Program submission documents, including reviewer feedback: [San Diego County Office of Education Specialist Mild/Moderate Intern program](#)

Preliminary Education Specialist Early Childhood Special Education Intern

San Diego County Office of Education

The San Diego County Office of Education (SDCOE) proposes to offer the Early Childhood Special Education Intern program from their Teacher Effectiveness and Preparation (TEP) unit of Human Resources. The program will serve intern teachers across San Diego County comprised of nearly 780 schools. The program is designed around its mission for intern candidates to provide inclusive and equitable instruction to all students using high-leverage practices in special education, with the support of face-to-face coaching and feedback from practicum supervisors and site-based mentors. Practicum supervisors, site-based mentors and partner districts together will provide 189 hours of support to each individual candidate, and all support providers participate in coaching development trainings to maximize their impact on candidate success. The intern’s teaching practice is consistently assessed by coach and candidate using the Teaching Performance Expectations (TPEs). Throughout the 2-year program, candidates and coaches use standards-based formal and informal observation cycles to specify areas of strength and growth in each of the six TPEs and document evidence of effective practice toward those goals. Upon completion of the two-year program, candidates will have documented advancement in each of the TPEs, reflecting competence in the instructional knowledge and dispositions required for highly effective educators prepared to teach all students.

Program submission documents, including reviewer feedback: [San Diego County Office of Education Specialist Mild/Moderate Intern program](#)

Reading and Literacy Added Authorization

Los Angeles Unified School District

The Los Angeles Unified School District Intern, Credentialing and Added Authorization Program (iCAAP) proposes to offer the California Reading and Literacy Added Authorization (RLAA) to qualified currently credentialed teachers. The Reading and Literacy Added Authorization program includes a purposeful, developmentally-designed sequence of course work and field

experiences that builds upon the foundational knowledge, skills and competencies developed in the preservice programs, credentialing programs and teaching experience. The intent of the program is to prepare candidates to teach all students to read and help candidates understand the challenges of developing literacy among California's diverse population. The development of the program is supported through LAUSD's Board Initiative - Realizing the Promise for All: Close the Gap by 2023: RES-047-17/18, in addition to the Dyslexia Workgroup initiative for LAUSD. The coursework consists of 11 individual courses: 21st Century Literacy (A,B); Literacy Assessments and Reading Disabilities (A,B); Foundations in Reading Instruction (A, B); Balanced Literacy, Structured Literacy and Strategy Instruction (A,B); Promoting a Culture of Literacy (A,B); Practicum and Field Experience developed by highly qualified Instructional Faculty.

To ensure the connection of coursework to implementation, the RLAA program will provide an extensive Practicum and Field Experience that will require candidates to complete a supervised practicum experience over the course of one year. The practicum consists of documented work in their educational environment. Candidates will provide a balanced, structured, comprehensive and reflective reading and literacy instruction to diverse learners under the direct guidance from a field-based mentor. Candidates will assess, design, implement and evaluate a reading intervention program that will be delivered to a group of students who are selected based on reading and literacy needs. They will video record their instructional sessions and collect data to create a dossier case study highlighting their aggregated findings. They will then report findings and make recommendations for future work within their respective school's culture of literacy. The intent of the program is to provide experts in the field of reading and literacy to meet the needs of children within the school.

Program submission documents, including reviewer feedback: [Los Angeles Unified School District Reading and Literacy Added Authorization program](#)