

# Report of Program Accreditation Recommendations

## June 2022

### 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.

### Designated Subjects: Career Technical Education

#### University of California, Los Angeles

UCLA Extension, as a part of UCLA's credential programming, promotes opportunities for working adults and lifelong learners to develop the knowledge and skills necessary to advance their professions and contribute to a more just and inclusive democracy. The Designated Subjects for Career and Technical Education (DSCTE) credential program is designed to serve under-resourced public schools supporting K-12 teachers who are committed to reflection, care, justice, equity, instructional excellence, and the integration of research and practice. Candidates with relevant, documented professional experience in the arts, industry, or public service qualify for a Preliminary DSCTE credential and will begin the proposed two-year program, starting with orientation followed by a six-course sequence, designed to support their professional growth as teachers. Drawing on UCLA's history preparing professional educators through reflective clinical practice and mentorship, the program model emphasizes the importance of peer support and professional training in classrooms and culminates in a capstone teaching practicum. Through both coursework and field placement, candidates will be required to reflect critically on their subject area knowledge and demonstrate teaching practices that engage students who bring diverse cultural experiences, language skills, and learning needs into the classroom. Mentorship and self-reflection are further promoted through a standards-based program assessment model that uses formative and summative feedback cycles to ensure ongoing programmatic and student improvement. Upon completion of all coursework and the field placement, candidates demonstrating competency on all TPEs and CTE standards are recommended to the Commission for a DSCTE Clear Credential.

IPR proposal with reviewer feedback: [UCLA IPR DSCTE Submission Website](#)

#### Riverside County Office of Education

Riverside County Office of Education proposes to offer both the Preliminary and Clear Designated Subjects Career Technical Education (DSCTE) Teaching Credential through three tracks. The traditional track is for those with industry experience and a job offer. The aspiring track is for those with industry experience but without a job offer. The advanced track includes two pathways: one for those holding a clear teaching credential and with a teaching

assignment and another pathway titled “Instructional Leader” for those holding a Clear Administrative Services Credential, clear teaching credential, and are in an administrative role. The courses and associated assessments will be conducted online through synchronous and asynchronous learning. Each assessment, such as the development of a course instructional plan (CIP), problem-/project-based learning, daily lesson plans, formative and summative assessments as well as portfolios, which incorporate differentiated instructional strategies and equitable practices, is designed to be utilized by the teacher candidate in both the DSCTE and clinical/classroom settings. Additionally, each of these facets is further reinforced by the primary assessment, the Clinical Reflection Tool (CRT), which is used to measure the performance of teacher candidates on the Teacher Performance Expectations (TPEs) through four (4) observations per year. Teacher candidates will complete monthly surveys so that the program administrators and cohort mentor will be able to provide socioemotional, academic, and clinical practice support during their time in the DSCTE program.

IPR proposal with reviewer feedback: [Riverside COE Accreditation Homepage](#). DSCTE IPR Program Submission and subsequent feedback can be accessed via the left-hand navigation pane under “Designated Subjects Career Technical Education Teaching Credential.”

### **Preliminary Multiple Subject, Intern**

#### **King Chavez Academy of Excellence**

King Chavez Neighborhood of Schools (KCNS) is a family of five, free public charter schools located in San Diego, California, serving students from TK through 12th grade. KCNS proposes to offer a Multiple Subject Intern Program that will provide an alternate route to earning a Preliminary Multiple Subject Teaching Credential, rooted in collaboration, equity, and honesty. The program will use a system of online and in-person courses and fieldwork, robust mentor support, and systematic professional development to prepare our new teachers for the journey ahead. Rather than the implementation of traditional student teaching, the KCNS Multiple Subject Teacher Intern Program is designed to begin in a teacher’s first year of active employment under a District Intern Credential. Candidates will receive regular mentorship from veteran colleagues, coursework dedicated to the understanding of the California Teaching Performance Expectations (TPE), guidance in the submission of the Teaching Performance Assessment (TPA) as well as the Reading Instruction Competence Assessment (RICA), and support in the application of successful teaching strategies. KCNS’s proposal indicates that this hands-on approach to teacher education will partner well with the thoughtful habits of mind employed by professional educators.

IPR proposal with reviewer feedback: [KCNS IPR Proposal Website \(CTC Feedback webpage\)](#)

### **Preliminary Multiple Subject**

#### **Summit Preparatory Charter High School**

Summit Preparatory Charter High School (Summit) currently operates a Commission-approved Teacher Induction program and Single Subject Teacher Residency program, designed in

partnership with the Stanford Center for Assessment, Learning, and Equity. Summit is seeking to add a Multiple Subject Teacher Residency program based on demand from partner districts and networks and to contribute to addressing the teacher shortage area across the state. The proposed Multiple Subject residency program builds on the design of the existing Single Subject Teacher Residency with the goal of creating a diverse pipeline of teachers prepared to lead high-quality multiple subject classrooms. The proposed Multiple Subject Residency is a year-long program that combines coursework with a full year clinical placement, allowing for consistent and ongoing growth in the candidate's clinical practice and deep integration of the candidate into a school community. Candidates will be assessed throughout the program on the Teaching Performance Expectations (TPEs) through authentic coursework projects that are applied in the clinical setting, as well as through frequent observation of the candidate in the clinical setting. Candidates will receive support from a district-employed supervisor (Cooperating Teacher) at the clinical placement, an assigned program faculty member (Mentor) who will provide biweekly observations and coaching, the Program Director who oversees progress towards program and credential requirements, and a cohort of peers.

IPR proposal with reviewer feedback: [Summit Preparatory Charter High School Preliminary Multiple Subject](#)

### **Preliminary Education Specialist Mild to Moderate Support Needs**

#### **Summit Preparatory Charter High School**

Summit Preparatory Charter High School (Summit) currently operates a Commission approved Teacher Induction program and Single Subject Teacher Residency program, designed in partnership with the Stanford Center for Assessment, Learning, and Equity. Summit proposes to add an Education Specialist Mild to Moderate Support Needs Teacher Residency program based on demand from partner districts and networks, and to contribute to addressing this essential shortage area across the state. The proposed Education Specialist Residency program builds on the design of the existing Single Subject Teacher Residency with the goal of creating a diverse pipeline of high-quality, inclusive Educator Specialists. The proposed Education Specialist Residency is a year-long program that combines coursework with a full year clinical placement, allowing for consistent and ongoing growth in the candidate's clinical practice and deep integration of the candidate into a school community. Candidates will meet the required hours for fieldwork and clinical practice through guided observations coordinated by program faculty across a variety of general education and special education settings, initial student teaching that follows a gradual release of responsibility, and final student teaching. Candidates will be assessed throughout the program on the Teaching Performance Expectations (TPEs) through authentic coursework projects that are applied in the clinical setting, as well as through frequent observation of the candidate across all aspects of the clinical experience. Candidates will receive support from a district-employed supervisor (Cooperating Teacher) at the clinical placement, an assigned program faculty member (Mentor) who will provide biweekly observations and coaching, the Program Director who oversees progress towards program and credential requirements, and a cohort of peers.

IPR proposal with reviewer feedback: [Summit Preparatory Charter High School Preliminary Education Specialist](#)

### **Clear Administrative Services Induction Program**

#### **Tulare City School District**

The Tulare City School District is proposing to offer a Clear Administrative Services Induction Credential program (CASC) The proposed program is designed to provide a two-year, individualized, job-embedded system of coaching, support, and professional learning for new administrators holding a preliminary administrative credential. The California Professional Standards for Educational Leaders and the Description of Practice are the foundation for the development of an Individual Leadership Plan (ILP) that will assist new administrators in developing professional goals based on their current assignments and professional needs. Coaches will collaborate with candidates during their weekly meetings to guide them through the ILP process, providing suggestions for potential resources, and assisting in reflection on their progress in meeting their ILP goals. Candidates will participate in professional learning and implement new learning into their leadership practice, measure outcomes, and reflect on the effectiveness of their leadership and growth. Candidates will submit their Individual Leadership Plan and evidence of their coaching cycles two times during each year in the Induction Program. Candidates will be evaluated based on successful growth toward the goals set in their ILPs and completion of the coaching cycles, along with a Capstone event at the end of their second year of the program.

IPR proposal with reviewer feedback: [Tulare City SD IPR Proposal Documentation Links](#)

#### **Santa Ana Unified School District**

Santa Ana Unified School District Administrative proposes to offer a Clear Administrative Services Credential Induction program called Administrative Induction and Mentoring (AIM). This proposal is a program of job-embedded, individualized coaching and professional learning centered on the creation of an Individualized Induction Plan that enables new educational leaders to achieve personalized goals to improve their school or program, grow competency in the California Professional Standards for Educational Leaders (CPSEL), develop evidence-based, self-reflective leadership practice, and complete all requirements for the Clear Administrative Services Credential recommendation.

The two-year program will be open to all new SAUSD administrators serving on a preliminary administrative credential. The SAUSD program is designed based on the research of the Stanford Educational Leadership Institution/Wallace Foundation and includes three essential elements: coaching, professional learning opportunities, and formative assessment within a cycle of inquiry. Guided by the research outcomes, the following elements are integrated into our program design:

- Research-based content aligned with professional standards
- Curricular coherence that links goals, activities, and assessments
- Problem-based learning strategies within inquiry

- Cohort structures that enable collaboration, teamwork, and mutual support
- System of progress monitoring, feedback, and support
- Mentoring and coaching that supports modeling, questioning, and feedback
- Collaboration between universities and school districts

IPR proposal with reviewer feedback: [SAUSD CASC IPR Proposal Webpage](#)

### **Bilingual Authorization: Spanish**

#### **University of La Verne**

The LaFetra College of Education Bilingual Authorization program is an added authorization to a preliminary multiple subject or single subject credential. The program consists of three additional courses and the passage of the CSET Spanish Subtest III, which will be taken concurrently with the teacher education courses. In addition, candidates will also be placed in bilingual classroom settings for fieldwork and student teaching experiences. Candidates' language proficiency will be assessed upon entrance into the program and both content knowledge and language proficiency will be assessed and monitored throughout the program including during the field experiences.

IPR proposal with reviewer feedback: [University of La Verne Bilingual Authorization IPR](#)