

# Report of Program Accreditation Recommendations

## January 2024

### 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.

### Reading Literacy Added Authorization (RLAA) and Reading Literacy Leadership Specialist Credential (RLLSC)

#### ***California State University, Sacramento (Sacramento State)***

The Graduate and Professional Studies in Education department in the College of Education at Sacramento State prepares educational professionals to be agents of change, committed to social justice, equity, and inclusion in culturally and linguistically diverse schools and communities. Sacramento State's Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist Credential (RLLSC) program is designed for administrators, classroom teachers, or specialist teachers of language and literacy for pre-kindergarten through adults. Candidates will engage in scholarship that investigates research-based practices in reading and writing in authentic classroom settings with diverse subgroups of students. Coursework, including clinical experience with extreme reading difficulties, will provide candidates with field experiences, a venue to research their own literacy, past, and future, as well as answers to literacy questions that plague all effective reading teachers. The department has a long history of educating reading specialists, teachers, literacy leaders, and scholars who learn to teach students using explicit and systematic instruction across all components of reading. We are dedicated to partnering with all educational constituencies to advance important and current issues in the field of literacy.

Link to IPR Proposal: [Sacramento State RLAA & RLLSC IPR Proposal Website\\*](#)

Link to IPR Feedback: [Sacramento State RLAA & RLLSC IPR Feedback\\*](#)

**\*MUST READ: Instructions for accessing this proposal:**

**COA members, please feel free to contact Commission staff at [IPR@ctc.ca.gov](mailto:IPR@ctc.ca.gov) for assistance or for a downloaded version of the program proposal.**

If you are logged into a Microsoft account, please access the submission using a different web browser than what you are currently using. You may use incognito mode in that different web browser or in the web browser you are currently using ([instructions for how to open incognito mode on Google Chrome](#)). Otherwise, you will need to log out of your Microsoft Office365/SharePoint account in order to access the Sacramento State website.

Step 1: Once you have the website link in your browser and pressed enter, you should be taken to a **Sign in page** for Microsoft. Type [coe-accred@csus.edu](mailto:coe-accred@csus.edu) into the “Email, phone, or Skype” box.

Step 2: You should be redirected to Sacramento State’s portal where you enter the username and password noted below:

Username: **coe-accred**

Password: **Sacramento2023**

Step 3: It will ask you if you want to stay signed in. After making a selection, you should be directed to the IPR Proposal homepage.

**Preliminary Education Specialist: Mild to Moderate Support Needs and Preliminary Education Specialist: Extensive Support Needs (traditional student teaching pathway)**

***University of California, Los Angeles***

UCLA's Teacher Education Program (UCLA TEP), housed in Center X in the School of Education and Information Studies, prepares aspiring teachers to become social justice educators in urban schools by combining research-based, culturally responsive, and culturally sustaining curricula with a focused effort on recruiting and sustaining teachers of color. UCLA TEP is proposing a two-year graduate Educational Specialist Pathway that combines the Mild to Moderate Support Needs and Extensive Support Needs credentials and a master's degree. Year one of this pathway will culminate with a preliminary credential. The pathway will prepare highly qualified candidates who will understand the many factors of supporting their exceptional students, including but not limited to academic instruction, communication, and behavior, as well as collaboration with families and support providers. This coursework will include (1) student teaching and other fieldwork courses in which candidates learn professional practices and learning strategies under the direction and supervision of a school-based mentor and Faculty Advisor/Field Supervisor; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; (3) foundations courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers; and (4) Individualized Education courses which candidates learn and apply intervention strategies as it pertains to instruction, behavior and assessment of students with learning disabilities.

The following assessments will be used to determine each novice teacher’s competency based on the California Teaching Performance Expectations (TPEs), growth and development during student teaching, and readiness to enter the teaching profession:

- Formal and Informal Lesson Observations
- TEP Chalk and Wire Novice Portfolio
- Candidate Evaluations by the Mentor Teacher

- Teacher Performance Assessment (edTPA-MS/SS/Education Specialist)

Link to IPR Proposal: [UCLA EdSp: MMSN & ESN IPR Proposal Website](#)

### **Preliminary Single Subject (intern pathway)**

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

King Chavez Neighborhood of Schools (KCNS) is a family of five free public charter schools located in San Diego, CA, serving students from TK through 12th Grade. KCNS already offers a Multiple Subject Teaching Credential Intern program. Once approved, the KCNS Teacher Intern Program will provide an alternate route to earning a Preliminary Single Subject Teaching Credential, rooted in collaboration, equity, and honesty. KCNS will use a system of online and in-person courses and fieldwork, robust mentor support, and systematic professional development to prepare new teachers for the journey ahead. Rather than the implementation of traditional student teaching, the KCNS Teacher Intern Program is designed to begin in a teacher's first year of active employment under a District Intern Credential. Candidates 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 new literacy TPEs, and support in the application of successful teaching strategies. KCNS believes that this hands-on approach to teacher education will partner seamlessly with the thoughtful habits of mind employed by professional educators.

Link to IPR Proposal: [KCNS Single Subject Proposal Website](#)

### **Preliminary Multiple Subject (intern pathway)**

#### ***Santa Clara County Office of Education***

The Santa Clara County Office of Education's Educator Preparation Programs states that they build courageous teachers and leaders that utilize effective educational practices. The educator preparation programs state that they endeavor to develop equity-based educators who are competent, innovative, and will provide inclusive and equitable educational opportunities to students in California. The intern Multiple Subject Credential (MSC) at the Santa Clara Office of Education (SCCOE) will be offered only online. This internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which will include introductory preparation in terms of completion of prerequisite coursework. The remaining content and fieldwork will build on the pre-service experiences and addresses all Commission-adopted standards. Candidates will be able to enter the program at various points throughout the course sequence but will be responsible for pre-service course work prior to becoming an intern. Inclusionary practices for teaching and assessing diverse learning populations are embedded in each course throughout the program. Candidates are supported during the internship year by a coach, a site supervisor, as well as their course instructors on formative and summative assessments, pedagogy based on equity principles, and curriculum.

The Multiple Subject program coaches will be trained in inclusive classroom practices that are an integral part of every program course. Coaches have strong foundational knowledge in areas pertinent to interns, including differentiation, student engagement, formative and summative assessment, progress monitoring, pedagogy, lesson design and planning, classroom management, and working with English Learners and Students with Disabilities. Interns will be assessed continuously through course projects that are graded based on various rubrics. Interns will have access to the rubrics, which are reviewed during the applicable courses. Based on feedback from the coach or faculty member, candidates will be provided the opportunity to resubmit incomplete work to deepen their understanding and attain mastery learning. The candidates will receive additional support from the student advisor, program coordinator, and other program personnel.

Link to IPR Proposal: [Santa Clara COE Preliminary Multiple Subject Intern Proposal Webpage](#)  
Please click on the “Multi-Subject Credential Submission” button on the webpage to access the table of contents for the IPR Proposal.