

Program Approval Recommendations

May 2024

Overview

This report provides a summary of 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.

Clear Administrative Services Credential Program

Imperial County Office of Education

The Imperial County Office of Education is proposing a two-year, individualized, job-embedded Clear Administrative Services Credential Induction program (CASC) tailored for new administrators with preliminary credentials. The program is structured to provide individualized coaching, professional learning opportunities, and formative assessments aligned with the California Professional Standards for Educational Leaders (CPSEL). The program is focused on fostering reflective practitioners who set and achieve individualized goals while effectively meeting the diverse needs of students. Each candidate will be paired with an administrator as their coach to provide personalized support and guidance. Coaches will collaborate with their candidates during their weekly meetings and help them develop an Individualized Induction Plan (IIP) that will assist new administrators in developing professional goals based on their current assignments and professional needs. Professional learning opportunities will be tailored to candidates' individual needs, ensuring they acquire the necessary skills and knowledge to excel in their administrative roles. Through continuous assessment and feedback mechanisms, the program aims to cultivate competent and confident educational leaders who positively impact their school communities.

Candidates enrolled in the CASC program will undergo various types of assessments throughout their journey. At the beginning of each year, candidates will conduct a thorough self-assessment, reflecting on their strengths, areas for growth, and professional goals. Throughout the year, candidates and their assigned coaches will engage in quarterly assessments to monitor progress, address challenges, and adjust goals as needed. At the end of each year, candidates and their coaches will complete a benchmark review to evaluate the candidate's development, accomplishments, and areas for continued growth. Additionally, an Exit Interview will be conducted at the conclusion of the program to assess overall readiness for administrative roles and gather feedback on the effectiveness of the program.

Link to the [Imperial County Office of Education's CASC IPR Proposal homepage](#).

Professional School Nurse

Los Angeles Unified School District

The Los Angeles Unified School District proposes to offer the Clear School Nurse Services Credential. The program will consist of two years of Clinical Practice activities and 10 online synchronous courses designed to cover, in-depth, all standards for the program. School Nurse candidate support will consist of building small cohorts of 8 to 10 candidates who will meet with their preceptor during a monthly networking meeting. Additional support from the preceptor will be provided weekly on an individual basis during just in time consultation, coaching conversations, and office hours, thereby ensuring that all components of the field work are completed for the program. In addition, networking meetings will allow the nurses to collaborate with their peers and to learn from each other under the direction of their preceptor. During collaborative meetings with their preceptor, candidates will develop their Individual Learning Plan (ILP) which will work on developing areas where the candidate has identified room for growth based on the state-adopted School Nurse Program Standards and School Nurse Competencies (SNCs). LAUSD notes that providing this program allows the district to meet its goal of ensuring there is a School Nurse in every school who can address the needs of LAUSD students, families, and staff.

Link to the [LAUSD Professional School Nurse IPR Proposal](#). Password is **di2022**.

Please refer to the menu on the left-hand side to navigate to the “School Nurse Services Clear Credential” IPR Proposal documentation, and feedback forms.

PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Programs

San José State University (SJSU)

Preliminary with Residency Pathway

San José State University’s PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Program will be offered by the Teacher Education Department (TED) in collaboration with Child and Adolescent Development (ChAD) and Special Education (SPED). For each of the two post-baccalaureate pathways offered (Traditional Student Teaching and Residency) candidates will complete a three-semester interdisciplinary sequence of coursework in person, with part-time schedules available for candidates interested in taking fewer courses per semester. Additionally, teacher candidates in both pathways have the option to pursue a Bilingual Authorization.

PK-3 teacher candidates will be supported by faculty and staff who work across credential programs: a Credential Program Advisor for academic advising and support, the Assistant Director of Field Experience to support candidates and supervisors in the field, a CalTPA Coordinator who provides TPA support and serves as a CalTPA remediation advisor, and a Residency Program Coordinator and a Bilingual Authorization Coordinator to support candidates who pursue those options. The candidate assessment system is aligned to five key

transition points: (1) admission to the program; (2) entry into phase I student teaching; (3) entry into phase II student teaching; (4) successful completion of the program; and (5) recommendation for credential. Throughout coursework and two semesters of student teaching, candidates will be evaluated using a variety of TPE-aligned formative and summative assessments. Upon successful completion of coursework and both phases of student teaching, the SJSU Credential Services Office will recommend candidates for the PK-3 ECE Specialist Instruction Credential.

Link to the [SJSU PK-3 ECE Specialist Instruction Credential IPR Proposal Website](#).

San Diego County Office of Education (SDCOE)

Intern Pathway

San Diego County Office of Education (SDCOE) supports 42 school districts serving over 500,000 students. SDCOE has contributed to the recruitment, training and retention of General Education, Education Specialist and Clear credential candidates for the past 20 years. With Universal Pre-Kindergarten (UPK) and Transitional Kindergarten (TK) programs operating in schools across the county, SDCOE is now prepared to meet the need for PK-3 teachers by adding the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential to their credential offerings. The program design aligns with SDCOE's vision of putting systems in place that support community schools and diversify the educator workforce. Two-thirds of current SDCOE intern program participants are educators of color and reflect the communities in which they work. SDCOE currently implements and braids multiple state grants (i.e. classified grant, early education teacher development grant, and golden state teacher grant) that support the vision; brought together with its intern programs, this is another level of barrier removal into the field that continues to allow districts to address the needs of their diverse student population.

The PK-3 Early Childhood Education (ECE) Specialist intern program will provide candidates with learning opportunities that develop innovative and reflective practitioners committed to enacting socially just educational experiences for all. The 2-year intern program will use a combination of online and in person coursework and diverse field experiences along with robust mentor support to train new teachers for their journey supporting the youngest learners in the county. Interns will attend weekly course sessions as a cohort with qualified instructors dedicated to understanding developmentally appropriate instruction based on the PK-3 Teaching Performance Expectations (TPEs). Interns will be guided in the submission of the Teaching Performance Assessment (TPA) and supported in the field by trained site-based and program supervisors as they develop their teaching skills.

Link to the [San Diego County Office of Education PK-3 ECE Specialist Instruction Credential IPR Proposal Website](#).

Fresno State University

Preliminary Pathway

Fresno State’s Kremen School of Education and Human Development proposes to offer a PK-3 Early Childhood Education (ECE) Specialist Instruction Credential program. Drawing on Fresno State’s long history of preparing future educators, the proposed program includes 40 semester units and is structured to be completed within one calendar year (summer, fall and spring). Coursework includes foci on developmentally appropriate practices and culturally sustaining pedagogy. The program will provide candidates with a full-time, cohorted traditional pathway option designed with early field experiences in preschool settings during their first phase in the program and supervised clinical practice experiences in regional partnering Transitional Kindergarten (TK) to 3rd grade classrooms in phases two and three of the program. Coursework will be provided through a combination of face-to-face and hybrid formats in the late afternoons and evenings. Candidates will receive regular support from their university coach including actionable feedback through a coaching cycle informed by the California PK-3 Early Childhood Education Specialist Instruction Credential Teaching Performance Expectations, regular mentorship from veteran teachers using a gradual release model, guidance in the preparation and submission of the Fresno Assessment of Student Teachers (FAST), and support in the application of developmentally appropriate playful learning strategies.

Link to [Fresno State’s PK-3 ECE Specialist Instruction Credential IPR Proposal Website](#).