

# Report of Program Approval Recommendations

## October 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.

### **Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN)**

#### **Vanguard University**

Vanguard University's School of Education proposes to offer an Education Specialist Mild to Moderate Support Needs (MMSN) preliminary credential program. The program will be offered in a traditional post baccalaureate student teaching pathway and an integrated undergraduate pathway. Building on Vanguard University's history of preparing multiple and single subject candidates through the vision of Love and Wisdom, this program aligns with the "common trunk" of inclusive preparation between general education and special education teacher candidates. The program includes an Integrated Teacher Education Program (ITEP) pathway through the Liberal Studies program and a traditional, post baccalaureate pathway. Candidates will complete 39 units of coursework and a beginning and advanced clinical practice experience; practice-based experiences and fieldwork are embedded within courses to facilitate immediate application of learning. The 3-semester program maximizes flexibility for candidates with 8-week courses offered in the evenings in both hybrid and online modalities.

Coursework includes high leverage and evidence-based practices with foci on assessment and data-based decision-making, positive behavior and social emotional learning supports, inclusive service delivery including co-teaching and collaboration, diversity and culturally responsive practices, and effective instruction. Candidates will be assessed in methods courses on their developing mastery of the Teacher Performance Expectations (TPEs) through signature assignments. During beginning and advanced clinical practice experiences, candidates will receive ongoing support, coaching, and mentoring from veteran cooperating teachers and university faculty through structured observations and self-reflection of video-based observations with explicit, actionable feedback. Program assessments culminate with Vanguard University's Student Teacher Evaluation Profile (STEP) and digital portfolio.

Link to [Vanguard University's Education Specialist: MMSN IPR Proposal Homepage](#)

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

### **King Chavez Neighborhood of Schools (KCNS), *Intern Pathway***

King Chavez Neighborhood of Schools (KCNS) seeks to offer the Education Specialist Mild to Moderate credential program. KCNS is a family of five free public charter schools located in San Diego, California serving students from TK through 12th Grade. The KCNS Teacher Intern Program provides an alternate route to earning a Preliminary Multiple, Single Subject, and proposes to offer the Education Specialist Teaching Credential in Mild to Moderate Support Needs, rooted in collaboration, equity, and honesty. The institution uses a system of online and in-person courses and fieldwork, mentor support, and systematic professional development to prepare new teachers. 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 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) and Literacy Performance Assessment and support in the application of successful teaching strategies. They have stated that this hands-on approach to teacher education will partner seamlessly with the thoughtful habits of mind employed by professional educators and hope to add physical education to the list of single subjects they offer.

Link to [King Chavez's Education Specialist: MMSN intern IPR Proposal Homepage](#)

## **California Teachers of English Learners (CTEL)**

### **Alder Graduate School of Education**

In response to the need for highly trained teachers of students designated as English Learners both state-wide and among the TK-12 schools it serves, Alder Graduate School of Education (Alder) has designed and is proposing a California Teachers of English Learners (CTEL) program to ensure its graduating teachers will be well prepared to serve their students designated as English learners in California public schools. As described in Alder's proposal, students in the program will participate in rigorous coursework (including lesson cycles, language demand analysis, and language support implementation) and fieldwork experiences (including coaching cycles with expert instructors) to meet the requirements of the California Teachers of English Learners standards. Along with multiple rigorous course-based assessments aligned with the CTEL standards, Alder's residents are required to pass the edTPA, the Alder Resident Evaluation (of clinical practice), and the forthcoming Literacy Teaching Performance Assessment.

Alder's CTEL program is built on four key tenets: Critical Praxis, Asset-Based Orientation to Language, Linguistically and Culturally Sustaining Pedagogies, and Joy in Teaching and Learning. These principles guide the program sequence, fostering a linguistic consciousness challenging deficit perspectives on language and communities, and creating purposeful connections between coursework, practice, and community impact.

Link to Alder Graduate School of Education CTEL Proposal: [CCTC Applications - Alder Graduate School of Education \(aldergse.edu\)](#)

### Summit Preparatory Charter High School, MS, SS Intern pathway

To meet the Intern *pre*-service requirement, Summit has added additional content to the coursework in Summer 1, including subject-specific pedagogy, classroom management and planning, human development, and teaching English Language Learners.

### ***Clear Administrative Services Credential***

*Long Beach Unified School District (LBUSD) is seeking to add the Clear Administrative Services Credential (CASC) program to its prolific leadership offerings. The CASC program is designed to continue the mission of developing equity-driven leaders (now in administrative roles) who will provoke action by insisting gaps in opportunities to learn are eliminated. LBUSD has adopted a new vision statement in the 2024-2029 Strategic Plan, which states that Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice. The CASC program is poised to develop leaders capable of driving this mission.*

*The two-year induction program is designed to provide novice administrators with individualized, job embedded support and guidance through a blended model of one-on-one expert coaching, collaborative data study in triad learning walks, rich professional learning opportunities, and the development and implementation of an Individualized Induction Action Plan. This combination of supports will provide new leaders a variety of growth opportunities aimed at targeting specific learning goals with an experienced leader, as well as opportunities to engage in non-competitive collective learning with peers who are facing similar work*

situations and common challenges. The foundation for the program is set forth through the California Professional Standards for Educational Leaders (CPSELs). The standards have six thematic areas that the California Commission for Teacher Credentialing has identified as the basis for the program content and for the preparation for educational leaders.

The educational unit that will oversee the CASC program is housed under the Office of Human Resource Services. The Assistant Superintendent of Human Resource Services will oversee all aspects of the district's credentialing programs (Teacher Induction, Preliminary Administrative Services, and CASC), and will work directly with the Assistant Superintendent of the Office of Curriculum, Instruction & Professional Development, and the Director of the Office of Equity, Leadership and Talent Development to ensure that all three educational programs understand, promote, and adhere to the district's vision statement in the 2024-2029 Strategic Plan.

Link to Long Beach Unified School District's CASC Proposal: [LBUSD Clear Administrative Credential Program](#)

### **High Tech High**

The mission of the High Tech High Professional Clear Administrative Services Credential Program is to provide coaching support and a vehicle for continuous improvement to participating leaders as they embark upon a career in school leadership and to develop their base of knowledge and skills following the California Professional Standards for Education Leaders (CPSEL). This is a two-year job-embedded program comprised of leadership coaching, improvement work centered on the CPSELs\*, and the development of an individual induction plan. These components come together to support and develop educational leaders via improvement science.

Three main components of this program will work together to help new leaders continuously improve their practice.

1. **Coaching**—A veteran educational leader will provide weekly leadership coaching and triennial observation that centers the CPSELs while monitoring for continuous improvement.
2. **Improvement Groups** are cohorts of new leaders using improvement science to create meaningful improvement at their educational sites and in their leadership. These sessions will be led by a trained facilitator who is also an experienced educational leader. They will be held monthly and include peer feedback and support.
3. **Individual Induction Plans (IIPs)** are the driving force behind the candidates' coaching and improvement group experience. Candidates will assess their skills with the CPSELs and then create individual induction plans to support and improve their educational leadership. IIPs will be updated and continuously developed at three points in the induction year.

### **Assessment of CASC Candidates**

Leaders enrolled in the High Tech High CASC program will participate in the ideation and creation of a "change idea." The change idea is an evidence-based set of changes critical to

improving an issue the leader identifies. Candidates will record and curate these ideas through Plan-Do-Study-Act (PDSA) cycles in service of their learning and the ultimate creation of their summative assessment called a “Change Package.”

The assessment process will be individualized to each leader’s context. Induction participants will create a roadmap to turn their aspirational goals into actionable steps. This process is the creation of the Individualized Growth Plan, based on the IIP and CPSELs at the start of the program and revisited throughout the year for their growth and development as practitioners. Participants will be regularly reviewed for competency and completion during the following intervals:

- Monthly sessions (8) with improvement facilitator,
- Weekly feedback and fieldwork support from the Coach,
- Three times/year- Formal observations from Coach, including pre/post debrief and
- Individual Induction Plan (IIP) creation/review/reflection on goals - 3 intervals over the year
- End of the year Celebration of Learning presentation (summary of learning & growth)

Link to High Tech High’s CASC Proposal, feedback, and website: [HTH Teacher Center Proposed Clear Administrative Services Credential](#)

### **Bilingual Authorization: Spanish**

#### **California Baptist University**

The Bilingual Authorization program at California Baptist University (CBU) prepares Multiple Subject, Single Subject, and Education Specialist teacher candidates and teaching credential holders to teach in K - 12 Spanish bilingual and dual immersion classrooms. CBU's program will provide a comprehensive approach to meet the diverse needs of English Learners. CBU's Bilingual Authorization program will consist of admission standards requiring evidence of language proficiency, three courses aligned to and assessed using the current Bilingual Teacher Performance Expectations (BTPEs), and a minimum of 20 hours of fieldwork in a dual language classroom. The program can be taken by pre-service teachers at both the undergraduate and graduate levels alongside one of CBU's credential programs or as a stand-alone program for in-service teachers. Candidates will be supported by the program coordinator, deans, advisors, and course instructors in completing requirements for the authorization.

Link to California Baptist University’s Bilingual Authorization Proposal, feedback, and website: CBU Proposed Bilingual Authorization: [CBU Bilingual Authorization IPR 2024 Submission](#).

To access the submission:

Click on **Visitor Pass** near the top right

Use the following Pass Code: 23D038DD

### **Preliminary PK-3 Early Childhood Education Specialist Instruction Intern Pathway**

## **San Jose State University**

*San Jose State University (SJSU) is requesting approval to add an intern pathway to its existing Commission approved PK-3 ECE Specialist Instruction program. The coursework requirements are the same for the traditional student teaching and internship pathways, except for some of the features in the clinical practice course. The same literacy coursework will be used for both the traditional and intern pathways.*

*Candidates in the PK-3 ECE Specialist Instruction Internship program will complete a series of four courses to meet the pre-service requirement. This will include more than 120 hours of coursework that will introduce the state-adopted content standards, general pedagogical strategies including classroom management and planning, subject-specific pedagogy, effective developmentally appropriate instructional strategies for PK-3, and instruction in English language development. This coursework consists of the following four foundational classes, 1) CHAD 272: Early Childhood Development, 2) EDTE 262: Classroom Issues in the Language/Literacy Development of L2 Learners, 3) EDSE 104: Early Identification and Intervention, 4) Early Childhood Education Curriculum*

### **Clinical Practice**

*The program will require intern candidates to complete a minimum of 200 hours of fieldwork in a PK/TK setting, 200 hours in a K-3 setting, and an additional 200 hours in either setting. The district and the program sponsor will collaborate to develop a plan that allows PK-3 interns to acquire the required clinical practice hours over the course of three semesters in two separate phases. Districts will be advised that, although TK/K intern placements may be used to satisfy either grade band, single-grade placements (TK, K) should be prioritized to allow interns to implement a single set of curriculum standards.*

*For interns entering the program with 200+ hours of PK/TK equivalencies, for Phase 1 in the fall, a year-long K-3 Internship is preferred as it will allow for completion of Phase 1 and Phase 2 program requirements within the one placement, and with a focus on curriculum standards for a single grade.*

*For interns entering the program with 200+ hours of PK/TK equivalencies, starting Phase 1 in the Spring, the district will need to confirm whether a fall Phase 2 internship will be available in a qualifying grade band prior to approving the Spring Phase 1 Intern placement. If that fall placement is not possible, the candidate can continue with the Spring internship placement and then either complete a traditional Phase 2 student teaching placement in the fall or seek out a fall intern position in a qualifying grade band at the same or different district.*

*If a Phase 1 candidate with no equivalencies starts a year-long TK or K-3 intern position in the fall, the district will either:*

- Provide release time of 2 days/week during the fall or spring for the candidate to complete a part-time student teaching placement in the alternate grade band with a mentor teacher.*

- *(For districts with a part-day TK or K schedule) develop a schedule for the intern to complete a 200+ hour student teaching placement with a mentor teacher in the alternate grade band and have it count towards their contracted hours.*
- *Work with two PK-3 interns hired at a single school, whereby one is placed in a TK classroom and the other in a K-3 classroom, and then their assignments are exchanged mid-way in the school year to allow both to complete a placement in each grade band.*
- *Arrange for a summer school student teaching placement in the alternate grade band, with a mentor teacher. The candidate will be required to enroll in the university supervision course and receive appropriate university supervision.*

*If a Phase 1 candidate with no equivalencies starts a year-long intern position in the fall, but does not secure a qualifying arrangement in spring, they can enroll in the supervision course (143A/B) for both fall and spring that year and return the subsequent academic year for Phase 2 in a qualifying grade band.*

*Intern candidates who require more than the prescribed three semesters to complete the program will need to repeat a supervision course during each semester they serve as an intern. Additionally, intern candidates will have two options to choose from for their 30 hours of early field experience. Option #1 will allow candidates to choose a single site from a list of approved early childhood fieldwork sites, in a Pre-K classroom (ages 3 to 5). With option #2, candidates currently working or volunteering in a Pre-K classroom (ages 3 to 5) or a TK classroom (ages 4 to 5) can, with instructor approval, complete 15 hours of early field experience in the center they are already a part of and the remaining 15 hours will be dedicated to structured observations at the SJSU Lab Preschool located on campus or an equivalent site.*