Initial Program Review: PK-3 ECE Specialist Instruction Programs

February 2023

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What We Will Cover Today

- Key dates and timelines

- Key links and resources

- Some important context for the development of this credential and programs

- Reminder of the bigger picture behind the credential

- Submission and Review of proposals – when, what, where, how, who, and how much

- Fees for submitting new program

Previous Webinars

- Introduction to the PK-3 Credential

- PK-3 Literacy Standard and TPE

- PK-3 Math Standard and TPE

- PK-3 Equity, Inclusion, and Diversity Program Standard

PK-3 ECE webpage

Key Dates

February 6, 2023 – Commission will begin accepting IPR Intent to Submit Forms

February 20, 2023 – First day Commission will accept PK-3 ECE IPR program proposals

Where do I find IPR info?

Three key web links:
- [PK-3 ECE Specialist Instruction Credential](#)
- [PK-3 ECE Specialist Instruction Handbook](#)
- [Initial Program Review for Educator Preparation Programs](#)

PK-3 ECE Specialist Instruction Credential

- New/Repurposed Credential Type

- Authorization statement, Preconditions, Standards, TPEs adopted

- Regulatory Package Complete and Timeline for Approval to begin soon

- IPR process for these programs is running parallel to the regulatory process

Possible regulatory timeline

- Programs will go to Committee on Accreditation (COA) as soon as feasible once the regulations approved.

- Best case scenario: Feb 10- 45 day public comment period begins, closes March 27, approx 7 days to submit package, 30 days to approve, package approved in early May.

Early Adopters (proposals for operations in AY 2023-24): Caveats

- Commission staff is prioritizing programs that wish to begin in fall/late 2023

- Cannot predict how long review process for each submission will take – several variables

- Must be willing to make changes to program should the regulatory process require any.

Early Adopters (proposals for operations in AY 2023-24): Caveats cont.

- Be willing partners to help us refine the process (evidence, review, etc.)

- Understand that only the MS TPA is available to candidates until a PK-3 TPA is developed.

- *Strongly encouraged* to be part of the PK-3 TPA pilot in spring 2024

- Know that the standards structure is similar to other ed prep programs but there are key differences – so the IPR process has some differences.

Keep in Mind as You are Designing

- Addresses Master Plan Goals including Universal Transitional Kindergarten to serve all 4 year-olds beginning 2022-23 w/full implementation 2025-26.

  - Help meet the unprecedented need for qualified ECE teachers representing a diverse workforce that reflects the children and families/guardians they serve in PK-grade 3.

- Provides accelerated pathways for current Multiple Subject Credential holders as well as Child Development Teacher Permit (CDP) holders with a BA degree to earn the credential and begin serving as quickly as possible in UPK/UTK settings.

- Emphasis on whole child, play, and developmentally appropriate curriculum and pedagogy in grades PK-3.

Keep in Mind as You are Designing cont.

Clinical Practice – 2 placements

- 600 hours, 2 placements: 200 in PK-TK; 200 in K-3; 200 either

Basic Skills Requirement

- Bachelor's or higher degree from a regionally accredited institution of higher education

Subject Matter Requirement

- Possession of a bachelor's or higher degree from a regionally accredited institution of higher education with a degree major in the field of child development or early childhood education.
- Completion of 24 semester units (or equivalent) of non-remedial, degree-applicable coursework at regionally accredited institution of higher education in early childhood education and/or child development.

PK-3 ECE Timeline

Questions?

What is IPR?

What is the Purpose of Initial Program Review?

- To determine – through specific evidence and documentation – whether the proposed program is aligned to the standards.

- Once the proposed program is aligned, it is placed on an upcoming COA meeting agenda for approval.

- Once approved by the COA, the program may begin operation.

Initial Program Review: An Overview

- Occurs anytime a <u>Commission-approved institution</u> wishes to propose a new educator preparation program.

- Limitations on narrative responses as much of the review is based on demonstrating evidence through required exhibits and elements.

- Please ensure that all required components of the IPR proposal are housed on the institution's accreditation website.

- Review process is iterative. Institutions can resubmit until determined aligned and ready for approval.

IPR Proposal Submission Process

Step 1: IPR Intent to Submit

Complete the IPR Intent to Submit Form. This form will alert IPR staff of your intent to propose a new program.

- Some of the information you will need to complete the form:
  - Program contact's name, e-mail address, and title
  - Planned date of submission of IPR proposal
  - Planned start date for the proposed program
  - Specifics of the proposed program (type of pathway – intern, residency, traditional student teaching, etc.)
  - Unit Head name, e-mail address, and title
  - If the program is outside of the Education Unit, also provide the Unit Head contact information of the College/School/Department/Division where the program will be housed
  - Fiscal contact name, e-mail address, and title

Step 2: IPR Institutional Verification Form

- After receiving the IPR Intent to Submit form, IPR staff sends the institution the **IPR Institutional Verification Form** which requires the Unit Head's signature.

- The purpose of the IPR Institutional Verification Form is to ensure the Unit Head approves of the proposal of the new educator preparation program.

- Form requires the institution to verify, among other items, that it will:
  - NOT offer the program prior to the program's approval
  - NOT represent that any coursework currently offered leads to the credential in the proposed program until granted approval
  - Specific caveats applicable to the PK-3 Credential

Step 3: Submitting an IPR Proposal: Required Components

- Preconditions:
  - Initial Program
  - Program Specific

- IPR Common Standards Response

- IPR Program Standards Submission Elements & Exhibits
  - Required Exhibits, including, among other items:
    - Specific TPE Course Matrix (see the <u>Program Review Webpage</u>)

Step 3a: Preconditions

- Two types of Preconditions* are required:
  - Initial Program Preconditions
  - Program Specific Preconditions

- Use the **PK-3 ECE Preconditions Evidence Guidance Document** provided on the [Preconditions webpage](#).

- If you are planning an intern program, you must also respond to the PK-3 ECE Intern Preconditions.

- *Please note: A response to the **General Institutional Preconditions** is <u>not</u> required with an IPR submission.

Step 3b:
IPR Common Standards Response

- This component provides important information as to how the proposed program will be supported by, and included in, the larger institution/unit.

- Provide a response to each Common Standard element identified in the submission requirements.

- The response will include:
  - links to evidence and
  - limited narrative that provides context to the evidence

IPR Process

Questions?

Step 3c: IPR Program Standards Submission: Exhibits and Elements

Please use the specific IPR Program Standards Submission Instructions for Submitting a PK-3 ECE Specialist Instruction Program Proposal

Element 1: Program Summary

Required Exhibits:

- **1.1: Table** depicting location, delivery models, and pathways

- **1.2: Initial Program Summary**
  - 2-4 pages
  - Provides **brief overview** of structure, course of study, and assessment of candidates
  - Provides context- Allows reviewers to understand evidence submitted but is at a higher summary level
  - Representative of all program standards

Element 2: Organizational Structure

Required Exhibits:

- **2.1: Organizational Chart/Graphic** which shows:
  - How leadership and faculty/staff, including faculty in non-teaching roles, will be organized within program
  - Roles and responsibilities of those who will be involved in field placement

- **2.2: Third Party Entity** that will provide any additional services (if applicable)

Element 3: Course Sequence and Faculty Qualifications

Required Exhibits:

- **3.1: Course Sequence:** Link to draft course sequence from draft course catalog/website or other application materials that will be available to candidates and prospective candidates. If the program being proposed will be offered via more than one pathway, a course sequence must be provided for each pathway
- **3.2: Table or Chart** with the proposed number of faculty and the anticipated number of courses each faculty member will teach in the proposed program.
- **3.3: Link to institutional material** (application materials, departmental policies, etc.) that identifies the **faculty qualifications** for each course in the course sequence.

Element 4: Course Matrix

Required Exhibit:

Matrix identifies how the program addresses all the required Teaching Performance Expectations (TPEs) for the proposed program.

Element 4: Course Matrix cont.

Required Exhibit:

- **4.1: Course Matrix** with <u>direct links</u> to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies

	EDU 230 Classroom Management	EDU 234 Early Literacy	EDU Teaching English Learners	EDU 452 Student Teaching	Etc.
TPE 1.1	I, P				Etc.
TPE 1.2		P	P,A	A	etc.

Required course matrix can be found on the <u>Program Review Webpage</u>

<u>Please be judicious</u>. No more than 4 per I, A, P.

Element 5: Standards Specific Evidence

Evidence Guides have been developed for the following standards:

- **5.1:** Standard 4:Equity, Inclusion, and Diversity

- **5.2:** Standard 7:Effective Literacy Instruction in a PK-3 Setting*

- **5.3:** Standard 8:Effective Mathematics Instruction in a PK-3 Setting

Element 5: Standards Specific Evidence cont.

- These standards allow for a bit more narrative.

- A variety of types of evidence may be appropriate.

- Where there is a corresponding TPE, program sponsor may use the same evidence (or link to the TPE evidence)

Element 6: Fieldwork and Clinical Practice

Required Exhibits:

- **6.1: Table** denoting number of **hours** candidate will participate in early fieldwork and supervised clinical practice
  - How those hours will be divided across fieldwork/clinical experiences

- **6.2: Draft Memorandum of Understanding** (MOU),**Partnership Agreement,** or link to **published supporting document** that clearly delineates what the requirements of each candidate placement will be

- **6.3: Training Materials** that will be used to train Veteran Practitioners (e.g., master teachers) serving in support and/or supervisory roles

Element 6: Fieldwork and Clinical Practice (cont.)

Required Exhibits:

- **6.4: Spreadsheet or table** that will be used to verify appropriate placements for all candidates

- **6.5: Draft or Published Manuals or Handbooks or Advising Materials** (links) that will provide information to the district and candidates about expectations within the clinical experience

- **6.6: Draft Syllabi** for supervised clinical experiences

- **6.7:** Blank **clinical practice assessment instruments** that will be used

Clinical Practice Resource

Staff is preparing a Clinical Practice Guidance Document. Available soon on the PK-3 ECE Webpage.

Element 7: TPA/APA Implementation

- **7.1** Identification of which **TPA model** the proposed program will use.

- **7.2** Identification of **TPA/APA Coordinator** or, if position is currently vacant, the job description for the position.

- **7.3** A link to the **policy for candidate placement** that includes the provisions for videotaping.

- **7.4** Statement indicating if the program will use **centralized scoring** or a **local scoring option,** and, if using local assessment option, **potential assessors.**

Element 7: TPA/APA Implementation (Cont.)

- **7.5** Provide a link to the document that candidates will receive explaining the **appropriate use of materials**.

- **7.6** Provide a link to the **Appeal Policy** for candidates regarding the TPA.

- **7.7** Provide a link to the **Remediation Policy** for candidates who need additional support passing the TPA.

Element 8: Credential Recommendation

Required Exhibits:

- **8.1 Brief Description** (300 words or less) of the proposed program's process that will ensure that only qualified candidates are recommended

- **8.2 Candidate progress monitoring document or other tracking tool** that will be used to verify that candidate has met all requirements for the program prior to recommendation for the credential. Screenshots from proposed program's data system will be accepted.

- **8.3 Description** of the proposed process for developing the candidate's **Individual Development Plan** (IDP).

IPR PK-3 ECE Program Standards Submission Exhibits & Elements

Questions?

Finalizing the IPR Proposal

- Remember, in many places you are asked to provide evidence instead of narrative

- Organized in clear and accessible manner
  - Label by exhibit number and title (see instructions)
  - Some exhibits may have more than one link if multiple pathways

- Review against program standards to ensure sufficient evidence

- Test links!

Step 4: Submitting the IPR Proposal

- Submit using the IPR Proposal Submission Form
  - If access requires password, that should be provided with the submission. All information and documentation must be fully accessible by the public for COA approval.
  - It is not acceptable to require reviewers to create or use personal Gmail accounts for Google access. Reviewers must be able to access submission anonymously.
  - Provide contact person in the event there are issues with access.
  - Partial submissions will not be accepted.

Review of IPR Proposal Submission

- Staff spot checks submission(s) to determine accessibility and completeness
- Pairs of reviewers with program expertise review evidence
  - Determine if program standards are *Aligned*
  - Reviewers provide feedback if a standard *Needs More Information*
- **Report of Findings**
  - Forwarded to program contact once program has been reviewed
  - Requires response for all standards needing more information
  - May ask you for something that wasn't asked for originally – it is ok
  - Responses to feedback must be clearly identified
  - This process will continue until all standards are found to be aligned

Fees for Submission

All program proposals must submit a fee. Once we receive the IPR proposal, the fiscal contact from your institution will receive an invoice with specific directions.

The fee for PK-3 Credential program submission is $2,000.

Step 5: COA Approval

- Once the review team determines all standards are aligned, program will be recommended for approval at a COA meeting.

- Program sponsor must upload each Report of Findings to their accreditation website to make it accessible for the COA agenda.

- Program sponsor representative(s) must be available for questions during the COA meeting in which the program is recommended for approval. These are public open meetings that need to comply with Bagley Keene Open Meeting Act, so timelines are followed strictly.

Questions? Here are some resources:

For questions about process, timelines, evidence etc., contact IPR staff: IPR@ctc.ca.gov

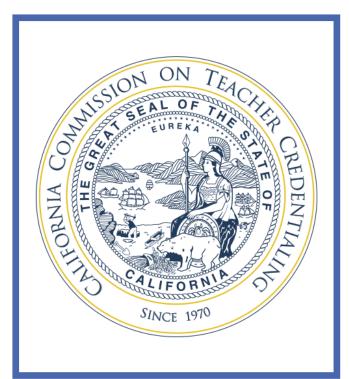**Other resources:**

Contact ECE staff: ECE@ctc.ca.gov

Join us at ECE Office hours

- ◦ **First Tuesdays – 12pm – 1pm:**
  https://us02web.zoom.us/j/83000799079
- ◦ **Third Tuesdays – 12pm – 1pm:**
  https://us02web.zoom.us/j/84012874082

PK-3 Credential Webinars

Past Webinars:
- ❑ PK-3 Overview – November 2022
- ❑ PK-3 Q & A – December 2022
- ❑ Unpacking the PK3 Literacy Standards - January 2022
- ❑ Unpacking the PK3 Math Standard - February 2023
- ❑ Unpacking the Equity, Inclusion, and Diversity Standard February 2023.
- ❑ PK-3 Program Proposal Process: February 2023

Recordings can be found on the PK-3 ECE webpage

Thank you for attending!