



IIA Stage IV: Initial Program Approval Program Standards Submission Requirements for Proposed Educator Preparation Programs

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IIA Stage IV: Initial Program Approval Program Standards Submission Requirements for Proposed Educator Preparation Programs

As part of the Initial Institutional Approval (IIA) process, institutions must complete Stage IV which includes approval of all proposed educator preparation programs. The Initial Program Approval (IPA) process provides the Committee on Accreditation (COA) and the Board of Institutional Review (BIR) members with evidence that an institution is prepared to meet Commission-adopted program standards.

Trained reviewers from the Commission's BIR will review program documentation submitted by the institution for each proposed program. If reviewers determine that the program submission does not demonstrate alignment to the standards, the submission is returned to the institution with specific feedback from the reviewers regarding the lack of alignment. The submission is holistic and exhibits and elements do not correspond with specific program standards, although the feedback provided by reviewers will be standard-by-standard. When reviewers have completed their review, the institution's IIA consultant will send the feedback form to the institution. The institution may revise and resubmit the submission for further review. This iterative process continues until all program standards are determined to be aligned.

All elements and exhibits noted below must be included in the IIA Stage IV Program Standards Submission. Please note that Element 8 only applies to Preliminary Multiple and/or Single Subject, Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN), and Preliminary Education Specialist: Extensive Support Needs (ESN) programs. Element 9 only applies to the aforementioned preliminary programs and to Preliminary Administrative Services credential (PASC) programs.

IIA Stage IV Program Standards Submission Requirements noted below are applicable to all proposed educator preparation programs and must be included in the IIA Stage IV submission. There are separate instructions for proposed Induction programs, Specialist credential programs, and Education Specialist Added Authorization programs.

1. Program Summary

Three exhibits are required per program:

1.1: The **IIA Stage IV Educator Preparation Program Summary** provides context for the BIR team. Please use the IIA Stage IV Educator Preparation Program Summary template for completing this exhibit. The IIA Stage IV Program Summary (3-4 pages) provides a brief overview of the program design, coursework and field experience, and assessment of candidates for the proposed program. A clear description will also help reviewers understand the remaining evidence submitted but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewers with information as to whether activities occur as part of a cohort, can be done out of order, or other pertinent information that provides a clear picture of how the program is designed. The guiding philosophies for the

proposed program, or specific mission, must be included to help reviewers better understand the program.

1.2: The **Program Standard-by-Standard Narrative** is designed to provide additional contextual information to the BIR team. Please use the IIA Stage IV Program Standard-By Standard Narrative template for completing this exhibit. The narrative should be no more than 500 words per program standard for the proposed program.

1.3: The program summary must include a **table** showing proposed delivery models (online, in-person, hybrid) and other pathways (intern, traditional, etc.) available for each location (if more than one) for the proposed program. Please title the table with the name of the proposed program. An example is provided below.

Proposed TYPE OF Program		
Location	Delivery Model	Pathway
Main Campus	In-Person	Traditional Student Teaching
Main Campus	Hybrid	Intern
Main Campus	Online	Traditional Student Teaching
Location 2	In-Person	Intern
Location 3	Hybrid	Residency

✓ *Required Program Summary Exhibits:*

- 1.1 IIA Stage IV: Educator Preparation Program Summary (3-4 pages)
- 1.2 Program Standard-By-Standard Narrative
- 1.3 Table of specific credential program being offered noting location(s), delivery model(s), and pathway(s)

2. Organizational Structure

Two exhibits are required per program:

2.1: Provide an **organizational chart** to show how the program leadership and proposed faculty and staff will be organized within the program. Also, provide information regarding how the program fits into the education unit, including faculty serving in non-teaching roles, and the roles and responsibilities of those involved in field placement aspects of the program. The organizational chart must depict the chain of authority and include individuals up to the Unit Head (i.e., dean, superintendent, etc.) level.

2.2: In addition, if any **third-party entity** will offer any of the coursework, identify the third-party entity and what the entity will provide for the proposed program. (This is your institution’s opportunity to provide an update to Stage II: Criterion 8: Disclosure, if applicable).

✓ *Required Organizational Structure Exhibits:*

- 2.1 Organizational Chart

2.2 Third Party Entity and what services they will provide, if applicable

3. Faculty Qualifications

Two exhibits are required per program:

3.1: Provide a **table/ list of the proposed number of faculty** and the **anticipated number of courses each faculty member will teach** in the proposed program. A brief explanation may also be provided.

3.2: Provide the **faculty qualifications (for example, job descriptions)** for each course in the course sequence.

✓ *Required Faculty Qualifications Exhibits:*

3.1 Table/ list of proposed number of faculty and anticipated number of courses taught

3.2 Faculty qualifications (job descriptions) for each course in course sequence

4. Course Sequence

One exhibit is required per program:

4.1: Submit clear information about the sequence in which candidates will take including a link to a website, course catalog, advising documentation, or other application materials that will be available to candidates and prospective candidates. If the program will be offered via more than one pathway and/or delivery model, and the courses will differ, a link to a **course sequence** must be provided for each pathway and/or delivery model.

✓ *Required Course Sequence Exhibit:*

4.1 Link to a draft course sequence, for each pathway and/or delivery model if the courses differ, from a website, course catalog, advising documentation, or application materials that provides this information.

5. Course Matrix

One exhibit is required unless the program being proposed is a Preliminary Teacher Preparation program, in which case two exhibits are required:

5.1: The proposed program must submit a **matrix** denoting candidates' opportunities to learn, apply, and reflect on each of the competencies for the proposed program. The required course matrix template for the proposed program can be found on the Commission's [Program Review webpage](#). These templates provide the candidate competencies for each program and must be used for this exhibit.

The required courses for the proposed program (course names not just course numbers) must be linked and provided in the top row of the matrix. Additional competencies specific to the proposed program may be added in the first column (if needed); however, *do not delete or edit the competencies included in the matrix*. For each competency, it must be noted when the

candidate will be introduced to (I), will practice (P), and will be assessed (A) for the competency. These notations may occur under more than one course, but programs should identify only the best examples, **no more than four, for each I, P, and A**. Each notation must directly link to the *specific reading, assignment, or other course activity in the syllabus for that course* demonstrating where the competency will be introduced, practiced, and/or assessed. A partial example follows.

Sample from the Preliminary Multiple/Single Subject Course Matrix

Required Competency	EDU 230 Classroom Management	EDU 234 Cognitive-Social Development	EDU 235 Teaching English Learners	EDU 452 Student Teaching
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I, P	I	I	P, A
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	I, P		P, A	A

5.2: For Preliminary programs only: Complete the *Teaching Performance Expectations (TPEs): Part 2 – Subject-Specific TPEs* section of the matrix template that links the course(s) in which the subject-specific competencies will be delivered and the faculty who will teach the courses.

✓ *Required Course Matrix Exhibits:*

5.1 *Course matrix with direct links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Assessment (A) must link to the assessments that will be used to determine competence.*

5.2 *Matrix of subject-specific teaching performance expectations with links to course syllabi, for Preliminary programs only*

6. Fieldwork and Clinical Practice

Six exhibits are required per program:

6.1: Provide a **table** that identifies the number of **hours** each candidate will be required to participate in fieldwork and supervised clinical practice and how those hours will be divided across fieldwork/clinical practice experiences as required in the program standards. It is appropriate for programs to label fieldwork experiences using the institution's nomenclature.

6.2: Provide a **draft Memorandum of Understanding (MOU)** or **partnership agreement** that clearly delineates the requirements for each candidate placement in alignment with the program standards for that program. At a minimum, include the following: type of placement; expectations and criteria for veteran practitioner (e.g., cooperating teacher, mentor teacher, etc.) selection; training and evaluation; and support and assessment roles and responsibilities.

6.3: Provide **draft training materials** that will be used to train veteran practitioners serving in support and/or supervisory roles that demonstrate alignment with the requirement in the program standards.

6.4: Provide documentation such as a **spreadsheet or table** that will be used by the program to verify appropriate placements for all candidates. This evidence must align with the specific criteria for fieldwork/clinical practice placements in the program standards. For example, in a Preliminary Multiple or Single Subject credential program, the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator. Please see Preliminary Multiple/Single Subject Program Standard 3 for additional criteria.

6.5: Provide published or **draft manuals, handbooks, or advising materials** that will be used to provide information to the school district and candidates about expectations within the fieldwork/ clinical practice experience including, but not limited to, appropriate placements, veteran practitioner support, and information about clinical practice assessment. Also provide a brief narrative (100 words or less) with direct link(s) to evidence (a checklist, program handbook, or other document) that identifies at what point in the program candidates will receive this information.

6.6: Provide **Draft syllabi** for supervised clinical experiences. The syllabi must include direct links to information regarding how the candidate will be assessed during clinical practice. Please include copies of blank clinical practice **assessment instruments**.

✓ *Required Fieldwork and Clinical Practice Exhibits:*

6.1 Table noting the planned number of hours of fieldwork, clinical practice

6.2 Draft MOU or Agreement for each placement

6.3 Draft veteran practitioner training material

6.4 Documentation to track candidate placements

6.5 Draft Clinical practice handbook/manual with brief narrative

6.6 Draft Fieldwork/clinical practice syllabi with blank clinical practice assessments

7. Credential Recommendation Process and Individual Development Plan

Two exhibits are required unless the program being proposed is a Preliminary Teacher Preparation program, in which case three exhibits are required:

7.1: Provide a **brief description** (300 words or less) of the proposed program’s process to ensure that only qualified candidates will be recommended for the credential.

7.2: Provide a link to or, if housed on an internal data system, screenshots of, the program’s proposed **candidate progress monitoring document or other tracking tool** that will be used to verify that candidates have met all requirements for the program prior to recommendation.

7.3 (for Preliminary Teacher Preparation Programs only): Provide a description of the program’s process that will be used for developing the candidate’s **Individual Development Plan (IDP)**, who will be involved in that process, and when it will occur in the program. Include a direct link to the IDP form.

✓ *Required Credential Recommendation Process and Individual Development Plan Exhibits:*

7.1 Description of process ensuring appropriate credential recommendation

7.2 Candidate Progress Monitoring Document

7.3 Description of IDP process and blank IDP form, if applicable

8. Specific Evidence Guide for 2022 Literacy Standard and TPEs*

*Please note Element 8 is applicable only to the following types of proposed programs:

- Preliminary Education Specialist
- Preliminary Multiple Subject
- Preliminary Single Subject

Institutions that are proposing a *Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN)* and/or a *Preliminary Education Specialist: Extensive Support Needs (ESN)* program must submit a response and corresponding documentation as required by the [Preliminary Education Specialist: MMSN and ESN Program Standard 7: Effective Literacy Instruction for Students with Disabilities Evidence Guide](#).

- Institutions may use the [Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs Template](#) (link opens a downloadable Word document) when preparing their response to Program Standard 7.
- Institutions may also use the following course matrices as applicable:
 - [Preliminary Education Specialist: MMSN Course Matrix TPE Domains 1 – 7](#) (link opens a downloadable Word document)
 - [Preliminary Education Specialist: ESN Course Matrix TPE Domains 1 – 7](#) (link opens a downloadable Word document)

Institutions that are proposing a *Preliminary Multiple Subjects and/or Single Subject program* must submit documentation as required by the [Preliminary Multiple and Single Subject Program Standard 7: Effective Literacy Instruction for All Students Evidence Guide](#).

- Institutions may use the [Preliminary Multiple and Single Subject Template](#) (link opens a downloadable Word document) when preparing their response to Program Standard 7.
- Institutions may also use the following course matrix:
 - [Preliminary Multiple and Single Subject Course Matrix TPE Domains 1 – 7](#) (link opens a downloadable Word document)

The 2022 Literacy Standard and TPEs can be found on the [Program Standards webpage](#).

✓ *Required Literacy Standard and TPEs Exhibits:*

8 Response to 2022 Literacy Standard for applicable Preliminary credential program

9. Implementation of a Performance Assessment*

*Please note Element 9 is applicable only to the following types of proposed programs:

- Preliminary Education Specialist
- Preliminary Multiple Subject
- Preliminary Single Subject
- Preliminary Administrative Services Credential

Eight exhibits are required per applicable program:

9.1: Identification of the **performance assessment model** each proposed program will use: CalTPA, edTPA, or FAST. Please note that the CalAPA is the only currently Commission-approved model for the Preliminary Administrative Services Credential.

9.2: Identification of **Performance Assessment Coordinator or Coordinators**. If the position is currently vacant, provide the job description for the position.

9.3: Statement indicating if the program will use **centralized scoring** or the **local scoring option**. If using a local scoring option, provide a list that identifies **potential assessors** for the performance assessment.

9.4: Links to **draft program manuals, handbooks, and/or advising materials**, that will be used to support candidates through completing the performance assessment requirements. These materials must be clear in demonstrating how and when the program will:

- provide information to candidates on completing the performance assessment.
- provide candidates with appropriate advice and assistance.
- support candidates through the appeal/retake process.

Also provide a brief narrative (100 words or less) with link(s) to evidence (a checklist, program handbook, or other document) that identifies at what point in the program candidates will receive this information.

9.5: A link to the **policy for candidate placement** that includes the provisions for videotaping.

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

9.7: Provide a link to the **Appeal Policy** for candidates regarding the performance assessment.

9.8: Provide a link to the **Remediation Policy** for candidates who need additional support passing the performance assessment.

✓ *Required Performance Assessment Implementation Exhibits for the proposed Preliminary program:*

9.1 Identification of performance assessment model to be used

9.2 Name of Performance Assessment Coordinator or, if position is vacant, job description

9.3 Statement indicating if the program will use centralized scoring or a local scoring option.

If using local scoring, include list of potential assessors

9.4 Draft program manual, handbook, and/or advisory materials that will be used to support candidates through the performance assessment requirements with a brief narrative

9.5 Link to policy for candidate placement that includes the provisions for videotaping

9.6 Link to document candidates will receive explaining appropriate use of materials

9.7 Link to the Appeal Policy for candidates regarding the performance assessment

9.8 Link to the Remediation Policy for candidates who need additional support

Finalizing the IIA Stage IV Educator Preparation Program Standards Submission

The IIA Stage IV Program Standards submission must be organized in a clear and easily accessible manner. The most efficient method is to label each exhibit by number and title (e.g., 6.2 Draft MOU). Some numbered exhibits may have more than one link—this is acceptable, especially when there is more than one pathway or delivery model for a program.

It is the institution’s responsibility to ensure that submitted exhibits demonstrate the proposed program is aligned to the standards. Prior to submission, the evidence provided should be re-reviewed against the [program standards](#) for the proposed program.

List of Required Exhibits/ Elements:

- 1.1 – IIA Stage IV: Educator Preparation Program Summary (3 – 4 pages)
- 1.2 – Program Standard-By-Standard Narrative
- 1.3 – Table noting location(s), delivery model(s), and pathway(s) for proposed program
- 2.1 – Organizational Chart
- 2.2 – Third-Party Entity and what services they will provide, if applicable
- 3.1 – Table/ list of proposed number of faculty and anticipated number of courses taught
- 3.2 – Faculty qualifications (job descriptions) for each course in course sequence
- 4.1 – Draft course sequence link for each pathway and/or delivery model if courses differ
- 5.1 – Course matrix with direct I, P, and A links to course activities in the respective syllabi for each candidate competency
- 5.2 – *applicable to proposed Preliminary Teacher Preparation programs only: Part 2: Subject-Specific TPEs section of the course matrix*
- 6.1 – Table noting the planned number of hours of fieldwork/clinical practice
- 6.2 – Draft MOU or Agreement for each placement
- 6.3 – Draft veteran practitioner training material
- 6.4 – Documentation to track candidate placements
- 6.5 – Draft fieldwork/clinical practice handbook/manual with brief narrative
- 6.6 – Draft fieldwork/clinical practice syllabi with blank fieldwork/ clinical practice assessment instruments
- 7.1 – Description of process ensuring appropriate recommendation
- 7.2 – Proposed candidate progress monitoring document
- 7.3 – *applicable to proposed Preliminary Teacher Preparation programs only: Description of IDP process and blank IDP form*
- 8.1 – *applicable to proposed Preliminary Multiple/ Single and/or Education Specialist credential programs: Response to Program Standard 7 Literacy and Literacy TPEs*
- 9.1 – *applicable to proposed Preliminary programs only: Identification of performance assessment model to be used*
- 9.2 – *applicable to proposed Preliminary programs only: Name of performance assessment coordinator or, if position is vacant, job description*
- 9.3 – *applicable to proposed Preliminary programs only: Statement indicating if the program will use centralized scoring or a local scoring option. If local, include potential assessors.*

- 9.4 – *applicable to proposed Preliminary programs only*: Draft program manual, handbook, and/or advisory materials that will be used to support candidates through the performance assessment requirements with a brief narrative
- 9.5 – *applicable to proposed Preliminary programs only*: Link to policy for candidate placement that includes the provisions for videotaping
- 9.6 – *applicable to proposed Preliminary programs only*: Link to document candidates will receive explaining appropriate use of materials
- 9.7 – *applicable to proposed Preliminary programs only*: Link to the Appeal Policy
- 9.8 – *applicable to proposed Preliminary programs only*: Link to the Remediation Policy