Initial Program Review Program Standards Submission Instructions for Proposed Preliminary PK-3 Early Childhood Education Specialist Instruction Credential Programs

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Commission-approved institutions that seek to offer a new type of educator preparation program leading to a credential in California must complete the Initial Program Review (IPR) process. IPR provides the Commission, Committee on Accreditation (COA), and the Board of Institutional Review (BIR) members with evidence that the proposed program is prepared to meet the adopted program standards.

Trained reviewers from the Commission's BIR will review the program documentation submitted by the institution for the proposed program. Subsequently, the reviewers will complete an *IPR Report of Findings* to the institution. These findings include standard-by-standard feedback regarding the documentation for the proposed program. Then, the institution must provide additional information and documentation to address this feedback.

Resources and program standards can be found on the PK-3 ECE Specialist Instruction credential webpage.

All elements and exhibits must be included in the IPR Program Standards Submission.

IPR Program Standards Submission Requirements:

1. Program Summary

Two exhibits are required:

1.1: Provide a **table** showing proposed delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) available for each location (if more than one) for the proposed PK-3 ECE Education Specialist Instruction credential program. An example is provided below.

Location	Delivery Model	Pathway
Main Campus	In-Person	Traditional Student Teaching
	In-Person	Intern
	Online	Traditional Student Teaching
Location 2	In-Person	Intern
Location 3	Hybrid	Intern

1.2: The **Initial Program Summary** provides context for the IPR reviewers. A template for completing the summary is available. The Initial Program Summary provides a brief overview of the structure, course of study, and assessment of candidates for the proposed PK-3 ECE Specialist Instruction Credential program. A clear description will also help the reviewers understand the remaining evidence submitted during IPR but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewers with

information regarding how the program is being designed. The guiding philosophies for the program, or specific mission, should be included to help reviewers better understand the program.

- ✓ *Required Exhibits:*
  - *1.1 A table depicting location, delivery models, and pathways*
  - *1.2 Initial Program Summary (2-4 pages)*

2. Organizational Structure

Two exhibits are required:

2.1: Provide an **organizational chart** to show how the program leadership and proposed faculty and staff are organized within the program. Include faculty serving in non-teaching roles and the roles and responsibilities of those involved in field placement aspects of the program in the organization chart.

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 in this program.

- ✓ *Required Exhibit(s):*
  - *2.1 Organizational Chart*
  - *2.2 Third Party Entity and what services they will provide*

3. Course Sequence and Faculty Qualifications to Teach Courses

Three exhibits are required:

3.1: Clear information about the sequence in which candidates will take courses must be submitted. This must be a link to 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 or model, a link to a **course sequence** must be provided for each pathway or model.

3.2: Provide 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.

3.3: Provide the **faculty qualifications** for each course in the course sequence.

- ✓ *Required Exhibits:*
  - *3.1 Link to draft course sequence from a website, course catalog, advising documentation, or application materials that provides this information*
  - *3.2 Number of faculty in the proposed program and number of courses they will teach*
  - *3.3 Faculty qualifications for each course*

4. Course Matrix

One exhibit is required:

4.1: The proposed program must submit a **matrix** denoting the candidates' opportunity to learn, apply, and reflect on each of the PK-3 ECE Specialist Instruction Teaching Performance Expectations. The required course matrix template for the PK-3 ECE Specialist Instruction credential program can be found on the Commission's PK-3 ECE Specialist Instruction credential webpage and available on the Commission's Program Review webpage.

The required courses for the proposed program (course names not just course numbers) must go across 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 heading, but programs are encouraged to identify only the best example(s), up to four (4) for each I, P, and A. Each notation must directly link to the specific section in the syllabus demonstrating where the competency is being introduced, practiced, and/or assessed. A partial sample follows.

Sample from the Course Matrix for the PK-3 ECE Specialist Instruction credential

Required Competency	**EDU 230 Classroom Management**	**EDU 234 Cognitive-Social Development**	**EDU 235 Teaching English Learners**	**EDU 452 Student Teaching**
1.1 Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.	**I, P**	**I**	**I**	**P, A**
1.2 Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.	**I, P**		**P, A**	**A**

- ✓ *Required Exhibit:*

  4.1 Course matrix with 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. Standard-Specific Evidence for Standards 4, 7, and 8

The elements below are standard-specific and include an Evidence Guide for each standard.

5.1: Program Standard 4: Equity, Inclusion, and Diversity
Submit documentation as required by the Evidence Guide for Standard 4

5.2: Program Standard 7: Effective Literacy Instruction in PK-3 Settings.
Submit documentation as required by the Evidence Guide for Standard 7

5.3: Program Standard 8: Effective Mathematics Instruction in PK-3 Settings.
Submit documentation as required by the Evidence Guide for Standard 8

6. Fieldwork and Clinical Practice

Seven exhibits are required:

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

6.2: Draft Memorandum of Understanding (MOU) or **partnership agreement,** that clearly delineates the requirements for placements in alignment with the program standards. At a minimum, include the following: type of placement; expectations and criteria for veteran practitioner selection; training and evaluation; and support and assessment roles and responsibilities for the program and the district.

6.3: Proposed/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 standards.

6.4: Documentation such as a **spreadsheet or table** that will allow the program to verify appropriate placements for all candidates. The spreadsheet or table should include, but may not be limited to, columns for:

- candidate name
- minimum 200 hours placement in PK or TK
- minimum 200 hours placement in K-3
- additional 200 hours placement
- LEA/ECE site supervisor
- LEA/ECE site supervisor credential match

This evidence must align with the criteria for clinical practice placements in the program standards.

6.5: Provide published or **draft manuals or handbooks or advising materials** that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

6.6: Draft syllabi for supervised clinical experiences. The syllabi must include information regarding how the candidate will be assessed during clinical practice.

6.7: Copies of <u>blank</u> clinical practice **assessment instruments** must be provided.

- ✓ *Required Exhibits:*
  - *6.1 Table denoting the planned number of hours of fieldwork, clinical practice*
  - *6.2 Draft MOU or Agreement for placements*
  - *6.3 Proposed/Draft veteran practitioner training material*
  - *6.4 Documentation to track candidate placements*
  - *6.5 Clinical practice handbook/manual-draft is acceptable*
  - *6.6 Fieldwork/clinical practice syllabi-draft is acceptable*
  - *6.7 Clinical practice assessment instruments*

<u>7. Implementation of a Teaching Performance Assessment (TPA)</u>
Seven exhibits are required:

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

7.2: Identification of **TPA 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.** If using a local scoring option, provide a list that identifies **potential assessors** for the performance assessment.

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.

- ✓ *Required Exhibits:*
  - *7.1 Identification of TPA model to be used*
  - *7.2 Name of TPA Coordinator or job description if position is vacant*

7.3 Link to 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, if local scoring, include potential assessors
7.5 Link to document candidates will receive explaining appropriate use of materials
7.6 Link to the Appeal Policy
7.7 Link to the Remediation Policy

8. Candidate Advising, Support, and Credential Recommendation Process
Three exhibits are required:

8.1: 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 PK-3 ECE Specialist Instruction credential.

8.2: 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 proposed program prior to recommendation**.**

8.3: Provide a description of the program's process for developing the candidate's Individual Development Plan (**IDP**), who is involved in that process, and when it occurs. Include a link to the IDP form.

- ✓ *Required Exhibits:*
  - *8.1 Description of process ensuring appropriate recommendation*
  - *8.2 Proposed candidate progress monitoring document*
  - *8.3 Description of IDP process and blank IDP form*

Finalizing the IPR Proposal

The IPR proposal 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 Memorandum of Understanding). The title must directly link to the evidence being provided for that exhibit. 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.

Prior to submitting the IPR proposal, the evidence provided should be reviewed against the PK-3 ECE Specialist Instruction credential program standards. It is the institution's responsibility to ensure that the exhibits provided demonstrate that the program is aligned to the standards for the proposed PK-3 ECE Specialist Instruction credential program.

Submitting the IPR Proposal

IPR proposals are due on the date identified in the IPR Intent to Submit form. If the planned submission date for the proposal changes, please notify the IPR team by contacting IPR@ctc.ca.gov.

IPR proposals must be posted to the institution's accreditation website. Institutions must test all links to make sure they are working. It is strongly suggested that the links be tested from outside your institution to ensure that they will work beyond your institution's network. It is not acceptable to require reviewers to create or use personal email accounts for access. Reviewers must be able to access the proposal anonymously. To help protect the confidentiality of the review process, programs are encouraged to build a webpage organized with all required evidence that is accessible to reviewers without requiring login. If a login is absolutely necessary, username and password information must be provided by the institution for reviewers to use. Please test the username and password information outside of your institution's network to ensure accessibility.

The final version of the IPR proposal and final feedback provided to the institution during the IPR process must be accessible from the institution's website as it will be linked in the COA item. Please use the IPR Proposal Submission Form on the IPR webpage to submit the IPR proposal. When completing the IPR Proposal Submission Form, please include a contact person in case there are technical issues.

Questions related to IPR proposal process must be addressed to IPR@ctc.ca.gov. Program-specific questions must be directed to the PK-3 ECE Commission staff who can be contacted via ECE@ctc.ca.gov.

Review of the IPR Proposal

Once submitted, IPR proposals are checked by staff for completeness and accessibility. IPR proposals with missing exhibits and/or issues with access will be returned to the institution. All issues must be resolved before a review team is assigned.

Pairs of reviewers with program expertise are convened to examine all exhibits presented by the institution, looking first at the proposed program holistically and then standard-by-standard. Reviewers will reach consensus as to whether each program standard is *Aligned* or *Needs More Information* and will indicate this in their feedback. If a standard is deemed to *Need More Information,* reviewers will provide guidance as to what additional information is required. Commission staff will review the feedback and forward the feedback to the program contact at the institution.

Institutions must provide additional information and documentation for any standards that the reviewers did not find to be *Aligned*. As with the review of Common Standards and preconditions, this process is iterative until the reviewers find all program standards for the proposed program to be *Aligned*.

Once the IPR Proposal is Aligned to Standards

The proposed program will be placed on a Committee on Accreditation (COA) agenda once all requirements (preconditions, common standards, program standards, cost-recovery fees paid) have been met. The final feedback forms must be added to the institution's IPR proposal website with the IPR proposal no later than 10 days prior to the COA meeting for which the proposal is being considered (refer to the meetings webpage for list of upcoming meetings and links to previous meetings). The COA agenda item will include a link to the institution's PK-3 ECE Specialist Instruction credential IPR program proposal which will include all final feedback for preconditions, common standards, and program standards. The institution must make the IPR program proposal available and accessible for public view and COA approval.

At least one representative from the proposed PK-3 ECE Specialist Instruction credential program must be available (either through technology or in-person) during the COA meeting in which the program is being recommended in order to answer any questions asked by the COA. If the COA takes action to approve the proposed program, the institution will be subsequently provided a letter from the Commission indicating that the program is approved.