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# 3E

## Action

### *Educator Preparation Committee*

### **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Reach University**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Reach University’s responses to the Common Standards for consideration and possible Provisional Approval by the Commission.

**Recommended Action:** That the Commission grant Provisional Approval to Reach University and set the Provisional Approval period to be 3 years.

**Presenter:** Frances Kellar, Consultant, Division of Standards, Accreditation, and Workforce Investment

### **Strategic Plan Goal**

#### ***Educator Preparation and Advancement***

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

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## **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Reach University**

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### **Introduction**

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Reach University's responses to the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the process would be the review of Reach University's responses to the Preliminary Single Subject (with Intern) and Teacher Induction Program Standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed program(s) will be considered for Initial Program Approval by the Committee on Accreditation (COA). Then, at that time, if approved, the institution may offer the program(s) for the 3-year provisional period as specified by the Commission.

### **Background**

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first satisfactorily complete five stages to be approved as a program sponsor.

The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed programs is subsequently approved by the COA in Stage IV.

### Five Stages of the Initial Institutional Approval Process

Reach University is seeking approval of Stage III in order to be eligible for Stage IV as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility	<i>Stage III – Provisional Approval</i>	Stage IV – Initial Program Approval	Stage V – Full Approval
<b>Purpose</b>	Ensures legal eligibility of institution in California  Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	<i>Ensures institution meets all Common Standards</i>	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
<b>Institutional Requirements</b>	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: <ul style="list-style-type: none"> <li>• 12 Eligibility Criteria</li> <li>• Initial Program Preconditions</li> <li>• General Precondition #9</li> </ul>	<i>Submit responses to:</i> <ul style="list-style-type: none"> <li>• <i>Common Standards</i></li> </ul>	Submit responses to: <ul style="list-style-type: none"> <li>• Program-Specific Preconditions</li> <li>• Program Standards</li> </ul>	Institution Must: <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Host provisional site visit</li> </ul>
<b>Reviewed By</b>	Staff	Staff	<i>BIR</i>	<b>Preconditions: Staff Program Standards: BIR</b>	Site Visit Team & COA
<b>Authority</b>	Staff	Commission	<i>Commission</i>	COA	Commission
<b>Decision</b>	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	<i>Provisional Approval:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
<b>IIA Status*</b>	Not Approved	Not Approved	<i>Provisional Approval**</i>	Provisional Approval***	Full Approval

\*At conclusion of stage \*\*Institutionally approved but cannot offer programs \*\*\*May begin offering approved program

## **Reach University**

Reach University completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [August 2025](#) meeting. This action allowed Reach University to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, Reach University seeks Provisional Approval from the Commission. If approved, Reach University will seek Committee on Accreditation (COA) approval of their proposed

- Preliminary Single Subject with Intern program
- Teacher Induction program

## **Stage III: Review to Determine Alignment with Common Standards**

In keeping with the Commission's process for IIA, Reach University submitted its responses to the Common Standards. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of Reach University's responses to the Common Standards are included in this agenda item. The complete Stage III submission containing Reach University's responses is [available here](#).

It is an important reminder that although the responses to the Common Standards in this agenda item can provide some indication of the design of the program(s) the institution proposes to offer, detailed program information will be provided in the institution's responses to the Preliminary Single Subject with Intern and Teacher Induction Program Standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review teams have determined that the responses are aligned to the program standards, an agenda item will be brought to the COA for consideration of Initial Program Approval for the proposed programs.

## Common Standards Responses

*All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from Reach University's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.*

### **Common Standard 1 – Institutional Infrastructure to Support Educator Preparation**

A review of the documents, narratives, and artifacts provided by Reach University were found to be aligned in outlining the institutional infrastructure to support educator preparation. The institution states a committed vision to remove the barriers to entering teacher education and is committed to preparing high-quality teachers who represent diverse backgrounds and perspectives to serve their communities. Through research-based teaching and coaching, Reach University endeavors to inspire and prepare educators to approach their practice with intentional inquiry that promotes a culture of curiosity, feedback and reflection. Reach University seeks to support the well-being of the candidates and mentors in their proposed programs while fostering an inclusive and supportive professional community that values equity and innovation.

The institution will engage constituent groups at every level that include faculty, field supervisors, program leaders, district and community partners, candidates, and institutional leadership. Reach University will involve a variety of constituent groups and community partners in the development, organization, coordination, and decision making of their proposed Preliminary Single Subject and Teacher Induction programs as it pertains to being responsive to the state adopted standards, partner needs, candidate experiences, and programmatic operations while keeping in alignment with the mission and vision of the institution.

A review of documentation and artifacts illustrate the ways in which Reach University will provide sufficient resources for the operations of their proposed programs. The organization chart outlines the roles and responsibilities for all those working within the proposed programs. Documents outlining the institution's recruitment efforts, for candidates and mentors, demonstrate the initial systems the institution will put into place. Faculty and supervisors at Reach University will be evaluated regularly to ensure they bring both deep content expertise and remain current in California's educational contexts. Evaluations will be conducted by program leadership, informed by candidate feedback, and will keep focused on supporting continuous growth in teaching, supervision, and developing professional practice.

Reach University's Graduate Teachers College has established a monitoring system for its credential recommendation process. Candidate records will be reviewed by the credential analyst to verify completion of all program and state requirements, including coursework, clinical practice, and state assessments. The Candidate Success Advisor will support tracking candidate progress towards program completion, the credential analyst will review to verify completion, and the Senior Director verifies review prior to submitting the recommendation.

### **Common Standard 2 – Candidate Recruitment and Support Preparation**

Reach University has outlined clear criteria for admission requirements and the ways the institution intends to purposefully recruit and support candidates in all educator preparation

programs to ensure their success. The institution will purposefully recruit candidates who reflect California's diverse communities. Recruitment flyers outlining program components will be shared with school community partners and at respective job-fairs and recruitment fairs. The institution has a recruitment materials page that supplies informational materials that will be shared with all respective partners. The institution has developed a variety of informational materials that support their recruitment efforts, including program flyers and recruitment resources on the institution's webpage. Recruitment materials highlight Reach University's job-embedded pathways that seek to expand access to teacher preparation for underrepresented groups.

Reach University will provide comprehensive onboarding and early-program support to ensure candidates are successful upon entering their educator preparation program. A Candidate Support webpage includes information on technology, academic advising, wellness, accessibility, and additional support resources to foster success. In addition to the published web materials, Reach University will support long-term candidate success through a comprehensive system of coaching and advising. Candidates in both Teacher Induction and the Preliminary Single Subject Intern Programs will be matched with a 1:1 Reach Candidate Success Advisor. This advisor will work alongside the candidate to explain program requirements while remaining attuned to the candidate's aspirations, goals, and self-identified areas of concern. For candidates needing support, and for the institution to ensure candidates are working towards meeting program competencies, Reach University will utilize an Early Alert System, called Dropout Detective, which supplies an LMS-linked dashboard of candidates' progress through the program and alerts faculty and advisor if someone needs support. For participating teachers in the proposed Teacher Induction Program, where the work is more job-embedded and less assignment-driven, these tools are used less frequently. Progress in induction will be monitored through other indicators, such as mentor logs, and will be focused on supporting candidates through their job-embedded experiences while personalizing their professional growth plans through their ILP. Overall, the support structure will be consistent across both programs, with some variation in how specific tools are used based on the nature of the experience.

### ***Common Standard 3 – Course of Study, Fieldwork and Clinical Practice***

A review of documents, narratives, and artifacts supplied by Reach University illustrate the institution's aim to design and implement a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support PK-12 students in meeting state-adopted standards. Reach University's coursework and professional development will provide candidates with a strong grounding in research-based practices that seek to improve teaching and learning. The institution will ensure site-based supervisors are certified and experienced in teaching and coaching towards the specified content as was noted by the job descriptions, program handbooks, and MOUs supplied to reviewers. Field Supervisors will be trained on program expectations, candidate assessment tools, coaching protocols, and will receive onboarding materials to support their role in clinical field supervision. Induction Mentors will receive training throughout the year focused on observation techniques, feedback calibration, and mentoring for equity. Training will be tracked

in logs and evidence saved on a shared file storage space to ensure each supervisor's and mentor's participation is documented and available for program review.

Both Reach University's Preliminary Single Subject with Intern and Teacher Induction programs will ensure site-based supervisors and mentors will maintain consistent and quality support through clear criteria and training expectations. Training will be grounded in all relevant frameworks, including the California Teaching Performance Expectations and the California Standards for the Teaching Profession. This will ensure candidates receive knowledgeable, standards-based support through the duration of their preparation program. The institution will also work to ensure site-based supervisors and mentors are systematically prepared, supported, and recognized. Supervisors and mentors will be evaluated through candidate surveys and self-assessments that the Associate Dean of each program will review to inform continued professional growth and programmatic improvement.

Reach University will work to ensure every candidate engages in the required fieldwork within California's schools serving diverse student populations. Employer partners will commit to supporting candidates through these experiences, in partnership with the institution, through respective MOUs that affirm candidate access to diverse classroom contexts aligned with relevant program standards.

#### ***Common Standard 4 – Continuous Improvement***

Reach University has outlined a plan for developing and implementing a comprehensive, continuous improvement process both at the unit level and within each of the proposed programs. The institution identified program and unit effectiveness markers, such as Teacher Performance Assessments (TPAs), candidate and mentor surveys, Induction Inquiry Cycle Data Outcomes, and Clinical Field Assessments (CFAs), that will support their efforts to make appropriate modifications and programmatic adjustments based on all relevant data findings collected and analyzed.

The institution will utilize its current multi-year assessment cycle utilizing intentional, systematic data collection, analysis, and plan of action. The Director of Data Analytics will continue to coordinate data collection and manage all analyses in the institution's data dashboard. Each year, Reach University follows a structured cycle aligned to their academic calendar to support key decision-making points. In its current capacity as a partner with Alternatives in Action (a current Commission-approved program sponsor), Reach University regularly assesses program effectiveness across current academic program coursework, fieldwork, individual learning plans in induction, mentoring feedback, and candidate support. The institution will continue to engage in regular, ongoing programmatic assessment with the proposed credentialing programs pending Commission approval. [Page 16](#) of the Stage III submission provides a table outlining the varied data points Reach University will look to in facilitating their continuous improvement cycles.

#### ***Common Standard 5 – Program Impact***

Reach University's documents and artifacts submitted for Stage III review illustrate the ways the institution intends to recruit and support its candidates in all educator preparation programs to

ensure their success and foster program impact. The Coursework and Clinical Field Assignments (CFA) in the proposed Preliminary Single Subject program and the Individualized Learning Plan (ILP) in the proposed Teacher Induction program are intentionally designed to balance theoretical perspectives with applied practice, supplying candidates with structured, formative opportunities to learn, apply, and reflect through thoughtfully designed inquiry cycles that are aligned with the California Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTPs).

Both proposed programs are designed to have a measurable, positive impact on both candidate learning and the school communities in which educators will be prepared to serve. Candidate learning and competence will be assessed through course-embedded performance tasks such as the Teaching Performance Assessment (CalTPA), inquiry cycle projects, and mentor evaluations. Bi-annual program-wide surveys, candidate reflections, site supervisor feedback, and employer surveys will also aim to capture information and insight into how candidates apply Reach University's inquiry-based approach to improve classroom outcomes. Through the integration of continuous assessment with authentic, field-based evidence, Reach University will be positioned to assess the impact their programs will have on educator preparation.

### **Staff Recommendation**

The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned, and Commission staff has found the Preconditions to be met. Therefore, staff recommend that the Commission grant Provisional Approval to Reach University.

Granting Provisional Approval would allow the Reach University's proposed Preliminary Single Subject with Intern and Teacher Induction Programs to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV. The Provisional Approval period would begin once the COA grants Initial Program Approval for the proposed programs at the conclusion of Stage IV. *For institutions proposing more than one program, the Provisional Approval period will begin with the first program approval by the COA.*

Staff recommend that if Provisional Approval is granted to Reach University by the Commission, the period of Provisional Approval be set to three years because both the Preliminary Single Subject and Teacher Induction Programs are designed to be two years in length. After three years, Reach University will have had an opportunity to have a cohort to complete the program and the institution will have at least two years' worth of data that includes completers of the program. A Provisional Site Visit would occur and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for Reach University in Stage V.

### **Next Steps**

Staff will take appropriate next steps based on the Commission's action.