

Sacramento State: Vision for Professional Preparation Programs (Spring, 2026)

Common Standards element: *The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.*

Evidence: *Provide Vision Statement and a Brief description (not to exceed 500 words) of the research-base for vision and how it is consistent with preparing educators. Links to institution’s website, handbooks, or other supporting materials may also be included. Do not link to the actual research literature.*

Vision Statement: Sacramento State credential programs prepare professionals who will practice in educational settings using transdisciplinary strategies to advocate, lead, collaborate and effect systems change. Our programs are grounded in principles of racial social justice that are responsive to learners’ intersectional identities. We support our candidates’ development as innovative and rigorous professionals who reflect and respond to the interests and needs of our diverse region. Our candidates meet the highest standards of ethics, accessibility, and inclusion. They are reflective practitioners who promote the success, development, and health of the whole child, ensuring a commitment to life-long learning. Our candidates will be prepared leaders-- agents of change, committed to social justice, equity and inclusion in culturally and linguistically diverse schools and communities.

We promote the multidimensional nature of professional preparation programs where clinical practice, field work, program curriculum, program pedagogy, and co-curricular activities all contribute to the education of future school-based professionals. We have advisory boards and community members who help us keep our programs current, who advise us as to their needs, and community members who explain how our graduate students add to their programs and enhance the community. We also have alumni who volunteer to provide input on our program’s curriculum to ensure it reflects the current trends and needs for community-based processes.

Our vision encompasses these elements

Who we serve: California children and youth, mainly in Title I settings, including culturally, racially, socioeconomically, and linguistically diverse students who exhibit diverse learning needs.

How we do our work: in partnership and collaboration with birth to age 22 education-based personnel specializations on campus; parents, families, and caregivers in our region; and, school and community partners, with a focus on equity, excellence, and advocacy.

What we believe works:

- explicit models of “best” practice that candidates can observe and aspire to;
- cohesive, articulated programs where field experiences, coursework, and formative feedback build candidates’ capacity to apply theory to practice in increasingly complex and sophisticated ways;
- varied and coordinated opportunities for candidates to develop an equity lens and the professional skills to address injustice, unfairness, exclusion, power and privilege as they occur in educational settings; and

- providing candidates with opportunities to engage actively as members of collaborative and/or transdisciplinary teams.

How we measure success for our programs:

- Alumni who are prepared to:
 - effectively perform their professional duties;
 - participate in Multi-Tiered systems of support to maximize students' learning, social and emotional development, and personal health and well-being;
 - collaboratively analyze and transform social determinants that perpetuate inequality; and
 - demonstrate leadership, especially by advocating for policies and programs that promote equity, excellence, and justice for all students.

References:

American Speech-Language-Hearing Association. (2016). *Scope of practice in speech-language pathology: Ad hoc committee on the scope of practice in speech-language pathology*.

<https://www.asha.org/siteassets/publications/sp2016-00343.pdf?srsId=AfmBOoqwHPRWRBMcvAcsmKv9OuovZ2NFVPDPTMMJpgRvd7T2BYNqVio5>.

Division for Early Childhood of the Council for Exceptional Children. (2026). *DEC recommended practices*.

<https://www.dec-sped.org/dec-recommended-practices>.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.

National Association of School Nurses. (2020). Framework for 21st Century school nursing practice™: Clarifications and updated definitions. *NASN School Nurse*, 35(4), 225-233

<https://doi.org/10.1177/1942602X20928372>.