# Initial Program Review
# Common Standard Response to Feedback #3

**Directions**: Using the Initial Program Review (IPR) Common Standards Submission Requirements, provide a brief narrative and links to supporting documentation/ evidence responding to the Common Standards elements below as it applies to the proposed program.

## Organization Chart

| Organization Chart Description | Institution Response |
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| The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart. | Unit Organization Chart |

## Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

| IPR Common Standard 1 Elements | Institution Response |
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| (1.1) 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. | The College of Education and Allied Studies (CEAS) mission is to prepare collaborative leaders, committed to professional excellence, social justice, and democracy, who will influence a diverse and interconnected world. The College's vision is that we strive to exemplify the ideals of social justice and democracy, distinguished by excellence in teaching, scholarly, vibrant programs, and graduates who are powerful actors in their communities.<br><br>The creation of the PK-3 Specialist Instruction Credential exemplifies our mission statement and will prepare ECE teachers to have the necessary knowledge, skills, and abilities to provide developmentally appropriate learning for all young children.<br><br>Additionally, this credential recognizes and values the rich background and extensive experiences potential candidates will bring to the program. |

| IPR Common Standard 1 Elements | Institution Response |
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| (1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs. | No additional information is required during the IPR Common Standards submission. |
| (1.3) The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. | CSUEB requires faculty to systematically collaborate with the P-12 community in such the expectations of the university are for faculty to work regularly on their teaching performance, community/institutional collaboration and scholarly work. This should be demonstrated by each faculty member on an annual basis by submitting required college and university materials as listed in the faculty Retention, Tenure and Promotion file (Faculty RTP and materials).<br><br>Tenure-track faculty job postings include this language in the position announcement and is highlighted in yellow. This can be found here.<br><br>The Fieldwork Supervisor job description includes this language in the position announcement and is highlighted in yellow. This can be found here.<br><br>The Lecturer job description includes this language in the position announcement and is highlighted in yellow. This can be found here. |
| (1.4) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field-based supervision and clinical experiences. | No additional information is required during the IPR Common Standards submission. |
| (1.5) The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. | No additional information is required during the IPR Common Standards submission. |

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| (1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | **Recruitment:**<br>(Please note that the College of Education and Allied Studies (CEAS) has very recently moved into the College of Letters, Arts, and Social Sciences (CLASS), and the Teacher Education Department is now in CLASS.) The Unit Head, i.e., the Dean of the College, has collaborated with the faculty since 2021 (his date of hire) to ensure that highly qualified faculty are hired, and that they represent and support diversity and excellence; the new Dean continues this work. Since 2021, five positions were advertised for the College of Education and Allied Studies in Educator Preparation programs, 3 of those in the Department of Teacher Education (3 positions advertised; one BIPOC faculty member hired; 2 other positions were not filled). There are no current positions available due to an ongoing hiring freeze since 2023. For the proposed PK-3 ECE Specialist Credential program, openings will be posted here on this CSUEB Jobs website. Also, job announcement fliers will be sent to a range of affinity groups, such as those associated with CCTE's Special Interest Groups, as well as on job boards with California Association for the Education of Young Children (CAEYC) and California Community College Early Childhood Educators (CCCEC).<br><br>**Retention of Faculty:**<br>Retention of faculty is primarily the responsibility of the overall system and environment into which the faculty member is hired. This includes the tone set by the president, provost, and dean as well as the environment and policies created by faculty members. Nonetheless, resources are directed toward new faculty, such as one course release per semester for their first two years at any CSU campus. The dean at CSUEB uses their discretion to provide additional, contracted release time to newly hired faculty to support their longevity at CSUEB. Further, the dean identifies and directs additional resources to new faculty, such as grant funding to enhance their careers and strengthen their path toward promotion and tenure. Finally, professional development offerings help faculty instructionally, build a sense of community among those who attend, and support retention (see Professional Development below). |

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| | The creation of the PK-3 ECE Specialist Credential is the most recent endeavor undertaken by the Teacher Education Department and is a natural progression of work that began over 20 years ago with the Master's in Early Childhood Education, followed by the minor in Early Childhood Education. Since the inception of the program, East Bay has made a conscious effort to make sure that the teaching faculty in the programs reflect the student body. Our most recent metrics demonstrate that White candidates make up an average of 14% (see CAPR Report, top of page 4) of the student population, indicating that the remaining percentage of candidates are diverse in ethnicity and culture. So, too, are the professors who teach in this program. Over 75% of the professors are first-generation college graduates and additionally represent a diverse population. |

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| | We expect to staff the classes for our new PK-3 ECE Specialist Credential using tenure line and adjunct faculty who have helped prepare the documents (including course creation) and/or taught in the ECE minor, the Master's in ECE, and/or the Multiple Subject Credential program. This is important because the population of professors who currently work both in the Master's and minor programs, intend to be the faculty for the PK-3 credential. We will continue to use what we have called our "apprentice" model of teaching when a new adjunct is hired. This means the new hire is paired with a faculty member who has taught an ECE or related class for at least 5 years. While both may be listed on the schedule as course instructors, the veteran professor mentors the apprentice and spends a great deal of time providing instruction on lesson preparation and presentation, grading, online teaching techniques, and other elements of instruction. Typically, the veteran receives ⅔ of the pay, and the apprentice receives ⅓ of the pay, and the subsequent semester teaches the class by themself. We are also considering a team-taught class, whereby an ECE practitioner is paired with one of the veteran professors or lecturers. Compensation or unit allocation will be determined by the chair. Evidence of mentoring/shadowing for ECE from emails can be found here. |

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| | Additionally, we have a long history (20 years) of preparing and hiring our own graduates from the MS in Early Childhood Education. We have found this extremely beneficial as these graduates remain experts in the field of Early Childhood Education and work in settings including large/small/public/private center-based care, home daycare, TK-3 teaching in public schools, district administration, and university/community college teaching. Most of our adjunct faculty began their careers at the local community college and understand the pathway process and challenges in higher education. These experiences help our faculty relate to student needs, provide encouragement, and administer professional guidance. We have noted that 95% of our adjunct faculty in the ECE minor and master's degree are women of color and are first-generation college graduates. We believe that faculty serve as role models and motivation for students in the class to believe that someday they can do the same.<br><br>**Professional Development:** |

| IPR Common Standard 1 Elements | Institution Response |
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| | The University provides professional development services to faculty. At the university level, faculty orientation, support with technology and pedagogy is provided and each department on the campus has been assigned a designated staff support to provide information and answer any questions. The Office of Faculty Development offers individual, confidential consultation about promotion, tenure, and retention process. Their office also offers a variety of support to new faculty, tenure and non-tenure line, throughout the year. This professional development and other support includes working groups related to a variety of topics/special interests, writing circles, instructional observations for teaching support, many various trainings on technology integration, and the Graduate Equity Fellowship Program designed to increase diversity in the hiring pool for faculty. Evidence of the current offerings can be found here. There is also an Online Campus as well, which provides a range of services focused on training and ongoing support for faculty teaching online and hybrid courses. College level professional development is also provided. The College leads a monthly faculty and staff development forum called *First Friday Forum.* Led by faculty and the dean, faculty development topics in diversity, equity, and inclusion are discussed and workshopped. No one is compelled to attend or participate, but this development opportunity is made available to all within the college. A sample of the first meeting of the year is here, and this includes the topics for the year. |

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| (1.7) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:<br>a) current knowledge of the content;<br>b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;<br>c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and<br>d) d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | • Full Faculty Job Announcement - Bookmark to the language of Element 1.7 pertaining to Tenure Track Faculty highlighted in yellow can be found here. **Updated language can be found here bolded and highlighted in green.**<br>• Full Lecturer Job Announcement - Bookmark to the language of Element 1.7 pertaining to Lecturers highlighted in yellow can be found here. **Updated language can be found here bolded and highlighted in green.**<br>• Full Fieldwork Supervisor Job Announcement - Bookmark to the language of Element 1.7 pertaining to Fieldwork Supervisors highlighted in yellow can be found here.<br><br>The blank evaluation form used to periodically evaluate temporary faculty (instructors, professional development providers, and field-based supervisors as appropriate) can be found here. For those temporary faculty who are part-time and are teaching for two semesters in the year there will be a review by the Department Chair that will include:<br><br>1) A review of the Personal Action File held by the Provost's Office<br><br>2) A review of student evaluations of the classes taught<br><br>3) A review of syllabi for classes taught<br><br>4) A review by the Dean's Office<br><br>For those temporary faculty who have taught for us for at least two semesters in each of the last six years, or hold a full-time position (not 3-year), and for lecturers who are in the third year of a 3-year contract, we perform a comprehensive review that includes:<br><br>1) A review of the Personal Action File held by the Provost's Office<br><br>2) A review of student evaluations of the classes taught |

| IPR Common Standard 1 Elements | Institution Response |
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| | 3) A review by a peer committee of elected tenured faculty (they will look at your student evaluations, syllabi, and PAF). In addition, the review committee may desire to come and view or discuss classes.<br><br>4) A review by the Chair of student evaluations, syllabi, and Personal Action File.<br><br>5) A review by the Dean's Office |
| (1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | No additional information is required during the IPR Common Standards submission. |

## Common Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

| IPR Common Standard 2 Elements | Institution Response |
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| (2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | Application Checklist |

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| (2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | The process currently in place to **purposefully** recruit and admit candidates to diversify the educator pool in California includes the use of CSU webpages (Cal State Apply, CSUEB Teaching Credential, Multiple Subject Credential, and Single Subject Credential) that bring potential applicants to our programs; a recruitment flyer for the PK-3 ECE Specialist program will be posted on this site once the program is approved (at this time we have a proposed program handbook). Additionally, CSUEB partners with local districts such as Oakland Unified School District, West Contra Costa Unified School District, and Castro Valley Unified School District, to purposefully recruit and admit candidates who come from diverse backgrounds in order to participate in local residency programs offered by high need local school districts. Moreover, CSUEB partners with many diverse school districts as well as County Offices of Education across the state as evidenced in the current MOU list. As part of these partnerships, partner districts, COEs, and CSUEB credential programs share recruitment information for credential programs, training, and employment opportunities across the state. The same process will be used for the proposed program once it is approved.<br><br>Structures and practices currently in place to **provide support, advice, and assistance** to promote candidates' successful entry and retention in the profession include the following:<br><br>● **Successful Entry (for prospective applicants)**:<br>○ Credential Information Sessions<br>○ PK-3 Admissions Checklist<br>○ Application Workshop/Drop-in Hours<br>● **Program Retention (planning and support throughout the credential program)**:<br>○ Student Teaching Pathway Plan<br>○ Intern Pathway Plan |

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| | ○ University Supervisor support will be provided through fieldwork observations, evaluations (Fall and Spring) and feedback as well as regular support meetings to discuss individual program progress.<br><br>○ The program coordinator is the advisor to credential students in the proposed program and offers support, advising, and assistance via email, phone calls, and individual meetings with candidates, as needed. The program coordinator, with support from the Credential Student Services Center staff and fieldwork placement coordinators, will maintain detailed meeting notes and tracking records using this Candidate Tracking Form.<br><br>○ Teacher Candidate Improvement Plan (This plan is put in place **as soon as any faculty working with a candidate has a concern** about their success in the credential program, and it is designed to support candidate success in coursework and/or fieldwork)<br><br>● **Program Completion and Retention in the Profession**:<br><br>○ Individual Development Plan (IDP)<br><br>○ The program coordinator, with support from the Credential Student Services Center staff, will ensure candidates have met program fieldwork requirements using this Candidate Tracking Form.<br><br>○ Exit Criteria Checklist to Apply for the Preliminary Credential<br><br>The above **structures and practices will be used to support and retain** ALL candidates, including those who represent diverse populations within the proposed program. They will be used to:<br><br>e) help guide applicants as they complete the application process, |

| IPR Common Standard 2 Elements | Institution Response |
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| | f) support clear planning of the individual credential program pathway so candidates can pre-plan and revisit their pathway plan in order to meet all coursework and fieldwork requirements throughout the program,<br><br>g) support success of candidates though advisement from the program coordinator as well as regular, ongoing support from the University Supervisor,<br><br>h) support any candidate who may be identified as struggling ***as early as possible*** (using the Teacher Candidate Improvement Plan),<br><br>i) work with candidates to ensure they are meeting program requirements (using the Pathway Plans, Candidate Tracking Form, and Exit Criteria Checklist), and<br><br>j) guide candidates to prepare to transition into a school district teaching position and induction program (using the Individual Development Plan). |

| IPR Common Standard 2 Elements | Institution Response |
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| (2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. | Throughout the application process, applicants will be given the email for the Credential Student Service Center as the contact with application questions, and this is given in credential program information sessions here.<br><br>Candidates will be advised of key program information, resources, and program contacts for help during the PK-3 ECE Specialist Credential Program orientation. A draft of this can be found here.<br><br>During the first week of seminar courses in fall and spring, candidates are reminded of key program policies, expectations, and contacts during the class meeting. A draft of this evidence from the fall TED 578 course can be found here.<br><br>Candidates are also advised regarding how to access the resources and personnel they need to guide their success in meeting program requirements within the Program Handbook under Department Organization and Contact Information (for Teacher Education support and contact information) and in Coursework Overview and Policies (for support regarding course registration and academic accommodations). |

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| (2.4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | The Teacher Candidate Improvement Plan is put in place **as soon as any faculty working with a candidate has a concern** about their success in the credential program. It is designed to support candidate success in coursework and/or fieldwork from the moment any faculty or support personnel identifies a concern about candidate progress. Additionally, the University Supervisor provides regular support meetings to discuss individual program progress (every 2-3 weeks throughout fieldwork), and they give written and verbal feedback as well via fieldwork observations; summative evaluations (completed during the Fall and Spring semesters) provide summative feedback to candidates. University Supervisors also maintain ongoing contact with cooperating teachers (for student teachers) and mentor teachers (for interns) in order to support them and candidates in fieldwork and to regularly ascertain candidate progress and/or concerns from these teachers. The communication between the University Supervisor and the candidate, as well as between the University Supervisor and cooperating teachers/mentor teachers is typically focused through the lens of the PK-3 ECE TPEs and candidate growth on the performance continuum. Based on this ongoing communication, candidates plan/co-plan TPEs upon which they will focus for continued development of TPE proficiency.<br><br>Candidate's progress in meeting competency and performance expectations will be tracked and documented in the following ways:<br><br>1. Candidates track their fieldwork hours (either student contact and collaboration or support hours) in Time2Track. These hours are sent to the University Supervisor for approval and are tracked by them and the Program Coordinator using the Time2Track software. An example of this can be seen here. While this does not track competency, we thought it was important to share in terms of tracking candidate expectations being met. |

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| | 2. The University Supervisor will track the number of fieldwork observations completed, TPE proficiency and non-proficiency for each observation, competency on summative evaluations in Fall and Spring semesters, and notes planning for goals as candidates move into induction (as discussed in co-creation of the Individual Development Plan). This tracking will be shared with the Program Coordinator for program-wide monitoring and tracking over the course of the credential program.<br><br>The tracking of fieldwork hours, completion of fieldwork observations, tracking of TPE growth and proficiency development, and feedback from summative evaluations of TPE growth guides advisement and support as the University Supervisor works with the candidate and other support personnel (cooperating/mentor teacher and program coordinator). Working collaboratively, the University Supervisor and candidate plan TPE growth goals based on observed evidence from each fieldwork observation (formative support and advisement throughout the credential program). They also discuss summative evaluations and feedback in order to plan goals for continued TPE growth in the spring (post-fall summative evaluation) and for their teacher induction program after program completion. As part of this process, candidates are advised of where/how to access additional support related to TPE proficiency development (observations of veteran teachers, professional development opportunities, etc.) and are guided, as needed, in accessing this support. When there are ***any*** concerns or challenges related to an individual candidate's program progress, a Teacher Candidate Improvement Plan is created by the University Supervisor in order to plan a clear means of support for the candidate in need. This plan is discussed with the candidate and also shared with the Program Coordinator, the Department Chair, and the Credential Student Services Center.<br><br>The proposed program will identify and support candidates who need additional assistance to meet competencies/performance expectations in the following ways: |

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| | 1. During the summer session, prior to fieldwork placement, coursework progress is monitored by faculty, the program coordinator, and the department chair. Any student in danger of not maintaining a cumulative grade point average of 3.0 in required courses is placed on a Teacher Candidate Improvement Plan immediately.<br>a. Coursework progress continues to be monitored throughout the credential program, and the instructional faculty as well as the program coordinator work with candidates in danger of not meeting coursework requirements throughout each semester.<br>2. Once students begin fieldwork, observation of TPE performance is the primary way that fieldwork-related performance issues are identified. When there are ***any*** concerns or challenges related to an individual candidate's program progress, a Teacher Candidate Improvement Plan is created by the University Supervisor in order to plan a clear and proactive means of support for the candidate in need.<br>a. Candidates cannot be given a failing grade (D, F, or NC) without having been placed on a Teacher Candidate Improvement Plan. The semester calendars for University Supervisors include the cut-off dates for a Teacher Candidate Improvement Plan, and an example of this can be found here.<br>3. The University Supervisor will track competency/performance development and will share this tracking with the Program Coordinator for program-wide monitoring and tracking over the course of the credential program. If there is a candidate not making progress toward meeting competencies/performance expectations, the Program Coordinator is informed via the Teacher Candidate Improvement Plan and may also meet with the candidate for advisement and support, as needed. |

| IPR Common Standard 2 Elements | Institution Response |
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| | 4. Candidates who fail to make progress toward meeting program expectations may be removed from the program. Candidates facing program removal are advised of this action by the Program Coordinator and are given the opportunity to participate in an appeals process by contacting and meeting with the Department Chair.<br><br>Candidates will be informed of this clearly defined process during program orientation. |

## Common Standard 3: Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

| IPR Common Standard 3 Elements | Institution Response |
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| (3.1) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. | No additional information is required during the IPR Common Standards submission. |
| (3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | No additional information is required during the IPR Common Standards submission. |
| (3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | No additional information is required during the IPR Common Standards submission. |

| IPR Common Standard 3 Elements | Institution Response |
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| (3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | No additional information is required during the IPR Common Standards submission. |
| (3.5) All programs effectively implement and evaluate fieldwork and clinical practice. | No additional information is required during the IPR Common Standards submission. |

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| (3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards. | All programs provide extensive opportunities to work with diverse populations in public school settings. Data on schools and districts are provided below. Raw data are appended to the MOU Tracking Spreadsheet.<br><br>**Overall Average Demographics per Racial Group across all programs**<br>● Black: 5.68% (212)<br>● White: 25.40% (210)<br>● Hispanic/Latino: 49.66% (214)<br>● Asian/Pacific Islander: 12.29% (210)<br>● American Indian or Alaska Native: 0.75% (181)<br>● Native Hawaiian or other Pacific Islander: 1.11% (164)<br><br>**Free/Reduced Lunch**: 91.16% (196 schools or districts)<br><br>**ELL (English Language Learners)**: 90.70% (195 schools or districts)<br><br>**Multiple & Single Subjects Average Demographics per Racial Group** (with N in parentheses):<br>● Black: 4.63% (159)<br>● White: 25.45% (159)<br>● Hispanic/Latino: 48.96% (161)<br>● Asian/Pacific Islander: 13.47% (160)<br>● American Indian or Alaska Native: 0.44% (146)<br>● Native Hawaiian or other Pacific Islander: 2.30% (135)<br><br>**Free/Reduced Lunch**: 96.89% (156 schools or districts)<br><br>**ELL (English Language Learners)**: 95.65% (154 schools or districts)<br><br>**PPS SP and SC Average Demographics per Racial Group** (with N in parentheses):<br>● Black: 6.34% (69)<br>● White: 24.93% (68)<br>● Hispanic/Latino: 37.23% (69)<br>● Asian/Pacific Islander: 22.54% (69)<br>● American Indian or Alaska Native: 0.48% (55)<br>● Native Hawaiian or other Pacific Islander: 0.80% (46) |

| IPR Common Standard 3 Elements | Institution Response |
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| | **Free/Reduced Lunch**: 92.96% (66 schools or districts)<br><br>**ELL (English Language Learners)**: 91.55% (65 schools or districts)<br><br>**SLP Average Demographics per Racial Group** (with N in parentheses):<br>● Black: 6.59% (39)<br>● White: 22.63% (38)<br>● Hispanic/Latino: 41.43% (39)<br>● Asian/Pacific Islander: 21.32% (38)<br>● American Indian or Alaska Native: 2.02% (33)<br>● Native Hawaiian or other Pacific Islander: 0.81% (33)<br><br>**Free/Reduced Lunch**: 97.44% (38 schools or districts)<br><br>**ELL (English Language Learners)**: 94.87% (37 schools or districts)<br><br>The Fieldwork Placement Coordinator works with district office personnel, principals, vice principals, department heads and teachers in arranging field placements each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the university and local school sites. Placement considerations are only given to geographic location and documented special needs of candidates.<br>Coordinators will select placements that demonstrate:<br>● Commitment to collaborative evidence-based practices and continuous program improvement<br>● Have partnerships with appropriate other educational, social, and community entities that support teaching and learning<br>● Place students with disabilities in the Least Restrictive Environment (LRE)<br>● Provide robust programs and support for English learners<br>● Reflect to the extent possible socioeconomic and cultural diversity<br>● Permit video capture for candidate reflection and TPA completion<br>● Clinical sites should also have a fully qualified site administrator |

## Common Standard 4: Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

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| (4.1) The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.<br><br>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. | CEAS systematically is improving the continuous feedback process of all programs and the unit. Current practices include reviewing supervisor feedback through summative evaluations, annual reviews of various artifacts (e.g., TED Data Timeline and Data Dive). Many faculty across the unit are involved in partnerships with local districts and associations. A new process for documenting feedback and meeting minutes is being discussed. The following is a systematic assessment plan that is being adapted by the unit:<br><br>1. **Data Collection Sources**:<br>○ **Program Completer, Annual Data Survey (ADS), and Candidate Exit Surveys**: Annual data collected locally and reported through the CTC will continue to be collected and integrated into a larger database accessible to all programs.<br>○ **Fieldwork and Clinical Practice Evaluations**: Ongoing evaluations from mentor teachers, university supervisors, and fieldwork sites are collected to assess the effectiveness of field experiences and clinical practice components.<br>○ **Advisory Board and Stakeholder Feedback**: Regular advisory board meetings will continue, but we will ensure that all programs centrally submit minutes of meetings. We will also ensure to formally link feedback to program changes.<br>○ **Program-Specific Data (edTPA, CalAPA, CalTPA for PK-3)**: Each program will continue collecting specific data ensuring that all data sources align with CTC requirements. These data will be held centrally to ensure that the Unit is systematically collecting these data.<br>2. **Timeline and Responsibility**:<br>○ **Once Per Year Data Review Meetings**: Each program will hold once per year data review meetings, with participation from faculty and program coordinators. Data from the previous academic year will be reported, and potential program changes will be discussed and documented. |

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| | ○ **Annual Data Summits**: At the end of each academic year or at the start of each academic year, a comprehensive data summit will be held. All program completer and candidate data, fieldwork evaluations, and advisory feedback will be reviewed, and necessary program improvements will be prioritized for the following year.<br>○ **Program Coordinators**: Each program coordinator will be responsible for ensuring that data is collected, analyzed, and discussed within these timelines, and that changes are well-documented and communicated to all stakeholders.<br>3. **Data Analysis and Use**:<br>○ **Continuous Improvement Cycle**: The results from data digs and the annual data summit will feed into a continuous improvement cycle. Program coordinators will be responsible for ensuring that all feedback is documented and integrated into curriculum revisions, fieldwork arrangements, and program modifications. Evidence of these changes will be presented in annual reports.<br>○ **Stakeholder Involvement**: To ensure transparency, key stakeholders, including district partners and advisory board members, will be involved in the review process. Their feedback will be integrated into the analysis and documentation process, ensuring a comprehensive approach to program improvement.<br>4. **Documentation and Reporting**:<br>○ **Annual Reports**: An annual report will be produced for each program, detailing data collected, analysis conducted, and programmatic changes made. These reports will be shared with the CTC and other accreditation bodies to demonstrate ongoing improvement and responsiveness to data.<br>○ **Meeting Minutes and Documentation**: Minutes from all advisory meetings, quarterly reviews, and data summits will be documented, stored, and made available for review. A specific section in each meeting's documentation will be dedicated to outlining how data is being used to inform program changes. |

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| | This systematic plan will ensure that data collection, analysis, and use are well-documented and directly linked to program improvements, aligning with CTC's requirements. The proposed program will be included in this process. |
| (4.2) The continuous improvement process includes multiple sources of data including<br>a. the extent to which candidates are prepared to enter professional practice; and<br>b. feedback from key constituents such as employers and community partners about the quality of the preparation. | No additional information is required during the IPR Common Standards Submission. |

## Common Standard 5: Program Impact

| IPR Common Standard 5 Elements | Institution Response |
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| (5.1) Describe how the unit will include the proposed program in its evaluation and demonstration that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. | No additional information is required during the IPR Common Standards Submission. |

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| (5.2) The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. | The Chancellor's Office sends completer surveys to candidates to examine the teaching and learning in schools that serve California's students. Every year, the program will focus on specific questions and evidence collected in coursework to determine how candidates are learning and ensuring they have met the competencies (TED Data Timeline). The program faculty will use the results of the data to reflect on practice, determine impact, and revise components of the program as necessary.<br><br>As done by the unit in existing programs, the following would include the proposed Pk-3 ECE program.<br>The unit works to systematically collect, analyze, and use candidate and program completer data in July when, during consultations with education department chairs, program coordinators, and the Interim Associate Dean to identify specific themes within the data across programs. This data informs planning for the academic year within and across education departments. For example, in the Department of Educational Leadership, faculty and fieldwork coaches conducted a CalAPA data dive during their August retreat to revise syllabi and student assignments for the fall semester. Similarly in the October Teacher Education Department (TED) meeting faculty, program coordinators and fieldwork supervisors participated in a data dive to determine next steps for candidate support Dept Mtg 10/1/25. In monthly GSE Counsel of Chairs meetings data, data analysis, and program goals are shared across departments, for instance the EPSY chair described their processes for tracking candidate progress on a bi-weekly basis, the DEL chair shared work on a CalAPA support class, and the TED chair took the chairs as well as the Interim Associate Dean through her data dive calendar Data Calendar.pptx for the year.<br><br>Additionally, for program specific feedback, the program coordinators, faculty, and department chair will meet quarterly with district partners to discuss the program's impact on teaching and learning of current in-service and pre-service PK-3 teachers. Sample questions and agenda are included here.<br><br>The following is a systematic assessment plan that is being adapted by the unit to focus on the impact of candidate learning and competence as well as the impact on teaching and learning in schools that serve California's students: |

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| | ● **Data Collection Sources**:<br>o **Program Completer, Annual Data Survey (ADS), and Candidate Exit Surveys**: Annual data collected locally and reported through the CTC will continue to be collected and integrated into a larger database accessible to all programs. This is an example of an Exit Survey.<br>o **Fieldwork and Clinical Practice Evaluations**: Ongoing evaluations from mentor teachers, university supervisors, and fieldwork sites are collected to assess the effectiveness of field experiences and clinical practice components.<br>o **Advisory Board and Stakeholder Feedback**: Regular advisory board meetings will continue, but we will ensure that all programs centrally submit minutes of meetings. We will also ensure to formally link feedback to program changes. This is a sample agenda.<br>o **Program-Specific Data (edTPA, CalAPA, CalTPA for PK-3)**: Each program will continue collecting specific data ensuring that all data sources align with CTC requirements. These data will be held centrally to ensure that the Unit is systematically collecting these data. An example of this can be found in the TED Data Timeline.<br>● **Timeline and Responsibility**:<br>o **Once Per Year Data Review Meetings**: Each program will hold once per year data review meetings, with participation from faculty and program coordinators. Data from the previous academic year will be reported, and potential program changes will be discussed and documented. |

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| | ○ **Annual Data Summits**: At the end of each academic year or at the start of each academic year, a comprehensive data summit will be held. All program completer and candidate data, fieldwork evaluations, and advisory feedback will be reviewed, and necessary program improvements will be prioritized for the following year.<br><br>○ **Program Coordinators**: Each program coordinator will be responsible for ensuring that data is collected, analyzed, and discussed within these timelines, and that changes are well-documented and communicated to all stakeholders.<br><br>● **Data Analysis and Use**:<br><br>○ **Continuous Improvement Cycle**: The results from data digs and the annual data summit will feed into a continuous improvement cycle. Program coordinators will be responsible for ensuring that all feedback is documented and integrated into curriculum revisions, fieldwork arrangements, and program modifications. Evidence of these changes will be presented in annual reports.<br><br>○ **Stakeholder Involvement**: To ensure transparency, key stakeholders, including district partners and advisory board members, will be involved in the review process. Their feedback will be integrated into the analysis and documentation process, ensuring a comprehensive approach to program improvement.<br><br>● **Documentation and Reporting**:<br><br>○ **Annual Reports**: An annual report will be produced for each program, detailing data collected, analysis conducted, and programmatic changes made. These reports will be shared with the CTC and other accreditation bodies to demonstrate ongoing improvement and responsiveness to data. |

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| | o **Meeting Minutes and Documentation**: Minutes from all advisory meetings, quarterly reviews, and data summits will be documented, stored, and made available for review. A specific section in each meeting's documentation will be dedicated to outlining how data is being used to inform program changes. |