Initial Program Review Common Standard Response

Directions: Using the <u>Initial Program Review (IPR) Common Standards Submission Requirements</u>, 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
The IPR Common Standards Response is intended to show how the proposed	<u>Unit Organization Chart</u>
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.	

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
(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 <u>College of Education and Allied Studies</u> (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.
	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. 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
(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). Tenure-track faculty job postings include this language in the position announcements. The job descriptions for several faculty positions are listed in the Faculty Recruitment Document folder.
(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.

(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.

We recruit faculty by advertising positions needed. The job descriptions to several faculty positions are listed in the <u>Faculty Recruitment Document</u> folder.

The Unit Head, i.e., the Dean, 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. Since 2021, five positions have been advertised for the College of Education and Allied Studies in Educator Preparation programs:

Department of Teacher Education: 3 positions advertised; one BIPOC faculty member hired; 2 other positions were not filled.

Department of Educational Psychology, i,e., PPS programs: School Psychology; 1 position advertised; one BIPOC faculty member hired. School Counseling; 1 position advertised; one BIPOC faculty member hired.

The University provides professional development services to faculty. However, the College of Education and Allied Studies 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. At the university level, faculty orientation, support with technology and pedagogy is provided. The <u>Office of Faculty Development</u> offers individual, confidential consultation about promotion, tenure, and retention process.

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 his 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.

IPR Common Standard 1 Elements	Institution Response
	The University provides professional development services to faculty. Faculty orientation, support with technology and pedagogy is provided. The Office of Faculty Development offers individual, confidential consultation about promotion, tenure, and retention process.
 (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: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. 	Faculty Job Announcement Supervisor Job Announcement Lecturer Job Announcement Evaluation Form For those lecturers 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: 1) A review of the Personal Action File held by the Provost's Office 2) A review of student evaluations of the classes taught 3) A review by syllabi for classes taught 3) A review by the Dean's Office For those lecturers 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: 1) A review of the Personal Action File held by the Provost's Office 2) A review of student evaluations of the classes taught 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. 4) A review by the Chair of student evaluations, syllabi, and Personal Action File. 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 Res	oonse
(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	
(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.	To be an institution that espouses and embodies equity requires that we be in candidates who can culturally and linguistically serve public school communities in California. Below are our current demographics:	
	School Counseling/School Psychology	62% Students of Color
	Preliminary Admin Services	50% Students of Color
	Education Specialist	51% Students of Color
	Teacher Education	57% Students of Color
	Speech Pathology	59% Students of Color
	By admitting qualified candidates, we are alseach Educator Preparation Program has a presource of support, advice and assistance. The formally the first source, is the person with a contact. As such, the fieldwork supervisor, a programs, is the next source of support for a Additional supports are provided such as Edicandidates, and CalTPA support for Education supports are funded and built into the structure Programs. To support careers, we ensure that all credecampus career fairs, while we have set up specified in the structure of the structure of the support careers.	ogram coordinator who is the first e fieldwork supervisor, while not whom candidates have the most cross all educator preparation our diverse body of students. TPA support for Teacher Education on Specialist candidates. These ture of the Education Preparation intial candidates are aware of on

IPR Common Standard 2 Elements	Institution Response
(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	Although the primary contact is typically the Program Coordinator, candidates are always expected to rely on Credential Analysts in the Credential Student Services Center for the most accurate and updated information that has been entered into our databases. See Recommendation Log for actual tracking. In addition, candidates are provided with the following organization chart. Progress of candidate's requirements are also tracked using this checklist.
(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.	Candidates' competencies are tracked during their coursework and clinical practice to ensure they are meeting performance expectations. All candidates receive a <u>summative evaluation</u> each semester during practicum. This allows the university supervisor and the district supervisor to appropriately provide the supports needed for the candidate to be successful. Meetings are held collaboratively between instructors in order to follow up to better support candidates as they navigate course work and ensure they are meeting the designated Teaching Performance Expectations (TPEs). Program coordinators meet monthly with University Supervisors to track progress in the fieldwork placement and ensure candidates are making appropriate growth and progress towards meeting the TPEs. Instructors, Program Coordinators, University Supervisors, and the Department Chair may have individual meetings with candidates in order to best support their needs. Improvement Plans are a document used to identify specific ways in which a candidate can be supported and plan for success in meeting the TPEs, based on input from the instructors, supervisor and other mentors working with the candidate. Any requirement listed in the plan must be completed to meet the requirements of the improvement plan.

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
(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.
(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.

(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 <u>MOU Tracking Spreadsheet</u>.

Overall Average Demographics per Racial Group across all programs

Black: 5.68% (212)White: 25.40% (210)

Hispanic/Latino: 49.66% (214)Asian/Pacific Islander: 12.29% (210)

• American Indian or Alaska Native: 0.75% (181)

Native Hawaiian or other Pacific Islander: 1.11% (164)

Free/Reduced Lunch: 91.16% (196 schools or districts)

ELL (English Language Learners): 90.70% (195 schools or districts)

Multiple & Single Subjects Average Demographics per Racial Group (with N in parentheses):

Black: 4.63% (159)White: 25.45% (159)

Hispanic/Latino: 48.96% (161)
Asian/Pacific Islander: 13.47% (160)

• American Indian or Alaska Native: 0.44% (146)

• Native Hawaiian or other Pacific Islander: 2.30% (135)

Free/Reduced Lunch: 96.89% (156 schools or districts)

ELL (English Language Learners): 95.65% (154 schools or districts)

PPS SP and SC Average Demographics per Racial Group (with N in parentheses):

Black: 6.34% (69)White: 24.93% (68)

Hispanic/Latino: 37.23% (69)Asian/Pacific Islander: 22.54% (69)

• American Indian or Alaska Native: 0.48% (55)

Native Hawaiian or other Pacific Islander: 0.80% (46)

IPR Common Standard 3 Elements	Institution Response
	Free/Reduced Lunch: 92.96% (66 schools or districts)
	ELL (English Language Learners): 91.55% (65 schools or districts)
	SLP Average Demographics per Racial Group (with N in parentheses): Black: 6.59% (39) White: 22.63% (38) Hispanic/Latino: 41.43% (39) Asian/Pacific Islander: 21.32% (38) American Indian or Alaska Native: 2.02% (33) Native Hawaiian or other Pacific Islander: 0.81% (33) Free/Reduced Lunch: 97.44% (38 schools or districts)
	ELL (English Language Learners) : 94.87% (37 schools or districts)
	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. Coordinators will select placements that demonstrate: Commitment to collaborative evidence-based practices and continuous program improvement Have partnerships with appropriate other educational, social, and community entities that support teaching and learning Place students with disabilities in the Least Restrictive Environment (LRE) Provide robust programs and support for English learners Reflect to the extent possible socioeconomic and cultural diversity Permit video capture for candidate reflection and TPA completion 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.

(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.

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 <u>summative evaluations</u>, annual reviews of various artifacts (e.g., <u>TED Data Timeline</u> and <u>Data Dive</u>). 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:

1. Data Collection Sources:

- 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.
- 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.
- 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.
- Program-Specific Data (edTPA, CalAPA, CalTPA): 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.

2. Timeline and Responsibility:

 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.

- 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.
- 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.

3. Data Analysis and Use:

- 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.
- 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.

4. Documentation and Reporting:

- 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.
- 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.

IPR Common Standard 4 Elements	Institution Response
	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	No additional information is required during the IPR Common Standards Submission.
 a. the extent to which candidates are prepared to enter professional practice; and 	
b. feedback from key constituents such as employers and community partners about the quality of the preparation.	

Common Standard 5: Program Impact

IPR Common Standard 5 Elements	Institution Response
(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.

(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.

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:

1. Data Collection Sources:

- 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.
- 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.
- 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.
- Program-Specific Data (edTPA, CalAPA, CalTPA): 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.

2. Timeline and Responsibility:

 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.

IPR Common Standard 5 Elements	Institution Response
IPR Common Standard 5 Elements	Institution Response 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. 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. Data Analysis and Use: 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. 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. Documentation and Reporting: 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. 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