

IPR Intake Form – Review of IPR Proposal

Identifier	Information
Name of Institution:	Alameda County Office of Education
Type of Proposed Program:	Teacher Induction
Link to IPR Proposal:	ACOE Teacher Induction IPR Proposal
Date of Intake Review(s):	July 8, 2025

Reviewer Instructions:

- Review the IPR Proposal to see if the evidence provided for each of the three IPR components (preconditions, common standards, exhibits and elements) aligns with the submission requirements and links are accessible.
- If all required evidence is present, and every link that has been clicked on is working, please check the first box below indicating the proposal is complete and accessible.
- If most of the evidence is present, and links that were clicked on are accessible, please check the second box below indicating most of the proposal is complete and accessible.
- If, after review of the Initial Program Preconditions, Program-Specific Preconditions, the course matrix (if applicable) and one or two Common Standards, the IPR Proposal is incomplete and has many missing/ inaccessible components, you may stop reviewing and mark the third checkbox below.
- If any links are broken, please note the broken link for the institution to fix in the respective chart below.
 - o If broken links or access issues are pervasive, do not continue with the review.

Status of IPR Proposal after First Intake Review:

Ready for review: The IPR Proposal is complete and the links that were checked are accessible. The IPR Proposal will continue in the review process.

Updates needed: The IPR Proposal is complete and accessible; however, areas noted in the charts on the subsequent pages require attention. Please see Institution Instructions for more information.

Institution Instructions:

- Review the notes below and update your IPR Proposal accordingly.
- The IPR Proposal will only be sent to reviewers in its entirety if all components are present, accessible, and required evidence is provided. Incomplete/inaccessible submissions will significantly delay the review process.
- Once these items have been addressed and corrected, let the IPR Team know by sending an email to IPR@ctc.ca.gov.

Preconditions

Evidence	First Intake	Second Intake
Initial Program Preconditions	<ul style="list-style-type: none"> General Preconditions addressed. Please address Initial Program Preconditions 	•
Program-Specific Preconditions	<ul style="list-style-type: none"> Ready for Review 	•

Organization Chart

Evidence	First Intake	Second Intake
Organization Chart	<ul style="list-style-type: none"> No organization chart found. 2 links went to candidate pathways; This link: Teacher Induction Org chart, gave a message that the file did not exist. (<i>Org chart found in Exhibits and Elements – please correct link for this portion of the IPR proposal.</i>) 	•

Common Standards

Evidence	First Intake	Second Intake
Common Standard 1	<ul style="list-style-type: none"> Unable to find evidence of research-based vision of program. 1.3 Unable to find published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring that faculty and instructional personnel, including those for the proposed program, <i>are informed of the requirement to 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.</i> 	•

Evidence	First Intake	Second Intake
Common Standard 2	<ul style="list-style-type: none"> 2.3 - unclear where candidates in the proposed program will find information regarding how to access the resources and personnel they need to guide their success in meeting program requirements. 	<ul style="list-style-type: none">
Common Standard 3	<ul style="list-style-type: none"> Program participant demographics provided. IPR requirement is to describe how the unit will ensure that candidates are provided opportunities to experience issues of diversity that affect school climate and that candidates have significant experience in California public schools with diverse student populations. 	<ul style="list-style-type: none">

Evidence	First Intake	Second Intake
Common Standard 4.1	<ul style="list-style-type: none"> Provide a link to the education unit's continuous improvement process. (<i>Is this what has been provided as evidence for CS 5.2? If so, please link to 4.1 response.</i>) Include evidence of how the unit will regularly assess the effectiveness of the proposed program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. Any other relevant data that will be gathered as part of the continuous improvement process must also be included. Provide annotated list of data sources (i.e., draft surveys, draft evaluation forms) for the proposed program that will be included in the unit's continuous improvement process. 	<ul style="list-style-type: none">
Common Standard 5	<ul style="list-style-type: none"> Describe how the unit and the proposed program will evaluate and demonstrate that the proposed program, once operational, is having a positive impact on: <ul style="list-style-type: none"> teaching and learning in schools that serve California's students. Provide links to supporting evidence within the description. 	<ul style="list-style-type: none">

Exhibits & Elements: Ready for Review

Evidence	First Intake	Second Intake
Element 1	<ul style="list-style-type: none"> Ready for Review 	<ul style="list-style-type: none">

Evidence	First Intake	Second Intake
Element 2	● Ready for Review	●
Element 3	● Ready for Review	●
Element 4	● Ready for Review	●
Element 5	● Ready for Review	●
Element 6	● Ready for Review	●