Commission on Teacher Credentialing
Preconditions Submission Review
Revised Preconditions Due August 15, 2023

Institution: California State University, East Bay

Program Cohort: **Green Cohort**

The information provided by your institution to demonstrate that each Commission approved credential program is operating in compliance with preconditions have been reviewed by staff. For preconditions that have been determined are met, no further action is necessary. **If additional information is needed, the precondition responses must be revised (use a different colored font) and resubmitted to Preconditions@ctc.ca.gov.** Feedback corresponding to the revisions will also be in a different colored font.

Institutions failing to submit revised preconditions by the above identified due date will be included in the next Committee on Accreditation meeting agenda for discussion and possible action. If you have any questions about the feedback provided here, please contact Preconditions@ctc.ca.gov.

Programs	All Met	Needs Additional Information
General	All Met	

Preliminary Multiple/Single Subject		PC 2: Please provide a direct link to authentic evidence that candidates are required to complete <u>no more than 12 semester</u> units prior to enrolling in student teaching.
		Response: At present, the Multiple Subject program requires more than 12 semester units prior to enrolling in student teaching. In recognition of this error, we are in the process of getting university approval for the following changes for 2024:
		TED 500 Ed Foundations - 4 units
		TED 501 Intro to Emergent Bilinguals - 1 unit
		TED 504 Intro to SPED - 1 unit
		TED 508 Reading - 3 units
		One C&I TED 510/511/512/513 - 2 or 3 units
		At present, the Single Subject program requires more than 12 semester units prior to enrolling in student teaching. In recognition of this error, we are in the process of getting university approval for the following changes for 2024:
		TED 520 Foundations of Single Subject - 4 units TED 521 Content literacy for all learners - 4 units TED 523 Teaching Emergent bilinguals in a single subject classroom - 1 unit <u>TED C&I courses are 3 sem units</u> TED 530 - English TED 533 - History TED 536 - Science TED 539 - Math TED 542 - Visual Arts TED 545 - Music TED 548 - Physical Education TED 563 - Theater TED 566 - Dance

Programs	All Met	Needs Additional Information
		PC 5: Please provide a link to evidence showing within the first 60 days of the candidate's admission, the institution will complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing. For Multiple Subject, Click Link. For Single Subject, Click Link. For both, scroll to Subject Matter Competency. We notify students that SMC evaluations may take up to 60 days. Also, a letter is sent within 60 days of admission (admission is around late April/early May) to notify students of any SMC deficiencies – see sample letter. PC 6: Submitted evidence shows that candidates are informed that they must meet the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school. Please provide authentic evidence that the institution has determined the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school. Per the handbook, students can graphically view the requirements prior to whole class teaching. Students are given two deadlines to complete their SMC prior to whole class instruction. In the current year, they were given until August 1st. The CSSC staff continuously evaluated, then sent a list to Program Coordinators, who sent emails informing non-compliant students that they were out of compliance. The second deadline is December 1st, 2023. The same process is in place such that the CSSC staff continuously evaluate based on submissions of the Subject Matter Evaluation Form. A central database (see link) keeps a record of completed SMC to provide continuous, updated information to CSSC staff and Program Coordinators, both of whom have secure access, as to whether students have met the SMC requirement.

| Preliminary Multiple/Single Subject Intern | | Multiple subject:
2. Please provide Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates that candidates must have demonstrated the subject matter requirement competence prior to being recommended for the intern credential.

For Multiple Subject, Click Link. Per the website, the admissions process and programs for the intern programs are the same as for the traditional program, with the exception that interns must have demonstrated subject matter competency prior to being recommended for the intern credential. Scroll to Subject Matter Competency. We require all applicants, including interns, to complete a form to permit the credential analysts to evaluate SMC:
By degree
By non-degree methods - see application checklist
We notify interns of the status of the SMC – see sample letter. Per the handbook, students can graphically view the requirements prior to whole class teaching.

3. Link to the minimum 120 clock hour pre-service requirements in program website, specific page in handbook, admission form/ checklist, course descriptions, or other authentic program documentation that provides evidence of the preparation of interns in each of the listed preservice components (a) – (e):
    (a) General pedagogy including classroom management and planning,
    (b) Reading/language arts,
    (c) Subject-specific pedagogy,
    (d) Human development, and
    (e) Specific content regarding the teaching of English Learners |

		As stated earlier in this response, the Department of Teacher Education will propose changes in the summer curriculum to ensure that not more than 12 summer units are completed prior to the Fall semester. This relates to the intern program which currently satisfies the 120 hour pre-service requirement through the following current curriculum - see sample from current handbook. Scroll to "Multiple Subject Sample Schedule." For Multiple Subject, the current recommended schedule is: TED 500 satisfies (a), (c), (d) TED 501 satisfies (e) TED 504 satisfies (a) & (c) TED 507 satisfies (c) TED 508 satisfies (b) & (c) TED 512 satisfies (c) For Multiple Subject, in Summer 2024, the following new curriculum will continue to meet the 120 hour pre-service requirement through the following, but modified curriculum: TED 500 Ed Foundations - satisfies (a), (c), & (d) TED 501 Intro to Emergent Bilinguals - satisfies (e) TED 504 Intro to SPED - satisfies (e) TED 508 Reading - satisfies (b) & (c) One C&I TED 510/511/512/513 - satisfy (c) 4. Please provide Link to an explanation of Professional Development Plan or blank Professional Development Plan located on program website, specific page in handbook, or other authentic program documentation that includes components d and e, as applicable, to the intern program: (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

(e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

A recently developed IDP for current, new interns has been developed and implemented. See <u>link</u>

The Department of Teacher Education's intern program <u>currently</u> satisfies the 120 hour pre-service requirement through the following current curriculum - <u>see sample from current handbook</u>. Scroll to "Multiple Subject Sample Schedule."

Compliance with 5(b)
<u>For Multiple Subject, the current recommended schedule is</u>:
TED 500 satisfies (d)
TED 501 satisfies (d) & (e)

For Multiple Subject, in Summer 2024, the following new curriculum will continue to meet the 120 hour pre-service requirement through the following, but modified curriculum:
TED 500 Ed Foundations - satisfies (d)
TED 501 Intro to Emergent Bilinguals - satisfies (e)
TED 504 Intro to SPED - satisfies (d) & (e)

5. Please provide Copy of MOU with district that details 5(b) No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than
See section 1.3 of the linked <u>MOU</u>.

6. Please provide a Copy of MOU with district that states candidates in the internship program to assume the functions that are authorized by the regular standard credential and that the interns' services meet the instructional or service needs of the participating district(s).

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7. Participating districts are public school districts or county offices of education. Interns may not be placed in private schools such as:
• 	Bay School of San Francisco
• 	Bentley School
Please check the list of schools included as evidence for precondition 7 to ensure that the list only includes public schools associated with public school districts, county offices of education, or public charter organizations.
The list of schools with which we have current MOUs has been updated. Additionally, the dean has verified that we do not have students in private schools. Reviewers observed old MOUs that have since expired and will not be renewed.

8. Please provide a Copy of ECO application that includes components (a) – (d).
A copy of the ECO application is linked here.

9. Please provide:
1. Link to a specific page of handbook, program website, or other authentic program documentation that explains length of validity of the intern certificate.
A link to this precondition is provided here.

2. Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate. (May need to include bookmark to specific location or note stating which item in the MOU contains the evidence for this precondition.)
This wording has not been historically included in MOUs. We will establish addenda to MOUs with this information; and we will include this language in new MOUs.

11. Please provide Letters of support from partnering (Public Schools only) district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program.

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Historically, we neither solicited these letters, nor did districts offer them to us. However, we have enacted a process to collect these letters for all current internships sites. Link to the folder that will collect letters is here.

Single Subject Intern
Precondition 2- Evidence provided does not indicate that the subject matter competence requirement must be met prior to being recommended for the intern credential.

For Single Subject, Click Link. Per the website, the admissions process and programs for the intern programs are the same as for the traditional program, with the exception that interns must have demonstrated subject matter competency prior to being recommended for the intern credential. Scroll to Subject Matter Competency. We require all applicants, including interns, to complete a form to permit the credential analysts to evaluate SMC:
By degree
By non-degree methods - see application checklist
We notify interns of the status of the SMC – see sample letter. Per the handbook, students can graphically view the requirements prior to whole class teaching.

Precondition 3- Link to University Catalog does not clearly show the 120 clock hour pre-service requirements for the preparation of interns in each of the listed pre-service requirements as noted in the precondition.

For Single Subject the current recommended schedule is:
TED 520 Foundations of Single Subject - satisfies (a) & (d)
TED 521 Content literacy for all learners - satisfies (b) & (e)
TED 523 Teaching Emergent bilinguals in a single subject classroom - satisfies (e)
TED C&I courses satisfy (c):
TED 530 - English
TED 533 - History
TED 536 - Science

TED 539 - Math
TED 542 - Visual Arts
TED 545 - Music
TED 548 - Physical Education
TED 563 - Theater
TED 566 - Dance

Precondition 4- MOU and intern document provided but did not see the minimum 120 clock hour pre-service requirements that provides evidence of the preparation of interns in each of the listed preservice components (a) – (e). Provide direct links to where this information is located.

A recently developed IDP for current, new interns has been developed and implemented. See link

The Department of Teacher Education's intern program currently satisfies the 120 hour pre-service requirement through the following current curriculum - see sample from current handbook. Scroll to "Single Subject Sample Schedule.

For Single Subject the current recommended schedule is:
TED 520 Foundations of Single Subject - satisfies (a) & (d)
TED 521 Content literacy for all learners - satisfies (b)
TED 523 Teaching Emergent bilinguals in a single subject classroom - satisfies (e)
TED C&I courses satisfy (c):
TED 530 - English
TED 533 - History
TED 536 - Science
TED 539 - Math
TED 542 - Visual Arts
TED 545 - Music
TED 548 - Physical Education
TED 563 - Theater
TED 566 - Dance

| | | Precondition 5- Provide link to tracking sheet, program checklist, or other authentic program documentation used to verify the 144 hours, and additional 45 hours of annual support and supervision of interns. Provide direct link to MOU that includes 5 (b) of the precondition.

See section 1.3 of the linked MOU.
See this link in the Handbook that addresses the 144 hours, additional 45 hours. Also, more specific information about support can be found through this link.

Precondition 6- MOU provided; however, a direct link to where this is included in the MOU was not provided and could not be located.
See sections 1.3, 1.5, & 1.6 of the linked MOU.

Precondition 7- At least two schools provided in the list are private schools (Green Valley Christian School, Mirman School). Interns may not be placed in private schools.
The list of schools with which we have current MOUs has been updated. Additionally, the dean has verified that we do not have students in private schools. Reviewers observed old MOUs that have since expired and will not be renewed.

Precondition 8- Provide copy of ECO application that includes components (a)-(d) as noted in the precondition.
A copy of the ECO application is linked here.

Precondition 9- Provide link to specific page of handbook, program website, or other authentic program documentation that explains length of validity of the intern certificate. A of the MOU was provided although reviewer did not find that it includes length of validity of the intern certificate.
This wording has not been historically included in MOUs. We will establish addenda to MOUs with this information; and we will include this language in new MOUs. |
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Programs	All Met	Needs Additional Information
		Precondition 10- Provide a link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees. See section 1.5 of the linked MOU Precondition 11- Provide letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program. Historically, we neither solicited these letters, nor did districts offer them to us. However, we have enacted a process to collect these letters for all current internships sites. Link to the folder that will collect letters is here.

Programs	All Met	Needs Additional Information
Preliminary Education Specialist		PC 2: Please provide evidence that within the first 60 days of the candidate's admission, the institution completes an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed. Click link. Scroll to Subject Matter Competency. We notify students that SMC evaluations may take up to 60 days. Also, a letter is sent within 60 days of admission (admission is around late April/early May) to notify students of any SMC deficiencies – see sample letter. PC 3: Please provide evidence (handbook, website) that states or shows candidate must meet the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school. This information is given to candidates during their initial orientation after the start of classes. Important Dates from CSSC as provided during orientation Final Fieldwork syllabus with prerequisite (SPED 617, 613) explicitly informs students that SMC must be met prior to whole class instruction. PC 4: Please provide evidence that the institution determines, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including passage of a Commission-approved Teaching Performance Assessment (for candidates enrolling after July 1, 2022)

Preliminary Education Specialist Intern		PC 3: Please update the handbook link to the minimum 120 clock hour pre-service requirements to reflect the preparation of interns in each of the listed preservice components (a) – (e).
		Link to the 120 hours requirement in the handbook.
		PC 4: Please provide a link to a sample Professional Development Plan or blank Professional Development Plan located on program website, specific page in handbook, or other authentic program documentation that includes components (a) – (e), as applicable, to the intern program.
		Please see linked IDP for Special Education
		PC 5: Please provide a link that explains the 144 hours and 45 hours of support per the evidence guidance document.
		PC5(a)(1) Extensive details of support for interns is outlined in the standard MOU between Cal State East Bay and partner districts. We will update the handbook to mirror this agreement to communicate consistently communicate how we support interns to candidates. You may find the following support outlined in the following sections of the MOU:
		1.0 **Responsibilities Shared by the CSU and District**
		2.2 **CSU East Bay University Supervision**
		3.0 **District Personnel and Resource Support**
		4.0 **CSU Provided Support, Mentoring, and Supervision Support**
		5.0: **District Provided Support, mentoring, and supervision**
		6.0 **Additional Support Provided by the CSU and District (shared responsibilities)**
		PC5(a)(2) Here is a link to a program checklist for interns regarding the required 144 hours and support.

Programs	All Met	Needs Additional Information
		PC5(a)(3) Here is a link to an MOU referring to the 144 hours and 45 hours of support. See <u>section 1.1</u> and <u>section 6.2</u>. PC5(b) Per the standard <u>MOU</u>, the district is 100% responsible for compensating supervisors for the supervision of interns. Per <u>section 1.3</u> of the MOU, Interns are indeed compensated per the percentage of their employment. However, no previous agreement has ever specified that the salary should be commensurate with a regularly certificated employee. PC 9: Please provide an MOU that includes the length of validity of the intern certificate. This wording has not been historically included in MOUs. We will establish addenda to MOUs with this information; and we will include this language in new MOUs. PC 10: Please provide a link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees. See section 1.5 of the linked <u>MOU</u> PC 11: Please provide letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program. Historically, we neither solicited these letters, nor did districts offer them to us. However, we have enacted a process to collect these letters for all current internships sites. Link to the folder that will collect letters is <u>here</u>.

Programs	All Met	Needs Additional Information
Preliminary Administrative Services		PC 1: Please provide a link to the admissions criteria on the program website or candidate handbook. Evidence is provided three ways. We have provided a screenshot of the CSSC website, a link to the actual website (click apply), and a bookmarked link to the handbook. PC 2: Please provide a link to the admissions criteria on the program website or candidate handbook, and to the tracking sheet or program checklist used to verify BSR has been met. Bookmarked link to the handbook. The evaluation of the BSR is completed through this form. PC 3: Please provide a link to the completion criteria on the program website or candidate handbook. The completion criteria are on the CSSC website. Click this link. Click to next page. PC 4: Please provide a link to the completion criteria on the program website or candidate handbook. The completion criteria are on the CSSC website. Click this link. Click to next page. PC 5: Please provide a link to the completion criteria on the program website or candidate handbook. The evidence must include clear language regarding how the Preliminary Administrative Services Credential would be issued, and, under what circumstances a Certificate of Eligibility would be issued. Please refer to this link. Scroll down to "Certificate of Eligibility." Also, see screen shot.

Clear Administrative Services		PC 1: Please provide 1) a link to the tracking sheet or program checklist used to verify that the candidate has a valid Preliminary Administrative Service credential or Certificate of Eligibility and 2) a brief description of the process the program uses to verify that this requirement is met, including the title of the individual responsible for verifying this requirement is met.
		PC1(1) - Refer to screenshot from SalesForce.
		PC1(2) - Refer to link.
		PC 2: Please provides 1) a link to the tracking sheet or program checklist used to verify that the candidate has an offer of employment in a position that requires an Administrative Services Credential and 2) a brief description of the process the program uses to verify that this requirement is met, including the title of the individual responsible for verifying this requirement is met.
		PC2(1) - Refer to link.
		PC2(2) - See below.
		The process used to verify an offer of employment: Applicants electronically submit their completer application to the CSSC staff. Credential Analysts review the checklist. The CASC Program Coordinator and Credential Service Student Center (CSSC) staff verify that all requirements have been met prior to considering the candidate's recommendation.
		Responsible CASC Admissions Staff:
		Brenna Iredale Credential Analyst II
		April James Credential Analyst II (temporarily promoted due to resignation).

Programs	All Met	Needs Additional Information
		PC 3: Please provide a brief description of the process the program uses to verify that candidates create and complete their IIP, including the title of the individual responsible for verifying this requirement is met. Programmatically, the IIP is addressed as part of the program's ongoing assessment process - see handbook. The Induction Program Coordinator, Peg Winkelman, makes the final review and recommendation to the credential staff: Brenna Iredale and April James. PC 4: Please provide 1) evidence the requirement includes clear language regarding candidates completing two years of successful experience in a full-time administrative position. 2) a brief description of the process the program uses to verify, prior to recommendation of a candidate for a Clear Administrative Services Credential, that candidate had two years of successful experience in a full-time administrative position. The description must also include the title of the individual responsible for verifying this requirement is met. PC4(1) - Refer to screenshot and link. PC4(2) - The Credential Student Service Center (CSSC) verifies candidates two years of successful experience in a full-time administrative position with an employing agency. The CSSC documents employment in the credentials database prior to recommendation. **Responsible staff:** Brenna Iredale, Cred Analyst II April James, Cred Analyst II (temporary, promoted to Cred II due to resignation)
Education Specialists Added Authorization	Met	
Early Childhood Added Authorization		No evidence was found relevant to the Early Childhood Special Education Added Authorization. This program was discontinued.

Programs	All Met	Needs Additional Information
Pupil Personnel Services – School Counseling	Met	
Pupil Personnel Services – School Psychology	Met	
Speech-Language Pathology	Met	
Reading and Literacy Added Authorization		PC 4: Please provide evidence that a correction has been made to the Full-time teaching experience requirement to note that it *excludes* student teaching, internship teaching, or teaching while holding an emergency credential or permit. The website has been updated. CSUEB currently notes in evidence: Verification of Experience of three years of successful full-time teaching experience in any grades preschool through adult <mark>while holding an emergency credential or permit</mark> is confirmed. General: Evidence provided on the documentation required to be submitted for the MSRL Application Packet does not fully align with the other noted evidence on each precondition. Please review and update the Application Packet directions to candidates. Thank you for the notice. We have replaced the RLAA Coordinator with two co-coordinators who are carefully reviewing quality and alignment between the RLAA and MSRL. We look forward to reporting the updates to these programs. Program Co-Coordinators for RLAA and MSRL are: Andrea Steinfeld, lecturer Jannaca Cotton, lecturer