Common Standards Submission

College of Education and Allied Studies
California State University, East Bay

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:

Common Standard 1 Elements	Common Standards Submission Requirements
(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. Link to the website All Educator Preparation programs prioritize placing candidates and interns in tk12 public LEAs. Course instructors and field supervisors challenge candidates to identify the theoretical and research foundations of their practice. The goal of such challenges is to enable candidates to see the relationships among influential theoretical perspectives, significant research, and teaching in contemporary California public school classrooms. Our faculty contribute significant reform research (i.e. serving English Learners, conducting collaborative inquiry for equity, STEAM, and the digital divide) to course content and school district improvement efforts. The annual Center for Research, Equity, and Collaborative Engagement (CRECE) Leadership Institute is designed to offer multiple opportunities for aspiring and veteran administrators to learn, develop and share effective leadership practices. Our Special

	Education Programs ensure that students engage in research based practices in the classroom (link). The mission of the Speech Language and Hearing Sciences Program is to provide students pre-professional and professional training in speech-language pathology and audiology, "which is founded on state and national standards, evidence-based practice, research, and science and technology."
(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.	The Unit Head, i.e., the dean of the College of Education and Allied Studies, leads semesterly meetings with all credential programs. Notes and agendas can be found through these **LINKs (19-20, 20-21, 2023)**. The leadership model that is followed is a distributive leadership framework that allocates decision making to the experts within each discipline. However, any substantive curricular changes must go through the university's approval process, which includes approval by the dean. As a collective bargaining unit, all non-teaching work assignments are made by the dean, in consultation with the affected faculty.

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(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.	To ensure that Educator Prep faculty regularly and systematically collaborate with colleagues in P-12 settings, a few strategies are in place. First, tenure-track faculty's tenure and promotion is rewarded when they participate in school district policy authorship and/or advocacy. Other activities that are rewarded for tenure and promotion include unit accreditation, school district curriculum committee service, or "agency, district, or state policy committee" service (Faculty RTP and materials). The SLHS and all educator preparation programs fall under university policy for retention, tenure, and promotion. As such, under professional achievement explicitly rewards educator preparation programs (including SLHS) for

	"service on committees or boards of professional societies and organizations" (see 4.3.9). And under service toward retention, tenure, and promotion, all educator programs are explicitly recognized by the university's policy for a broad range of service. However, some items that are specific to educator preparation are included such as "coordination of single subject programs" (see 4.4.7).
(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.	See program review, per CTC
(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.	See program review, per CTC
(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	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 were 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 Office of Faculty Development 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.

Common Standard 1 Elements	Common Standards Submission Requirements

(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.	**Published Minimum Qualifications for instructors for courses to be taught.** Part-time Lecturer Pool (adjunct faculty) MINIMUM DEGREE REQUIREMENTS and QUALIFICATIONS: Master's degree in education or related field. Teaching experience in TK-12 setting; advanced knowledge relative to course assignment; understanding of how adults learn; demonstrated ability to teach, and evaluate candidates from diverse educational, cultural, and work backgrounds; demonstrated ability to work successfully in a team as well as to make independent judgments; good written and oral communications skills; commitment to personal and professional lifelong learning; and willingness to be available and accessible to candidates. Some experience with online or hybrid courses preferred but not required. TED Dept. Chair position-announcement.2022_2023 Required qualifications are: ● Expertise/terminal degree/teaching experience in content discipline related to teacher education, early childhood education, urban education, and/or educational foundations. ● Skills/experience/training in JEDI (Justice, Equity, Diversity, Inclusion). Commitment to and experience in teaching a highly diverse student population included varied socio-economic status, language, race, ethnicity, religion, (dis)ability, sexual orientation, and gender identity, etc.

	● Proven collaborative leadership under challenging situations, ability to bring productive consensus ● Record of successful research ● Record of successful college/university teaching ● Record of successful teaching in pk-12 classroom ● Knowledge of accreditation processes **TED Reading & Literacy TT Faculty Advertisement**
(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	The two Credential Analysts are supervised by the Associate Dean for the College of Education and Allied Studies, who meets regularly with the Credential Analysts. She monitors the extent to which the analysts ensure that all exiting requirements are met. The analysts have a shared Recommendations Log, shared with the Associate Dean, and this permits communication and monitoring of recommendations for credentials.

Common Standard 2 – Candidate Recruitment and Support

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

Common Standard 2 Elements	Common Standards Submission Requirements
(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	https://www.csueastbay.edu/cssc/prospective-cred-student/index.html **Also, see links below:** Administrative Services-Preliminary/optional Masters in Educational Leadership Administrative Services (Clear Induction) Educational Leadership~Preliminary Administrative Services Credential and Master's degree Education Specialist Credential/Masters in Special Education-online program Multiple Subject Teaching Credential Single Subject Teaching Credential - on campus and online program PPS - School Counseling (embedded in Master's degree, not offered as a stand-alone program) PPS - School Psychology (embedded in Master's degree,

	not offered as a stand-alone program) **Speech-Language Pathology Services (embedded in Master's degree, not offered as a stand-alone program)** **Reading and Literacy Added Authorization**
(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 bring in candidates who can culturally and linguistically serve public school communities in California. 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 also committed to their success. Each Educator Preparation Program has a program coordinator who is the first source of support, advice and assistance. The fieldwork supervisor, while not formally the first source, is the person with whom candidates have the most contact. As such, the fieldwork supervisor, across all educator preparation programs, is the next source of support for our diverse body of students. Additional supports are provided such as EdTPA support for Teacher Education and Special Education students, in addition to CalTPA supports. These supports are funded and built into the structure of the Education Preparation Programs. To support careers, we ensure that all credential candidates are aware of on campus career fairs, while we have set up specialized career fairs for credential candidates.

(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.
(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.	See program review, per CTC

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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 Program Coordinator will be the primary advisor for the candidates in their program. Program coordinators will hold regular office hours at which candidates may contact them for questions. The comprehensive assessment of candidates includes grades on specific course assignments and assessment of candidate performance in field experiences. All course assignments are aligned with the TPEs and include a variety of tasks for candidates to establish their competence: reflective essays, responses to classroom scenarios, technology-based projects as well as unit and lesson plans. The Candidate Improvement Plan is a support document that is created to identify specific ways in which a candidate can be supported and plan for success, based on input from the 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. Candidates are continually assessed for program competencies via course assignments and signature assessments. All PK-3 ECE Specialist Instruction candidates must pass a Teaching Performance Assessment (TPA) prior to being recommended for a California Teaching Credential. California State University, East Bay administers the edTPA to meet this mandate. Here is a list of Campus and program resources

Common Standard 3 – Course of Study, 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.

Common Standard 3 Elements	Common Standards Submission Requirements
(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.	Detailed narrative (500 words or less) describing how the unit monitors programs to ensure alignment to these requirements. Please see attachment
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	

(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	

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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.	

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.

Common Standard 4 Elements	Common Standards Submission Requirements

(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.	Link to Graphic Depiction of Assessment System Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that are not. Each program has its own list of data that is reported. See this link for details. Link to multi-year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications. New responses are still coming in as this is a living document. Another ACT meeting is scheduled for the spring as a follow up. See email sent to all units by the dean informing all units about their data requirements. Assessment plan submitted by and followed by each accredited program. Plans must include: · Data sources · To whom data will be submitted / who will collect the data · Data analysis timeline · Data Steward · Person responsible for running analyses · Person/entity responsible for data validation · Submission timeline

(4.2) The continuous improvement process includes multiple sources of data including 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

Common Standard 5 Elements	Common Standards Submission Requirements
(5.1) The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	See Program Review
(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.	Currently, the unit has no systematic way to evaluate parent satisfaction or student satisfaction or the impact of having over 300 new teacher candidates, 50 PPS counselors, and 50 Ed Specialists in the Bay Area Community each year. We can assert that no contracts have been canceled by school districts, which is their right to do so. We can assert that our students are being hired by school districts upon completion of their credentials. We can assert that several districts have established CTC-grant based linkages with our department across the state of California. We can attest to having two Teacher Education Residency grants and one School Counseling Residency grant, which points to districts wanting to work with our university versus another university. Nonetheless, a systematic data collection process is needed.