

Initial Program Review Common Standard Response

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
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.	The Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential is housed within the School of Education (SOE) at California State University Channel Islands (CSUCI). Here is our Organizational 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 research-based vision, mission, and conceptual framework for the credential programs housed within the School of Education at CSUCI as is evidenced in the documentation posted under "Standard 1 Element 1" of our 2023 CTC Accreditation website and within our PK-3 credential program handbook. Furthermore, our PK-3 credential program has developed its own Program Vision and Mission statements that align with CSUCI's broader mission: Program Vision: Our PK-3 ECE Specialist Instruction Credential program prepares educators to recognize children as capable learners that learn, grow, and thrive best when their cultural capital including linguistic assets and funds of knowledge are integrated into their early childhood contexts. Emphasis is placed on connecting theory to practice and engaged service learning that promotes authentic experiences working with children, families, to promote early childhood contexts that are equitable, anti-biased, inclusive, and culturally sustaining. Program Mission: The Early Childhood Studies Program's mission is to prepare early childhood educators who can cultivate strong family and community partnerships to foster culturally sustaining and inclusive pedagogies meant to promote justice, equity, diversity, and inclusion in early educational contexts throughout the counties of Ventura and Santa Barbara. The program vision and mission will be shared with prospective and admitted candidates on our website and Student Handbook.
(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.

IPR Common Standard 1 Elements	Institution Response
(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.	CSUCI's School of Education (SOE) 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, as is evidenced in the documentation posted under "Standard 1 Element 2" of our 2023 CTC Accreditation website. In particular, many of our credential programs in the SOE require clinical student teaching and therefore close collaboration with P-12 local education agencies (LEAs) to support our candidates in their hands-on clinical student teaching experiences. Our close collaboration as CSUCI faculty with P-12 LEAs is evidenced through the MOU's we have developed with those partners. In our PK-3 program, we will rely on such partnerships to support students during the clinical student teaching component of the credential. CSUCI's SOE faculty are also provided with published policy documents (for example faculty handbooks and retention and tenure policies) to ensure that faculty and instructional personnel, including those for the proposed program, 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.
(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.	<u>Recruitment</u> CSUCI and the School of Education (SOE) unit recruits and hires faculty who represent and support diversity and excellence, as is evidenced in the documentation posted under “Standard 1 Element 6” of our 2023 CTC Accreditation website. For example, from 2021 to 2024 we had four different faculty searches for assistant professors in early childhood. Each search had a different focus including early literacy, early intervention, social and emotional development and STEAM. Three of the searches were successful. One of the searches yielded the hiring of two assistant professors who had the early literacy expertise. Only one search was not successful (STEAM focus). There have been other various job searches in the past that have focused on hiring faculty who represent and support diversity and excellence as well. The sample job announcement for university supervisor can be found here. We also post announcements on the organizations websites listed on this document. In order to be a part of the disciplinary search committee, faculty also receive equity minded training before engaging in the search process. This has all culminated in a diverse group of faculty within the SOE at CSUCI. CSUCI and the SOE also continuously engage in best practices for equity-minded tenure-track faculty recruitment, emphasizing planning and procedural aspects, as is evidenced by this document. The document underscores the importance of collaboration between departments and equity advocates to promote diversity, equity, and inclusion throughout the recruitment process. From creating inclusive position announcements to conducting equity-minded interviews and providing ongoing training, the document aims to ensure a fair and unbiased recruitment process that fosters a diverse and inclusive academic community. <u>Faculty Development Efforts</u> Recently, during Spring 2024, 14 faculty members from the School of Education participated in a targeted faculty development training. Focused on Advancing Racial Equity in Education, Critical Self-Reflection, and Applying DEI Educator Practices, the program aimed to instill confidence in anti-racism efforts and equity work within teacher preparation. Participants cultivated strategies for disrupting systemic oppression, ensuring a more inclusive educational environment. This initiative underscored a commitment to fostering equitable practices and empowering educators to enact meaningful change in their professional spheres at CSU Channel Islands.
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IPR Common Standard 1 Elements	Institution Response
	The SOE also annually hosts a Social Justice Conference aimed at supporting faculty in supporting justice, diversity, and equity within our university and beyond. The purpose of this annual event is to showcase the social justice oriented work being done in and around schools and educational institutions in the region, to network with others who believe in the power and necessity of such work, and to learn from one another about how best to teach and learn in ways that promote equity, peace, and integrity in public education. Within the Early Childhood Studies program, we also regularly meet to engage in faculty development efforts. Evidence of these efforts can be found in the following meeting agendas: agenda 1, agenda 2, agenda 3.
(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.	As is evident in “Standard 1 Element 7” of our 2023 CTC Accreditation website, CSUCI’s School of Education (SOE) employs, assigns, and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. The SOE and each of the departments housed within the SOE hire faculty and instructional personnel who are experts in various disciplines, understand the needs and state of California’s public-school system, including adopted P-12 standards, diversity in abilities, culture, language, ethnicity and gender orientation. The job descriptions show these requirements. Specifically for the PK-3 credential, this folder has examples of the job announcements for Early Childhood Studies in the last three years that meet the a-d classifications. The job announcements also include the job description. Here’s a link to the description for the university supervisor role. Here is a copy of the future job posting for PK-3 ECE Specialist Instruction credential faculty, which include required qualifications items (a) – (d) as noted in this CS element. Moreover, faculty in the SOE are consistently evaluated based on these Program Personnel Standards, which govern retention, tenure, and promotion of SOE faculty. All faculty are observed teaching by a higher ranked faculty colleague and the teaching evaluation form can be found here. Faculty in practicum and fieldwork who are university supervisors are evaluated by a higher ranked faculty colleague and the university supervisor evaluation form can be found here. All faculty are rated in their teaching by the students in each course using this student rating of teaching: SRT instrument. To maintain the quality of faculty, the following is offered faculty professional development on this website.

IPR Common Standard 1 Elements	Institution Response
(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
(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Our School of Education will accept applicants for our Itep PK-3 ECE Specialist Instruction Credential program on clear criteria that includes multiple measures of candidate qualifications. In addition to being listed in the Student Handbook, the Itep PK-3 ECE Specialist Instruction Credential admission requirements will be posted on the program website, which will be linked to the unit's main landing page for teacher credential programs. Prospective applicants will have access to admission requirements through the program website, program information sessions, as well as through printed recruitment materials/flyers that will be shared with LEA and Community College partners.

(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 ITEP PK-3 program will be integrated into existing recruitment efforts within our CSUCI School of Education. Multiple methods of recruitment are used to reach diverse applicants, as is evidenced in our CTC accreditation website. The recruitment efforts are led by the Early Childhood Education program at CSUCI and the ITEP PK-3 coordinator, who will work with candidates early on in their undergraduate experience at CSUCI and local community colleges. A website was specifically developed for the ITEP/PK-3 Credential for recruitment. The website provides potential students the purpose of the program, admission requirements, required courses and course sequence, flyers and contact information. In addition, potential students can add their names on an interest form so the ITEP/PK-3 coordinator can contact them for recruitment. Virtual information sessions dates will be posted on the website. Application workshops will also be included to guide students when applying for the program. Additionally, recruitment efforts will include outreach to early educators (paraprofessionals, teacher aides, etc. in PK, TK settings) who are interested in pursuing credentials to teach PK-3 grades. A draft recruitment flyer shows the basic information that will be shared, and more detailed presentations will be used during information sessions. The admission requirements are found on pg 11-12 of the ITEP/PK-3 ECE Specialist Instruction Credential Program and Clinical Student Teaching Handbook which will be posted on the ITEP/PK-3 credential website for reference. Students interested in the program will have to complete an application through CalStateApply. Completion of subject matter must be met before being admitted to the ITEP/PK-3 program (Complete two years in the Early Childhood Studies major at California State University Channel Islands (CSUCI) <u>OR</u> earn an Associate Degree for Transfer (AS-T) in Early Childhood Education and/or Child Development at a California Community College <u>BEFORE</u> applying to the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential). Students must submit transcripts for verification. A certificate of clearance from the CTC is required. A personal and professional statement of no more than 600 words is required. The future ITEP/PK-3 credential counselor will help to collect the admission documentation.
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IPR Common Standard 2 Elements	Institution Response
	Retention in the program begins at the time of enrollment.. Once students are admitted to the program, they will be required to attend a mandatory admissions session where the ITEP/PK-3 coordinator will go over program requirements including courses, student teaching, and schedule of program support sessions. The future ITEP/PK-3 credential counselor will provide assistance with the requirements of obtaining the credential. The course sequence shows the support that the students will obtain through courses. However, students will also be assigned faculty mentors who will provide support throughout the program. Another way to retain students is through the mentor teachers at their placements not only during the fieldwork but also during student teaching. Professional workshops on teacher wellness will be provided once a semester. Student progress will also be <u>assessed</u> at key points during the program to assure students are receiving the support, advice, and assistance they need to be able to complete the PK-3 credential program successfully.
(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	The ITEP PK-3 Student Handbook includes information and personnel accessible to candidates to guide their attainment of program objectives. This Handbook will be updated each academic year to reflect current contact information for advising and support personnel.
(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.	Progress in meeting competency and performance expectations is consistently guided by the student assessment process and used to guide advisement and candidate support efforts, as documented in the PK-3 Student Handbook. Further, the PK-3 Student Handbook details the process in place to provide all candidates with CalTPA support, which includes enrolling in a 1-unit CalTPA support course titled "ECS 341: Seminar: Teaching Performance Assessment (TPA) Preparation". This 1 unit course is taken twice before candidates enroll in clinical student teaching, but can be retaken as many times as the candidate wishes. The field guide further details additional remedial support available as needed for candidates to meet competencies. The field guide also details the policy on the determination of candidate competence in clinical student teaching. Finally, there is a ITEP PK-3 teacher candidate support and growth plan process for faculty / staff to follow if they identify a candidate who is struggling outside of / between the key transition points in the credential program.

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.

IPR Common Standard 3 Elements	Institution Response
(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.	The PK-3 program is designed to provide students with the opportunity to experience different early childhood settings. Community connections have been developed through the Early Childhood Studies program in a variety of early childhood contexts (PK/TK) that serve culturally, linguistically, and ability diverse populations (e.g. dual language learners and children with special needs) and that offer evidence-based practices. Some of the settings include Head Start programs, licensed community based preschool programs, private or public licensed centers, and California State Preschool Programs that meet CTC clinical practice placements requirements. K-3 placements occur in Title I schools. We do not place students in private schools for TK-3 experience. Field experiences and student teaching have been sequentially planned in order for all students to experience diverse early childhood settings and public schools, based on our mission/vision. We ensure that all students have been placed in high needs and diverse communities throughout their program by having a spreadsheet where we track students' field experiences. In addition, we have identified high needs communities that we service as a university and are in the Ventura and Santa Barbara counties. Both counties have a large population of farmworkers. The ITEP program coordinator works with local schools/centers, supervisors and candidates for arrangement of placements.

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.

IPR Common Standard 4 Elements	Institution Response
(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.	School of education credential programs (including the ITEP PK-3 program in the future) follow the continuous improvement cycle used for each of the School of Education credentials (see Cycle of Continuous Improvement). This includes review of culminating experience products in August, complete surveys and signature assignment performance on SCPE in December, review of midterm and final observations of fieldwork performance and Title II completer data in January, and review of signature assignment performance scored by approved rubrics and self-assessment and supervisor scoring of observed performance on all SCPEs. The above data will be utilized to determine the effectiveness of the program and make modifications in course content and assessment strategies. Here is a link to the school of education's continuous improvement process. The ITEP PK-3 program will follow the same practices and collect data pertaining to its candidates and completers. Draft evaluation feedback forms that will be used for this purpose include Draft PK-3 Clinical Student Teaching Experience Feedback Form, Draft PK-3 Exit Survey, and Course Evaluation Form.
(4.2) The continuous improvement process includes multiple sources of data including - the extent to which candidates are prepared to enter professional practice; and - 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
(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.

IPR Common Standard 5 Elements	Institution Response
(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.	As reported and presented during the 2023 accreditation visit, CSUCI's School of Education (SOE) continuously evaluates its programs' impact in the community it serves. The SOE and its departments have traditionally stayed in contact with its credential graduates. In different newsletters around campus, alumni profiles are regularly featured, showing the important work that these teachers and administrators are doing. The PK-3 Credential Program, in coordination with SOE alumni relations staff, will maintain contact with credential graduates in order to identify and highlight examples of school/community impact. Furthermore, the School of Education Advisory Board includes many local school district and community leaders, and they continuously provide feedback to the dean on the different initiatives and programs that the college and university offer, and help evaluate the impact these programs have in schools and learners. Lastly, the SOE and PK-3 credential program will evaluate and demonstrate that the proposed program, once operational, is having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students through the following evaluation feedback forms Draft PK-3 Clinical Student Teaching Experience Feedback Form and Draft PK-3 Exit Survey.