

# **PK-3 Initial Program Review Common Standards Submission Requirements for Institutions/Program Sponsors seeking to Offer a New Educator Preparation Program**

During Initial Program Review (IPR), institutions are required to submit evidence and/or documentation, as it applies to the Common Standards elements noted below, demonstrating how the proposed new program will integrate into the existing education unit. The required evidence and/or documentation are listed in the following tables. The elements below are taken directly from the full Common Standards. For some of the elements, no additional information is required as part of the IPR Common Standards Response.

Please note that a Commission-approved program sponsor will submit a full response to the Common Standards in Year 5 of the accreditation cycle. Institutions may find it helpful to review their full Common Standards submission when composing a response to the elements below.

**Directions:** Provide a brief narrative responding to the Common Standards elements below as it applies to the proposed program. Links to supporting documentation/evidence must also be included.

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## Organization Chart

Organization Chart Description	Required Documentation for IPR Common Standards Submission
<p>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.</p>	<p>The <a href="#">RCOE SOE organization chart</a> shows how the proposed program fits within the education unit. The programs in the SOE are “housed” within three centers: The Center for Teacher Preparation (CTP); Center for Teacher Innovation (CTI); and the Center for Administrator Preparation (CAP). A graphic which depicts the programs and proposed programs within each Center has been added to the Home page of the Accreditation web site <a href="#">here</a>. An Expanded Org Chart for the CTP is located <a href="#">here</a>. It includes the CTP graphic in the upper right hand corner, indicating that the programs are housed (or will be housed) within the CTP.</p> <p>The proposed program is housed in the RCOE School of Education, which is the same department as all of the institution’s educator preparation programs. Depicted within the RCOE SOE organization chart, the lines of authority flow from the County Superintendent to the Chief Academic Officer to the Executive Director for the SOE. From the Executive Director, the SOE is organized with three centers.</p> <p>The <a href="#">CTP organizational chart</a> provides further detail regarding the lines of authority for the Preliminary PK-3 ECE Specialist Instruction Credential within the Center for Teacher Preparation.</p>

## 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	Required Documentation for IPR Common Standards
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	Submission
<p>(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.</p>	<p>Research shows that educator qualifications and experience matter for the opportunities students have to learn, their well-being, and their academic outcomes (Darling-Hammond, 2019). When the RCOE School of Education was newly formed in the summer of 2019, unit members began to explore not only their responsibilities, but also the opportunities to address equitable learning. Through ongoing training, collaborative processes and deepening understanding, unit members and advisory groups drew upon works and research by The National Equity Project, Deep Equity (GH Equity Institute), Southern Poverty Law Center, Hattie (2015) and Smith et. al (2017). From this research we solidified and affirmed our collective desire to ensure that our work includes interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children. As we continue in our learning journey as a unit, our Mission and Vision provide the following:</p> <p>The SOE provides comprehensive educational development for educational professionals through access to data-driven flexible preparation pathways. We provide these services in order to promote educator competency in providing equitable student learning, student well-being, and success in college, workforce, and career.</p> <p>The Mission and Vision are consistent with preparing educators in that decades of research show that access to fully certified and experienced teachers matters for student outcomes and achievement. This is especially concerning since achievement gaps between students of color and white students are substantially explained by inequitable access to qualified teachers. (LPI, 2020).</p> <p>Based on the need in the Inland Empire and the geographic area, the proposed program will promote the unit's vision by expanding opportunities for potential candidates. The proposed program will support the mission and vision by expanding opportunities across the region.</p> <p>The Mission and Visions statements can be viewed in two locations.</p>

	<p>Please access the RCOE SOE public web page <a href="#">here</a>.</p> <p>Please access the RCOE Accreditation CS 1 web site <a href="#">here</a>.</p>
<p>(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.</p>	<p>No additional information is required during the IPR Common Standards submission.</p>

IPR Common Standard 1 Elements		Required Documentation for IPR Common Standards Submission
<p>(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.</p>		<p>The Accreditation Web page, Common Standard 1, has been updated with description and artifacts, located <a href="#">here</a>.</p> <p>Published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) that ensure that faculty and instructional personnel, including those for the proposed program, 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 include:</p> <p>Management job Postings (<a href="#">Director</a> and <a href="#">Administrator</a>) and a Community Relations portion of the <a href="#">Leadership evaluation</a>. Further evidence of existing collaboration is provided in this table of <a href="#">collaboration and contributions</a> to the field.</p>
<p>(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.</p>		<p>No additional information is required during the IPR Common Standards submission.</p>

<p>(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.</p>		<p>No additional information is required during the IPR Common Standards submission.</p>
<p>(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>		<p>There are several facets that work together to support recruitment and faculty development efforts towards hiring and retaining faculty who represent and support diversity and excellence. These include recruitment, feedback, and data-driven retainment decisions. The Center for Teacher Preparation (CTP) includes specific steps and data-gathering processes to ensure this focus is maintained. Given that the PK-3 and Multiple Subject programs will be housed in the CTP, they too will engage in these processes, including data collection, analysis and program decisions. Some of the data sources and evidence of processing include: Temporary Contract Management Employee (TCME) report <a href="#">TCME report</a>; School of Education Agenda (<a href="#">School of Education Agenda</a> Showing recruitment); <a href="#">Faculty Diversification for Intern Programs</a> (CTP).</p> <p>In order to support recruitment and faculty development activities including strategies that assist faculty in supporting diversity, the SOE has engaged and continues to engage in numerous Equity and Diversity trainings. Diversity resources include: <a href="#">What is white privilege</a></p>

		<a href="#">SOE Ed Partner Meeting presentation slides</a> Professional Development: <a href="#">Coaching for Equity</a>
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IPR Common Standard 1 Elements	Required Documentation for IPR Common Standards Submission
<p>(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:</p> <ul style="list-style-type: none"> <li>a) current knowledge of the content;</li> <li>b) knowledge of the current context of public schooling including the California adopted P- 12 content standards, frameworks, and accountability systems;</li> <li>c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and</li> <li>d) demonstration of effective professional practices in teaching and learning, scholarship, and service.</li> </ul>	<p>The following links to documents on the <a href="#">3.3 Documentation</a> show that faculty will be required to have knowledge/experience with Early Childhood Pedagogy. Further details are included in the: <a href="#">Instructor Job Description</a> and <a href="#">Practicum Supervisor Job Description</a> In order to make faculty retention decisions, program leadership uses end of course surveys and student outcomes (grades) to meet with instructors to review performance.</p> <p>Job descriptions, inclusive of required qualifications for :  <a href="#">Instructional Facilitator</a>  <a href="#">Practicum Supervisor</a>  <a href="#">TPA (and BCLAD) Administrator Coordinator</a></p> <p>Blank evaluation forms for <a href="#">Leadership team Performance Review</a></p>
<p>(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>No additional information is required during the IPR Common Standards submission.</p>

## 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	Required Documentation for IPR Common Standards Submission
<p>(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>The draft admission requirements for the proposed program are included in the <a href="#">eligibility document</a>, which is also housed in the Center for Teacher Preparation Handbook and also within the <a href="#">Intern Completion</a> portion of the Handbook. This also includes the <a href="#">Intern Program Completion Checklist</a>.</p> <p>The admission requirements will be accessed via the <a href="#">program handbook</a> and through the RCOE SOE landing page. The Handbook covers all programs within the CTP. To access program-specific policies and pages, use the blue squares found on page i.</p> <p>Upon acceptance and enrollment, the handbook and other program documents will be accessed within the Learning Management System (LMS), Canvas.</p>
<p>(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.</p>	<p>Each Program within the SOE collects and reports (via ADS) candidate data, inclusive of racial and gender identity. Recent RCOE SOE data tables are located <a href="#">here</a>. In addition, the Center for Teacher Preparation also reports Title II data. Recent demographic data for the existing Education Specialist data is found <a href="#">here</a>. The programs and Unit (SOE) analyze candidate data and include this information during Ed partner and SOE leadership meetings. Team members analyze demographic patterns and identify next steps. Efforts to date to purposefully recruit candidates to diversify the educator pool include: recruitment materials which represent diversity, recruitment from schools that are designated as minority-serving and Hispanic-Serving Institutions such as University of California, Riverside and California State University, San Bernardino. The recruitment team also participates in Job Fairs in the Riverside and San Bernardino County region, both of which are ethnically diverse. The racial makeup of San Bernardino (as of 2020) was 15% African American, 45% White, 38% Hispanic, and (4.2%) Asian. The racial makeup of</p>

Riverside County is similar with 32% white; 49% Hispanic; 6% Black or African American and 6% Asian.

Potential candidates can gather additional information about the programs from the [website](#), this includes [flyers](#) regarding informational sessions. Recruitment materials will be available on the CTP webpage, once the program has been approved.

The RCOE SOE recruits and supports educator candidates to diversify the educator pool in California. As a unit, the SOE engages in equity work, inclusive of grant opportunities to reduce barriers for educators. These recruitment efforts most recently have included the **c3p2t** grant, the addition of two **Education Specialist Teacher Preparation Intern Programs** and a **Designated Subjects CTE Credential with three (3) distinct pathways**.

The following describes how these programs in the SOE purposefully recruit, admit and support candidates to diversify the educator pool in California.

**Preliminary Multiple Subject Teacher Credential Program**

**(Intern)** supports future educators by providing an intern preparation model, RCOE SOE provides expanded opportunities for greater numbers of diverse educators. The intern program partners with districts in both Riverside and San Bernardino Counties for intern placement. Support is provided by instructors, field supervisors, and program staff.

Further details of processes and the parties responsible for advisement and support are included in the [SOE Intern Advisement Process](#). Within the document, the processes and the role of responsibility is included.

**Preliminary PK-3 ECE Specialist Instruction Credential**

**(Intern)** supports future educators by providing an intern preparation model, RCOE SOE provides expanded opportunities for greater numbers of diverse educators. The intern program partners with districts in both Riverside and San Bernardino Counties for intern placement. Support is provided by instructors, field supervisors, and program staff.

Further details of processes and the parties responsible for

	<p>advisement and support are included in the <a href="#">SOE Intern Advisement Process</a>. Within the document, the processes and the role of responsibility is included.</p>
<p>(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</p>	<p>The handbook sections have been updated to include the corrected Pk-3 ECE requirements and language, accessed <a href="#">here</a>. The <a href="#">CTP Handbook</a> includes advising materials that describe how and when candidates in the proposed program will receive information to guide each candidate's attainment of program requirements. Additional details of the key personnel positions who will guide the candidates in the proposed program are included <a href="#">here</a>.</p>
<p>(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.</p>	<p>Evidence for progress monitoring and performance expectations for advisement is included within the CTP Handbook, such as <a href="#">Section 1: Internship Program Design, Requirements, and Expectations</a> informs the interns that they will meet for a Success Plan development if they are in need of remediation. <a href="#">Coursework grading</a> has wording on the second page under INC requesting additional time to complete an assessment</p> <p>As with all programs in the RCOE SOE, the proposed program will follow the SOE guidance for support processes. For the proposed program, which is situated/housed within the CTP, these advising materials are found within the CTP <a href="#">Handbook</a>.</p>

## 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.

IPR Common Standard 3 Elements	Required Documentation for IPR Common Standards Submission
(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.	<p>Engaging in coursework, utilizing course materials, and participating in discourse provides interns culturally relevant information to prepare them to teach in a diverse classroom. During pre-service, Interns take 45 additional hours in learning skills and knowledge to support English learners, in addition to the 120 required hours for Pre-Service. Courses such as <a href="#">Pre-Service ELL 116 English Learners Knowledge and Skill</a>, <a href="#">EDU 240 Supporting Diverse Learners &amp; Inclusive Classrooms</a>, and <a href="#">EDU 250 Multilingual Learners</a> prepare Interns to effectively teach English learners, as well as students' cultural backgrounds.</p> <p>Another way Interns experience diversity is by completing required Site Observations as part of Intern coursework. Observations require Interns to observe in diverse settings and critically observe and reflect on equity issues within the classroom.</p> <p>The RCOE Preliminary PK-3 ECE Specialist Instruction Credential Program provides Interns with clinical practice that consists of a developmental and sequential set of activities integrated with theoretical and pedagogical coursework. Interns begin their learning in</p>

	<a href="#">Pre-Service</a> , which consists of 8 courses that total 120 hours required by CTC.
(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.	<p>No additional information is required if fully addressed in the response to IPR Common Standard (4.1).</p> <p>Feedback from Practicum Supervisor is an integral part of the CTP Intern Program. Each Practicum Supervisor will be asked to complete a feedback survey upon the conclusion of each semester. The feedback Practicum Supervisor provides is used to gather individual perspectives and comments on courses, practicum, and overall program design to help improve the intern experience. In addition, Practicum Supervisor attends semester faculty collaboration meetings to provide input and collaborate on syllabi, intern progress, intern support, and program design. Lastly, Practicum Supervisor will take a Year-End Self-Evaluation so that the Program Director can help support all Support Providers.</p> <p>Practicum Supervisor surveys will be emailed to each Practicum Supervisor upon the conclusion of each semester. Practicum</p>

	Supervisor training documents are located <a href="#">here</a> . :
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IPR Common Standard 3 Elements	Required Documentation for IPR Common Standards Submission
<p>(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.</p>	<p><b>Assessment guidelines and processes</b> 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. <b>Further support of the requirement is evidenced in the language of the <a href="#">MOU</a>.</b> Confirmation of experience with diverse student populations is confirmed at the point of placement by the credential team and recorded on the Employment Assignment tracking form with the CDS code. <b>An image of the <a href="#">draft of the Assignment Tracking form is located here.</a></b></p>



## 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	Required Documentation for IPR Common Standards Submission
<p>(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.</p> <p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>In addition to the existing CS graphics, evidence of data collection, analysis, and program decision discussion can be found here: <a href="#">Educational Partner Meeting</a>; <a href="#">Center for Teacher Preparation Meeting</a> (as the second half of the Ed Partner Meeting; <a href="#">Pk-3 Feedback Survey</a>).</p> <p>There are several graphics and tables which depict the education unit's continuous improvement process and they are linked within the narrative below.</p> <p>The RCOE SOE engages in continuous improvement at both the SOE Unit level and at the program level. The Unit description of CS 4 includes a <a href="#">Graphic Depiction of the Unit Assessment System</a>. This overarching graphic organizer depicts the three Centers within the SOE (at the top of the graphic). This also represents the multiple bodies that are responsible to collect, analyze and make decisions based on data. This includes program leadership, SOE leadership, and educational partners. The middle level of the graphic includes a partial list of the assessments which are collected, analyzed, and used for decision making.</p> <p>Further details of the specific assessments and continuous improvement include both an <a href="#">Annotated Data List</a> as well as the <a href="#">RCOE SOE Continuous Improvement Multi-Year Assessment Plan</a>.</p> <p>Combined, these graphics and table allow the SOE to stay focused on both unit level and program level data.</p> <p>Further examples 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</p>

	<p>can be seen in slide presentations from the most recent Educational Partner Meetings. The Educational Partners come together quarterly. During a portion of each meeting there is time for data meetings for each program. The most recent Education Specialist slide deck is available <a href="#">here</a>; the slide deck for the proposed Preliminary PK-3 ECE Specialist Instruction Credential is available <a href="#">here</a>.</p>
<p>(4.2) The continuous improvement process includes multiple sources of data including</p> <ul style="list-style-type: none"> <li>a. the extent to which candidates are prepared to enter professional practice; and</li> <li>b. feedback from key constituents such as employers and community partners about the quality of the preparation.</li> </ul>	<p>No additional information is required during the IPR Common Standards submission.</p>

## Common Standard 5 – Program Impact

IPR Common Standard 5 Elements	Required Documentation for IPR Common Standards Submission
<p>(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.</p>	<p>No additional information is required during the IPR Common Standards submission.</p>
<p>(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.</p>	<p>The School of Education knows that its programs have a positive impact by collecting data from candidates and employers. The programs and services offered by each Center have an extensive reach in California and they support various career phases for those that serve, or want to serve, in the field of education. The RCOE School of Education uses multiple methods to determine that educator preparation programs have a positive impact on teaching and learning. This data is used during School of Education, Program leadership meetings and Educational Partner meetings. Current measures include candidates self-assessment as measured by standards, reflection on educator practice, and student work (outcomes).</p> <p>In addition to existing candidate measures, RCOE School of Education is launching a new research study (pilot) to more deeply understand the impact of our programs. This study will include student level data for a minimum of two successive years on California Assessment of Student Performance and Progress (CAASPP) of mathematics and language arts achievement levels for approximately 200 students in schools where CTI Induction Program candidate teachers are employed. Please access the complete CTI research study design <a href="#">here</a>.</p>

In order implement impact measures, SOE staff have engaged in the Strategic Data Project with the Center for Education Policy Research (CEPR) at Harvard University.

Our agency anticipates that at as a result of this fellowship we will: (1) further illuminate the impact and efficacy of our programs and services; (2) begin to enable sustainable data gathering, use and reporting processes that allow for greater alignment of equitable practices used by each Center to create and deliver program content; (3) inform the continuous improvement of our programs such that we can evaluate and demonstrate the degree to which program participants are having a positive impact on teaching and learning in schools that serve California students.

The RCOE School of Education will facilitate three separate actionable projects in sequence; one for each Center given they prepare different educational professionals ranging from beginning teachers, to practicing administrators. Specifically, these projects will be designed to collect data from program participants that will be used to illustrate program impact on teaching and learning in PK-12 settings. Following that, Strategic Data Projects will be developed for the other two Centers.

Upon completion of the first two years and evaluation of the pilot effectiveness, program leaders for the remaining two centers (CTP and CAP) will determine how the data collection and analysis plan will expand to include all RCOE School of Education educator preparation programs.

As new programs are approved, the impact metrics and examples will be added below.

The unit and the proposed 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 by

engaging in several data analysis processes. Each Center within the RCOE SOE has a variety of data sources. These vary depending on program standards and standards to measure candidates, such as the TPEs, the CSTPs, the CAPES, or the CPSELs. For the Center for Administrative Preparation, data sources also include CalAPA results. Proposed programs with performance Assessments will also utilize candidate results data, as seen on the CS 5 portion of the web page and additional examples included [here](#).

The School of Education also knows that its programs have a positive impact by collecting data from candidates and employers. The RCOE School of Education uses multiple methods to determine that educator preparation programs have a positive impact on teaching and learning.

This data is used during School of Education, Program leadership meetings and Educational Partner meetings. Current measures include candidate self-assessment as measured by standards, reflection on educator practice, and student work (outcomes). All of these can be accessed from the CS 5 items located [here](#).

In addition to these existing candidate measures, RCOE School of Education is launching a new research study (pilot) to more deeply understand the impact of our programs. This study will include student level data for a minimum of two successive years on California Assessment of Student Performance and Progress (CAASPP) of mathematics and language arts achievement levels for approximately 200 students in schools where CTI Induction Program candidate teachers are employed.

Upon completion of the first two years and evaluation of the pilot effectiveness, program leaders will determine how the data collection and analysis plan will expand to include all RCOE School of Education educator preparation programs.

As new programs are approved, the impact metrics and examples will be included.

Please access the complete CTI research study design [here](#).  
In addition to the evidence and the links above, the [Strategic Data Project within CTI](#) can be accessed here, beginning with slide 16.