

**Commission on Teacher Credentialing
Initial Program Review:
Common Standards Feedback**

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| Institution | Riverside County Office of Education |
| Proposed Program | Preliminary PK-3 ECE Specialist Instruction Credential With Intern |
| Submission Link | RCOE PK-3 IPR Proposal Website |
| Date of Review | April 2023 |
| Dates of Subsequent Reviews | November 2023 |

Reviewer Instructions:

- You will be providing feedback for each Common Standard element noted on this form.
- Please reference the [IPR Common Standards Submission Requirements](#) linked on the IPR webpage as you review.
- If the standard/TPE Domain is **aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row. Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the standard/TPE Domain is **not aligned**, please provide specific feedback, and identify the part(s) of the standard not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

Institution Instructions:

- Amend the original submission in an easily identifiable manner using either **bold**, **highlighting** and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- Any accompanying narrative or additional evidence addressing the feedback should be noted in the amendments to the original submission. Provide a link to the updated submission in the respective “Response” row.
- If the Common Standard element is aligned, no additional information is necessary.

Reviewer General Comments

Please check throughout submission to ensure all PK-3 ECE Specialist Instruction credential program materials are accurately identified. There are some pieces of evidence that still reflect Ed. Specialist

Organization Chart

Provide an organization chart which shows how the proposed program will fit within the education unit.

| Reviewers' Feedback | Aligned |
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| Organization Chart First Review: While the organizational charts are clear, and it is assumed that, as an intern program, the PK-3 ECE Specialist Instruction Credential program will be housed within the Center for Teacher Preparation, nowhere does it explicitly state that. Please be explicit which of the three "Centers" the program will be housed. | More Information Needed |
| First Review Response: https://sites.google.com/rcoe.us/rcoe-612/ | |
| Organization Chart Second Review: Met. | Yes |

Common Standards

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:

CS Element 1.1:

(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.

| Reviewers' Feedback | Aligned |
|------------------------|---------|
| 1.1 First Review: Met. | Yes |

CS Element 1.3:

(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.

| Reviewers' Feedback | Aligned |
|---|-------------------------|
| <p>1.3 First Review: Reviewers did not find evidence that 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. Evidence provided shows performance expectations and lists various constituents but does not indicate how that collaboration will occur with respect to the proposed program.</p> | More Information Needed |
| <p>First Review Response: Web page updated: Ways of Working Together</p> | |
| <p>1.3 Second Review: Please provide published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring that <i>faculty and instructional personnel</i>, including those for the proposed program, <i>are informed of the requirement</i> 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.</p> | More Information Needed |

| Reviewers' Feedback | Aligned |
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| <p>Second Review Response:</p> <p>The program will hold regular mandatory faculty meetings that include the instructors and field supervisors. These meetings will involve updates about what candidates are learning in their classrooms and what field supervisors are observing and hearing from the site-based mentors. The purpose of this is to inform course instruction and field supervision to ensure candidate needs are met.</p> <p>There are several locations within RCOE SOE documents where the Expectations of Faculty and Instructional Personnel Collaboration are included. First, the expectations are outlined in the PK-3 ECE intern instructional supervisor description and provided in the Orientation slide deck. Furthermore, to support the Program Administrator in the monitoring of the expectation, the training of instructors and field supervisors will be recorded in the program's LMS.</p> <p>Collaboration with district leaders to share information and receive feedback for the PK-3 ECE Specialist Instruction credential intern program ensures alignment of the program to district needs is met through our Educational Partners meetings (sample of the initial meeting regarding PK-3 ECE). District partnerships, program leadership, program instructors, and IHE leadership participate in Educational Partner meetings to share innovative efforts to improve educator preparation and facilitate consistent communication between all entities.</p> | |
| <p>1.3 Third Review:</p> | |

CS Element 1.6:

(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.

| Reviewers' Feedback | Aligned |
|---|--------------------------------|
| <p>1.6 First Review: Evidence provided is not clear on how it relates to hiring and retention of faculty who represent and support diversity and excellence as it relates to this program.</p> | <p>More Information Needed</p> |

| Reviewers' Feedback | Aligned |
|---|--------------------------------|
| <p>First Review Response:</p> <p>Copy of TCME Gender-Race report for SOE 7 8-7-2020 (Revised).xlsx</p> <p>Agenda for Sept School of Education Meeting CS 1 Diversify faculty</p> | |
| <p>1.6 Second Review: Evidence provided shows vast majority of positions held by people identifying as White. Please provide recent documentation (within the past two years) pertaining to:</p> <ul style="list-style-type: none"> • recruitment (such as recruitment flyers, links to websites where openings are posted, affinity group agendas, etc.) and • faculty development activities including strategies that assist faculty in supporting diversity (such as agendas/slides for professional development, etc.) <p>Briefly describe the ongoing efforts that address this element as it relates to the proposed program.</p> | <p>More Information Needed</p> |

Second Review Response:

Diversification efforts, for both faculty and teacher candidates, begin with data and contextual understanding of the region that we serve. For example, our Center for Teacher Preparation (CTP) Education Specialist program, annually collects teacher candidate demographic information including ethnicity and gender identity. Once approved, this will also be true of the Pk-3 ECE Specialist Instruction program. An example of this recent CTP data (2022 -2023 teacher candidate program data) is found within the RCOE School of Education Mid-Year Data review, linked [here](#). From this data presentation and resultant analysis, the programs (including the Pk-3 ECE Specialist Instruction program) within the CTP can then make an intentional effort to diversify for faculty and staff that most clearly represent the students in the region and the teacher candidates in the program. After collection and analysis of this data, the program(s) then intentionally recruit in a variety of ways, including: the exploration of multiple recruitment opportunities, seeking recruitment fairs that are located at Hispanic Serving Institutions (for example), [California Association for Bilingual Education \(CABE\)](#), and [California Association of African American Superintendents and Administrators \(CAAASA\)](#), social media (LinkedIn, Edjoin, Instagram) and the intentional use of promotional materials (including, [flyers](#)) that represent a depiction of a rich diversity of ethnicities. Additional recruitment resources are located on [RCOE's recruitment website](#). While we actively recruit and encourage a diverse population to apply to become members of our faculty team, board policy requires us to maintain a stance of non-discrimination as stated in [RCOE's Board Policy 4030 Non-Discrimination in Employment](#).

The tracking of progress and impact of these diversification efforts are also included as part of the CTP compendium of data; this explanation is linked in the [SOE data list](#) and housed on the RCOE SOE accreditation web page. The data table and graphs linked [here](#) were recently presented to the School of Education Leadership team during our Mid-Year Data review. The Mid-year and End of year Data Review Meetings are organized so that the entire SOE leadership team can review and analyze data points to determine how our programs are progressing with their goals, discover any trends, and then collaborate to determine the next steps.

To further support these diversification efforts and ensure that faculty is aware of the expectations, faculty receive a handbook at the point of hire, and sign a ["faculty agreement"](#). Within the "faculty agreement", the requirement states that faculty must complete ongoing Professional Development to continue developing knowledge and strategies. This training includes strategies that assist faculty in supporting diversity. Examples of these Equity and Diversity Professional Development (PD) offerings include a focus on effective supervision approaches. PD titles include:

| Reviewers' Feedback | Aligned |
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| <ul style="list-style-type: none"> ● Book study with <i>Building Equity</i> (Smith et al., 2017). ● Superintendents Equity and Inclusion Initiative ● Implicit Bias training (link) ● Book Study with <i>Coaching for Equity</i> (A. Aguliar 2019). Session 1 (example of information shared) <p>The satisfactory completion of this expectation is tracked within the Learning Management System (LMS), and monitored by the program administrator.</p> | |
| <p>1.6 Third Review:</p> | |

CS Element 1.7:

(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 P12 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.

| Reviewers' Feedback | Aligned |
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| <p>1.7 First Review: Reviewers did not find evidence of how the unit ensures that faculty assigned to teach courses, provide professional development, and supervise field-based and clinical experiences have content knowledge and experience required in this program. (There is no indication that faculty will be required to have knowledge/experience with Early Childhood Pedagogy.)</p> | <p>More Information Needed</p> |

| Reviewers' Feedback | Aligned |
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| <p>First Review Response:</p> <p>The following links to documents on the 3.3 Documentation show that faculty will be required to have knowledge/experience with Early Childhood Pedagogy. Instructor Job Description and Practicum Supervisor Job Description In order to make retention decisions, program leadership uses end of course feedback and student outcomes to meet with instructors to review performance.</p> | |
| <p>1.7 Second Review: Met.</p> | Yes |

Common Standard 2: Candidate Recruitment and Support

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

CS Element 2.1:

(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

| Reviewers' Feedback | Aligned |
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| <p>2.1 First Review: Evidence provided includes multiple documents with references to Basic Skills Requirement which is not part of this credential. It also includes reference to Request for Preliminary Multiple Subject Recommendation. Intern Program Completion Checklist refers to <i>eligibility for the Preliminary Education Specialist Credential</i> and has not been modified appropriately for the PK-3 ECE Specialist Instruction credential.</p> | <p>More Information Needed</p> |
| <p>First Review Response:</p> <p>8.1.1 Request for Preliminary Credential Recommendation</p> | |
| <p>2.1 Second Review:</p> <p>Eligibility criteria were provided but it is unclear how prospective candidates will be informed of the admission requirements and application for the program. Provide the candidate's application.</p> | <p>More Information Needed</p> |
| <p>Second Review Response:</p> <p>Once the program is approved, admission requirements will be available to prospective applicants; Access to requirements through the RCOE website, here. <i>This page will contain the requirements and processes once the program is approved.</i></p> <p>As an example, here is how prospective applicants access the information for an existing program in the Center for Teacher Preparation.</p> <p>Eligibility criteria (Admission Requirements) for PK-3 Interns have been updated here.</p> | |

| Reviewers' Feedback | Aligned |
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| 2.1 Third Review: | |

CS Element 2.2:

(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.

| Reviewers' Feedback | Aligned |
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| <p>2.2 First Review: Reviewers did not find evidence of how the education unit will purposefully recruit and admit candidates to the proposed program to diversify the educator pool in California. The proposal relies on the fact that as an intern program, it will lead to diversification of the teacher pool. While there may be some truth to this, the proposal lacks specifics as to how the program will proactively seek to recruit and admit candidates that will diversify the educator pool in California.</p> | More Information Needed |
| <p>First Review Response: ADS Data Collection 2021-2022 SOE</p> <p>Each Program within the SOE collects and reports (via ADS) candidate data, inclusive of racial and gender identity. In addition, the Center for Teacher Preparation also reports Title II data. 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 Riverside County is similar with 32% white; 49% Hispanic; 6% Black or African American and 6% Asian.</p> | |

| Reviewers' Feedback | Aligned |
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| <p>2.2 Second Review:</p> <p>The demographic information above, along with the graph titled, TCME Gender-Race report for SOE 7 jh 8-7-2020 represent a significant mismatch between the demographics of the candidates and the local population.</p> <p>Please describe the process that will be used for the proposed program and include draft recruitment materials (website, flyers, etc.).</p> <p>Please describe the structures and practices the unit has in place to provide support, advice, and assistance to promote candidates' successful entry and retention in the profession and include supporting documentation.</p> <p>Please describe how these structures and practices will be used to support and retain candidates who represent diverse populations within the proposed program.</p> | <p>More information needed</p> |

| Reviewers' Feedback | Aligned |
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| <p data-bbox="201 264 548 297">Second Review Response:</p> <p data-bbox="201 326 512 358"><u>PK-3 ECE Program Flyer</u></p> <p data-bbox="201 427 1881 537">The RCOE School of Education is proud to fully serve those interested in pursuing their careers in California public education; from obtaining a teaching credential to clearing an administrative services credential. Our agency utilizes a wide range of recruitment strategies to diversify the educator pool in California. Strategies salient to the PK-3 Intern Program are delineated below:</p> <ul data-bbox="254 581 1923 1312" style="list-style-type: none"> <li data-bbox="254 581 1923 727">● Those interested in the PK-3 ECE Specialist Instruction Intern Program will learn that they have the ability to continue to participate in gainful employment while completing prerequisites and be fully employed as educators upon full acceptance into the program. This program feature is critically important as most who are interested in becoming teachers are unable to disengage from the workforce to do so. <li data-bbox="254 735 1923 846">● To purposefully reach a diverse pool of applicants, recruitment activities are conducted in partnership with RCOE's Personnel Services Department and include the virtual and in-person county-wide teacher recruitment fairs, and hiring fairs located in the communities where the need for PK-3 teachers currently exist. <li data-bbox="254 854 1923 927">● There will be an explanation on the availability of grants specific to RCOE to offset, or in some cases cover, the cost of program fees. Such grants include the Center for Teacher Preparation's C2CT Grant and the Golden State Teach Grant. <li data-bbox="254 935 1923 1081">● RCOE SOE promotional materials, and promotional materials for each of our Centers feature images of people engaging in educational careers from historically marginalized groups. This promotional strategy is also featured in the existing Multiple Subject Intern Program webpage where the PK-3 program will be listed once it is approved by the Commission and will be utilized for the information flyer <li data-bbox="254 1089 1923 1162">● All prospective candidates regardless of their race, color, religion, age, gender, or other characteristics will be encouraged to both learn about the program, and apply for the PK-3 Intern Program. <li data-bbox="254 1170 1923 1312">● To reach historically underserved groups, RCOE SOE recruitment materials for teacher preparation programs are aimed at those seeking a second career such as para educators, instructional aides, preschool teachers, and industry professionals. Upon approval of the PK-3 ECE Specialist Instruction Intern Program, targeted messaging to this group will be the high level of support, continuing education, and appropriate certification that will be provided. | |

| Reviewers' Feedback | Aligned |
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| 2.2 Third Review: | |

CS Element 2.3:

(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

| Reviewers' Feedback | Aligned |
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| <p>2.3 First Review: Evidence provided includes reference to Basic Skills/CBEST which is not relevant to this credential. It is not clear the process candidates follow to access personnel who can guide them to attain program requirements. The Evidence (Section 1) makes reference to working in a middle school which is not permitted by the PK-3 ECE Specialist Instruction credential. It appears that additional modifications are necessary to this Handbook to ensure that those seeking the PK-3 ECE Specialist Instruction credential have clear and distinct information about the requirements and the expectations for this credential.</p> | More Information Needed |
| <p>First Review Response: update included in CS Document, bookmarked here.</p> <p>Updated (corrected) language and documents with links are provided in Section 1 organizer. The Handbook begins with details for all programs within the Center for Teacher Preparation. On page (i), there are directions on how to use the Handbook, including links to programs, which are accessed via the four squares in the center of the page.</p> | |

| Reviewers' Feedback | Aligned |
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| <p>2.3 Second Review:</p> <p>Links provided above go to the first page. Please link directly to evidence that describes how and when candidates in the proposed program will be told of/receive information regarding how to access the resources and personnel they need to guide their success in meeting program requirements.</p> <p>Draft manuals, handbooks, or advising materials must include the key personnel positions who will guide the candidates in the proposed program.</p> <p>The correct title of this credential is: PK-3 ECE Specialist Instruction Credential. Please update documents to reflect this.</p> | <p>More Information Needed</p> |
| <p>Second Review Response:</p> <p>Link provided to show how candidates receive initial programmatic and academic information during an initial advisement meeting.</p> <p>Link to Primary Contact for the PK-3 ECE Specialist Instruction program, and where information regarding how to access the resources and personnel they need to guide their success in meeting program requirements.</p> <p>Link to Handbook with updates for PK-3 ECE Specialist Instruction Credential Intern Program</p> | |
| <p>2.3 Third Review:</p> | |

CS Element 2.4:

(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.

| Reviewers' Feedback | Aligned |
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| <p>2.4 First Review: It is not clear where in the handbook evidence for this element is located.</p> | <p>More Information Needed</p> |
| <p>First Review Response:</p> <p>Within the CTP Handbook,</p> <p>Section 1: Internship Program Design, Requirements, and Expectations informs the interns that they will meet for a Success Plan development if they are in need of remediation.</p> <p>Coursework grading has wording on the second page under INC requesting additional time to complete an assessment</p> | |
| <p>2.4 Second Review:</p> <p>Section 1 of the handbook notes the Tier 2 and Tier 3 supports for candidates who were identified by their Field Supervisor as needing additional support, but it is unclear how Field Supervisors will identify these candidates.</p> | <p>Select Status</p> |
| <p>Second Review Response:</p> <p>Link to updated information regarding Tier 2 and Tier 3 support, and the Tier 2 and 3 support is additionally listed in Coursework Grading</p> | |
| <p>2.4 Third Review:</p> | |

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.

CS Element 3.1:

(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.

| Reviewers' Feedback | Aligned |
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| 3.1 First Review: Met. | Yes |

CS Element 3.5:

(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.*

**Note: No additional information is required if fully addressed in the response to CS Element 4.1.*

| Reviewers' Feedback | Aligned |
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| 3.5 First Review: Reviewers did not find evidence of how the program effectively implements and evaluates fieldwork and clinical practice. | More Information Needed |
| <p>First Review Response:</p> <p>Practicum supervisor Feedback Training Materials/Tools for Fieldwork and Clinical Practice Supervisors</p> | |

| Reviewers' Feedback | Aligned |
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| <p>3.5 Second Review: With the documentation provided, reviewers did not find evidence of how the program effectively implements and evaluates fieldwork and clinical practice. Evidence provided includes training materials for supervisors.</p> <p>Also – is there a mechanism in place to ensure candidates have two placements as required in the standards?</p> <p>Is the feedback from the Practicum Supervisor (through the feedback survey and Year-End Self-Evaluation) the only ways in which fieldwork and clinical practice will be evaluated?</p> | <p>More Information Needed</p> |
| <p>Second Review Response:</p> <p>There are multiple ways in which the program effectively implements and evaluates fieldwork and clinical practice. The Practicum Supervisor conducts 6 Observations during each semester which take place in weeks: 2, 5, 8, 11, 14, and 17. The supervisor refers to the Formal Observation Lesson Plan that the intern fills out as a guide to give specific feedback on the TPE's that are focused on during the lessons. The Practicum Supervisor also completes Intern Performance Appraisal Checklist PK-3 ECE yearly for their intern.</p> <p>Program Completion evaluation sample of the Mastery Reflection Portfolio which interns must work on and complete throughout their program.</p> <p>6.4 Table of Candidate Placements (updated)</p> <p>Location verified by intern's summer placement</p> | |
| <p>3.5 Third Review:</p> | |

CS Element 3.6:

(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.

| Reviewers' Feedback | Aligned |
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| <p>3.6 First Review: Evidence provided refers to multiple subject program. This document has not been modified to be applicable to the PK-3 ECE Specialist Instruction credential specifically. Please provide evidence of how candidates in the proposed PK-3 ECE Specialist Instruction credential program will 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>More Information Needed</p> |
| <p>First Review Response: Updated document and language have been added to the MOU. Bookmarked here. This update has also been inserted into the revision of CS document. Link to draft Assignment Tracking Form located here.</p> | |
| <p>3.6 Second Review: Please provide evidence of how candidates in the proposed PK-3 ECE Specialist Instruction credential program will 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 as the MOU bookmarked language and the assignment tracking form do not address this element. The MOU and tracking form show that diversity is tracked but how is <u>diversity defined</u> and how will candidates in this intern pathway have opportunities to experience issues of diversity if they are employed in a setting that is not diverse?</p> | <p>More Information Needed</p> |

| Reviewers' Feedback | Aligned |
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| <p>Second Review Response:</p> <p>The PK-3 ECE Specialist Instruction MOU outlines the contractual requirement between the school district/agency that candidate experiences include experience in California public schools with diverse student populations. At RCOE we find that Diversity can be defined as the presence of a wide range of human differences within a group, organization, or community. These differences can encompass various aspects, including but not limited to:</p> <ul style="list-style-type: none"> ● Demographic Diversity: Differences in age, race, ethnicity, gender, sexual orientation, socio-economic status, religion, nationality, and physical abilities. ● Cognitive Diversity: Variances in perspectives, ways of thinking, problem-solving approaches, and cognitive styles. ● Experiential Diversity: Differences in life experiences, backgrounds, cultures, and upbringing that shape individuals' perceptions, beliefs, and values. ● Social Diversity: Differences in social networks, affiliations, and connections within communities. ● Inclusive Diversity: Creating an environment where all individuals feel respected, valued, and included regardless of their differences. <p>Confirmation of experience with diverse student populations is confirmed at the point of placement by the credential team and recorded with verification of the placement agreement filled out by the Employer, and linked on the tracking form with the CDS code. An example CDS Diverse Student Population Monitoring Draft. A candidate will be placed at a school site that does provide the candidate an opportunity to experience a diverse population setting as determined by reviewing the school profile based on the CSD code (example of a school in Riverside County) and looking at the School Report data. Specifically we will focus on Enrollment By Ethnicity Enrollment By Ethnicity and Grade English Learners (by language, by grade) and the California School Dashboard Report</p> | |
| <p>3.6 Third Review:</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.

CS Element 4.1:

(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.*

| Reviewers' Feedback | Aligned |
|---|--------------------------------|
| <p>4.1 First Review: Reviewers noted that the PK-3 ECE Specialist Instruction credential program is not represented as a data source except for in one spot – on the annotated data source it is listed as a credential offering, but the program data is not included on the right-hand side where it indicates which data sources will be used. Reviewers did not find evidence of <u>how</u> 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. Reviewers did not find evidence of how the program effectively implements and evaluates fieldwork and clinical practice.</p> | <p>More Information Needed</p> |
| <p>First Review Response: Narrative and evidence added; Table updated Copy of Educational Partners Meeting (3-09-2023)Copy of CTP ES, MSI, and PK-3 Ed Partners Meeting May 2023 PK-3 Program Feedback Survey</p> | |
| <p>4.1 Second Review: Please update the annotated list of data sources by providing draft Practicum Supervisor Accountability Log, Pre and Post Self Reflection on the PK-TPEs, surveys, evaluation forms, etc. <i>for the proposed program</i> that will be included in the <u>unit's continuous improvement process</u>.</p> | <p>More Information Needed</p> |

| Reviewers' Feedback | Aligned |
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| <p>Second Review Response:</p> <p>The annotated data list links for the unit's continuous improvement data that the proposed PK-3 ECE Specialist Instruction Credential Program will collect:</p> <p>TPE Self-Assessment Triad Meeting Reflection Tool Intern Weekly Collaboration Log Practicum Supervisor Accountability Weekly Log Formal Observation Lesson Plan Observation Schedule During Program Takes place weeks: 2, 5, 8, 11, 14, and 17 each semester Post Conference Student Work Analysis Tool Individual Development Plan Intern and Faculty Demographics for Education Specialist Sample from our Education Specialist Program</p> | |
| <p>4.1 Third Review:</p> | |

Common Standard 5: Program Impact

CS Element 5.2:

(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.

| Reviewers' Feedback | Aligned |
|---|--------------------------------|
| <p>5.2 First Review: While the evidence presented provides support for meeting CS 5 for the currently operating programs, it is from 2019 and does not provide information specific to the proposed PK-3 ECE Specialist Instruction credential program. Further, the upcoming CTI research study also provides significant support for meeting CS 5 but it is not clear how the PK-3 ECE Specialist Instruction credential program will be included in this study. Providing further clarification on the proposed program as it relates to these efforts is needed.</p> | <p>More Information Needed</p> |
| <p>First Review Response: Information added to the web page and CS IPR document bookmarked here.</p> | |
| <p>5.2 Second Review: Met.</p> | <p>Yes</p> |