

Program Summary IPR
CSU East Bay & PK-3 Credential
Response to Feedback #2- Final Approved
(Response to Feedback #1)

1. Program Design

- a. Describe the location of the credential program within the larger unit/institution, as well as the structure and reporting relationships of the leadership team for the credential program. (Do not include names).

The Preliminary PK-3 Early Childhood Education Specialist Instruction Credential is housed in the College of Education and Allied Studies (CEAS) at California State University, East Bay (CSUEB). There are 5 departments in the CEAS: Educational Leadership (EDLD), Educational Psychology (EPSY), Hospitality, Recreation, and Tourism (HRT), Kinesiology (KIN), and Teacher Education (TED). The PK-3 credential will be housed in the Teacher Education department which also houses the Multiple Subject and Single Subject credentials. The TED chair will oversee the PK-3 credential along with the other General Education credentials. The TED chair reports directly to the Dean. A Program Coordinator will oversee the PK-3 credential and a Placement Coordinator that will work directly with field placement sites. The PK-3 was developed with faculty across the campus including the Departments of Teacher Education, Human Development (College of Letters, Arts, and Social Sciences) and Liberal Studies (College of Letters, Arts, and Social Sciences). Personnel from local County Offices of Education and faculty from local community colleges also participated in the process.

- b. Describe each pathway and delivery model the program offers for the intended credential.

The PK-3 program offers one academic curriculum for all candidates, with clinical practice experiences varying by [pathway](#). The majority of coursework is designed to be taught using an online, hybrid model; [candidates will attend Saturday sessions](#) (see PK-3 ECE Specialist Roadmap) in person for hands-on practice and community building. All coursework focuses on designing, implementing, and facilitating age-appropriate learning activities for children in PK-3 settings. All candidates complete a minimum of 600 hours of clinical practice in the PK-3 ECE Specialist Instruction Credential Program. Clinical practice experiences must include two different grade levels within the PK-3 grade range, including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K3) setting while enrolled in a credential program. **Cooperating Teachers (for student teachers) or Mentor Teachers (for interns) must hold a clear credential in the subject area and have at least 3 years of teaching experience; the Mentor Teacher must NOT be an educator in an evaluative position.**

Candidates admitted into the PK-3 ECE Specialist Instruction Credential Program may meet state fieldwork requirements by completing either the student teaching pathway or the intern pathway.

- [The student teaching pathway](#) is a traditional clinical experience option that allows candidates to gradually apply what they learn in coursework within a clinical practice setting. Student teachers complete five instructional hours per day, four days per week

in their student teaching placement. Candidate's student teaching experience follows a gradual induction model where they begin by observing the classes taught by the cooperating teacher then gradually move into taking on more instructional responsibility. This includes using a variety of co-teaching strategies during instructional hours. Candidates submit a placement request and their student teaching placement is arranged for them by the Fieldwork Placement Coordinator.

Candidates may seek [clinical practice equivalency](#) (see Student Teaching Equivalency Options) for the CSUEB PK-3 ECE Specialist Instruction Credential Program through two options. Equivalency Option #1 grants 200-400 hours of clinical practice credit to candidates who hold a valid Child Development Permit (or equivalent position) and verify six or more years of full-time teaching experience in qualifying childcare centers. Equivalency Option #2 provides up to 200 hours of clinical practice credit for candidates who completed a qualifying practicum course at an accredited institution with appropriate supervision, setting, and passing grade. Candidates qualifying under both options may receive a maximum of 400 total hours of equivalency credit, while still needing to complete at least 200 hours in a K-3 setting within the program.

- [The intern pathway](#) allows candidates who secure employment offers in PK-3 settings to meet state fieldwork requirements as school employees and are the teacher of record while they work to complete the credential program requirements. They are in their fieldwork setting according to the hours within their employment contract.

Clinical practice for the PK-3 ECE Specialist Instruction Credential requires that all candidates complete a minimum of 200 hours each in both a PK or TK setting and a K-3 setting, with the remaining 200 hours in either setting. Interns are not exempt from this requirement. Interns may be required to complete additional fieldwork, beyond their employment contract, in order to meet the clinical practice requirements for the PK-3 ECE Specialist Instruction Credential.

- c. Describe how program leadership regularly communicates and collaborates with program staff/faculty, and with the larger education unit/institution.

The program leadership maintains regular communication with the broader education unit through established shared governance structures, including the Council of Chairs within CEAS. This Council convenes twice monthly with all program leaders to discuss academic department administration, program management, and college-wide concerns, including educational mission and accreditation matters. Additionally, CEAS systematically is improving the continuous feedback process of all programs and the unit. Current practices include reviewing supervisor feedback through summative evaluations, annual reviews of various artifacts (e.g., [TED Data Timeline](#) and [Data Dive](#)). Many faculty across the unit are involved in partnerships with local districts and associations.

- d. Describe how the program seeks input and feedback from internal constituents and external community partners.

The program plans to host an annual advisory board meeting, composed of internal constituents and external community partners, to share program information and to seek ongoing input and feedback from stakeholders. Teacher candidates will also be invited to participate in a focus group at the end of their last semester to share their experiences so they can be used for continuous program improvement. Teacher candidates, cooperating and mentor teachers, and district partners will be asked to respond to surveys at the end of the program. The data will be collected, reviewed, and shared with department leadership and faculty in order to plan for continuous program improvement.

2. Coursework and Field Experience

- a. Describe the process for placing candidates in each of their field experiences.

The PK-3 ECE Specialist Instruction Credential Program ensures placement of candidates within PK-3 settings that reflect the “diverse school setting” found within California’s public schools and that candidates have access to teach “all students” as defined by the California PK-3 ECE TPEs. The [Fieldwork Placement Coordinator](#) works with credential candidates as well as district office personnel, principals, vice principals, department heads and teachers in order to arrange field placements each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the university and local school sites. Placement considerations are only given to geographic location and documented special needs of candidates. Candidates do not arrange their own student teaching placements and must not contact school districts/school sites unless asked to do so. This is the job of the Fieldwork Placement Coordinator. Candidate placement hours within each required setting is tracked using [the candidate placement tracking spreadsheet \(exhibit 6.4\)](#).

- b. Describe the connection between coursework and field experiences in preparing candidates for the intended credential.

Clinical practice includes a developmental and sequential set of activities integrated with theoretical and pedagogical coursework. The program prepares early childhood educators with the essential knowledge, skills, and competencies to effectively teach and support children from preschool through grade 3. Through [integrated coursework and clinical experiences](#), candidates develop and practice the full range of professional abilities needed in early childhood settings. The curriculum is built upon a clearly defined, evidence-based theoretical framework emphasizing developmentally, linguistically, and culturally responsive teaching approaches. The program specifically prepares candidates to build productive family partnerships that support children’s learning and development. The [organization, content sequence, and overall curriculum design](#) directly reflect these research-based theoretical foundations.

- c. Describe how candidates are supervised (by program and district employed supervisors), advised, and evaluated during fieldwork.

Candidates’ development of skills related to the PK-3 ECE TPEs are evaluated periodically throughout the academic year. These formative ([observation feedback](#)) and summative ([end of semester summative](#)) evaluations are intentionally aligned with the PK-3 ECE Teaching Performance Expectations (TPEs). The [formative observation](#), conducted at least six times each

semester, is used by University Supervisors to provide feedback on the general TPEs (not all sub elements); the [summative evaluation](#) is completed at the end of each semester and includes all sub elements of all TPEs, including foundational skills found within TPE 7.

The purpose of these observations and evaluations is to help candidates identify areas of strength and improvement focused on continuous growth. Two summative evaluations are completed and this feedback is discussed and shared with candidates; one at the end of the fall semester and one at the end of the spring. At the end of each semester, the University Supervisor completes the [PK-3 Supervisor Summative Evaluation form](#) and either the Cooperating Teacher or site administrator completes the [PK-3 Cooperating Teacher/Principal Summative Evaluation form](#) to evaluate the candidate's performance in the field. Candidates also reflect on their own strengths and areas for growth by completing the [PK-3 Teacher Candidate Self-Evaluation form](#) at the end of each semester. Copies of these evaluations are shared and discussed with candidates in order to support candidate growth and reflection.

- d. Describe how supervisors are selected, oriented, evaluated and provided feedback on their performance. Include the process for reassigning supervisor if the relationship is not effective.

Supervisors are selected based on credentials and professional experience in the field. [Evidence of the Supervisor Job Description and qualifications can be found here.](#) The Program Coordinator conducts an introductory [orientation](#) to review course expectations and address general inquiries. Throughout the semester, supervisors participate in supervisor training related to key aspects of candidate monitoring, support, and evaluation. Additionally, the Program Coordinator and Department Chair meet with supervisors as necessary to provide individual guidance, as needed. Supervisor evaluation follows established Collective Bargaining timelines and is conducted by the Department Chair. When challenges arise between candidates and supervisors, the Program Coordinator facilitates individual check-in meetings with each party to address concerns.

- e. Describe how the program seeks feedback from candidates and other constituents about the fieldwork experience. Briefly describe how the program analyzes and uses the feedback data for continuous improvement.

The program continuously collects student feedback throughout the entirety of the yearlong program. Each course incorporates student input to drive improvements and supervisor evaluations are completed at the end of each semester. Current practices include reviewing supervisor feedback through [summative evaluations](#), annual reviews of various artifacts (e.g., [TED Data Timeline](#) and [Data Dive](#)). Many faculty across the unit are involved in partnerships with local districts and associations. As part of its continuous improvement process, the department reviews feedback at least once per semester to guide ongoing enhancements and strengthen program effectiveness.

3. Assessment of Candidates

- a. Describe the evidence the program uses to monitor and support candidates regarding performance in order to ensure they are progressing toward meeting program

requirements. Describe how the program supports candidates who are not making successful progress.

Faculty teaching in the PK-3 ECE Specialist Instruction Credential Program collaborate regularly to monitor and support candidates as they work toward developing proficiency in the Teaching Performance Expectations (TPE). This may include meetings held among various program instructors to support candidate success in coursework, monthly University Supervisor check-ins with the Credential Program Coordinator to track progress, and individual meetings between the candidate and Instructors, the Credential Program Coordinator, University Supervisors, and the Department Chair to best support candidate needs.

Candidates who are not making successful progress will be placed on a [Teacher Candidate Improvement Plan](#). The Teacher Candidate Improvement Plan identifies specific ways to support candidates in meeting the TPEs and/or other program requirements, is created by the University Supervisor based on input from instructors and mentors, and candidates on a Teacher Candidate Improvement Plan must meet all requirements listed within the plan. University Supervisors are trained to place any candidate in need of individualized support on a Teacher Candidate Improvement Plan as soon as any concerns arise, and [they are advised to do so by the end of Week 10](#) during each semester.

Candidates' TPE skills are periodically evaluated to identify strengths and areas for improvement. At the end of each semester, the University Supervisor completes the [PK-3 Supervisor Summative Evaluation form](#) and either the Cooperating Teacher or site administrator completes the [PK-3 Cooperating Teacher/Principal Summative Evaluation form](#) to evaluate the candidate's performance in the field. Candidates also reflect on their own strengths and areas for growth by completing the [PK-3 Teacher Candidate Self-Evaluation form](#) at the end of each semester. Copies of these evaluations are shared and discussed with candidates in order to support candidate growth and reflection.

- b. Describe the information candidates receive about how they will be assessed and evaluated in relation to program competencies.

Candidates will be informed at the beginning of the [program orientation](#) about core program requirements and expected competencies ([Program Handbook](#)). Each course instructor will outline the assessments and during clinical experiences, University Supervisors will evaluate specific competencies relevant to the field.

For credential programs that include a Commission approved performance assessment:

- c. Describe how the program informs candidates about the performance assessment tasks and passing score standard.

Candidates will be informed of the [CalTPA](#) performance assessment tasks at the beginning of the credential program during [program orientation](#). Candidates will also be regularly directed to this information contained within the [Program Handbook](#). This will be a general overview about program requirements.

- d. Describe the opportunities candidates have within the program to prepare for the performance assessment tasks/activities.

During coursework each semester, candidates will receive reminders about the **CalTPA** as they practice key components of the performance assessment. During their seminar courses (TED 578 [[Weeks 4, 5, and 6](#)] and TED 579 [[Weeks 2, 3, 4, 5, and 6](#)]), candidates learn about specific **CalTPA** resources and handbooks, and requirements, including standard and secondary scoring.

- e. Describe remediation support and guidance -the program provides for candidates who:
 - i. Need additional support in preparing to complete a performance assessment.
 - ii. Fail a performance assessment and need to resubmit task components.

Candidates who need additional support in preparing to complete the **CalTPA** are offered individualized support by the TED 579 seminar instructor. This support may include discussions during office hours and/or individual meetings with the instructor to discuss specific tasks and applicable rubrics.

Candidates who do not earn a passing score have the opportunity to appeal or resubmit **one or both of the CalTPA cycles**. A 45-minute advising session is available in order to support candidate success in the resubmission. Candidates must contact the PK-3 ECE Specialist Instruction Credential Program Coordinator to schedule an advising session.