

Commission on Teacher Credentialing
Initial Program Review:
Common Standards Feedback

Institution	Riverside County Office of Education
Proposed Program	Preliminary PK-3 ECE Specialist Instruction Credential With Intern
Submission Link	https://sites.google.com/rcoe.us/rcoe-612/pk-3-ece-specialist-instruction-credential-intern/pk-3-ece-specialist-instruction-credential-intern-proposal-submission
Date of Review	April 2023
Dates of Subsequent Reviews	<Insert Review Month/Year>, <Insert Review Month/Year>

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 and not on this feedback form.
- If the Common Standard element is aligned, no additional information is necessary.

General Comments:

Organization Chart

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

Reviewers' Feedback	Aligned
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:	Select Status

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:	Yes
1.1 Second Review:	Select Status

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
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.	More Information Needed
First Review Response: Web page updated: Ways of Working Together	
1.3 Second Review:	Select Status

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
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.	More Information Needed

Reviewers' Feedback	Aligned
First Review Response:  Copy of TCME Gender-Race report for SOE 7 jh 8-7-2020 (Revised).xlsx  Agenda for Sept School of Education Meeting CS 1 Diversify faculty	
1.6 Second Review:	Select Status

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
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.)	More Information Needed

Reviewers' Feedback	Aligned
First Review Response: 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.	
1.7 Second Review:	Select Status

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
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.	More Information Needed
First Review Response: 8.1.1 Request for Preliminary Credential Recommendation	
2.1 Second Review:	Select Status

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
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 diversity the educator pool in California.	More Information Needed
First Review Response: ADS Data Collection_2021-2022_SOE 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.	
2.2 Second Review:	Select Status

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
<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. 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>	
<p>2.3 Second Review:</p>	Select Status

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
<p>2.4 First Review: It is not clear where in the handbook evidence for this element is located.</p>	More Information Needed

Reviewers' Feedback	Aligned
First Review Response: Within the CTP Handbook, <u>Section 1: Internship Program Design, Requirements, and Expectations</u> informs the interns that they will meet for a Success Plan development if they are in need of remediation. <u>Coursework grading</u> has wording on the second page under INC requesting additional time to complete an assessment	
2.4 Second Review:	Select Status

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
3.1 First Review:	Yes

Reviewers' Feedback	Aligned
3.1 Second Review:	Select Status

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
3.5 First Review: Provide feedback here <i>only if CS Element 4.1 also has feedback</i> . Reviewers did not find evidence of how the program effectively implements and evaluates fieldwork and clinical practice.	More Information Needed
First Review Response: Practicum supervisor Feedback Training Materials/Tools for Fieldwork and Clinical Practice Supervisors	
3.5 Second Review:	Select Status

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
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.	More Information Needed
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 .	
3.6 Second Review:	Select Status

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 completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.*

**Note to IPR team to double-check if any feedback is needed for IPR CS element 3.5 above.*

Reviewers' Feedback	Aligned
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.	More Information Needed
First Review Response: Narrative and evidence added; Table updated <input type="checkbox"/> Copy of Educational Partners Meeting (3-09-2023) <input type="checkbox"/> Copy of CTP ES, MSI, and PK-3 Ed Partners Meeting May 2023 <input type="checkbox"/> PK-3 Program Feedback Survey	
4.1 Second Review:	Select Status

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
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.	More Information Needed
First Review Response: Information added to the web page and CS IPR document bookmarked here.	

Reviewers' Feedback	Aligned
5.2 Second Review:	Select Status