Cal State East Bay

Response to the

California Commission on Teacher Credentialling (CTC)

Common Standards

March 1, 2017

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:

- (Element 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.

Please go to the following links:

(1) The Cal State East Bay Professional Education Unit's Mission, Vision, and Values

(2) *Description of the Research Base for Our Mission/Vision/Values*

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(3) Accreditation 2018 Website

(4) Websites and Handbooks for Our Credential Programs

Note: All of our programs have essential information on websites. Some programs have more than one handbook, some have only one handbook, and others have no handbooks – and have placed all relevant information on their website(s).

- (Element 2) The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.

(1) Table 1-2 Stakeholders Involved in Organization, Coordination, and Decision Making

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- (Element 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.

(1) Table 1-2: Stakeholders Involved in Organization, Coordination, and Decision Making

(2) Faculty Participation in the Schools

(3) *CEAS Retention, Tenure, and Promotion: Department Guidelines for Professional Achievement*

* In this document, please see page 5, "Category D: Professional Community." Writing documents for school district and state education agencies are recognized as contributions worthy of recognition. Faculty candidates for tenure/promotion choose one of two paths for evaluation. Both value Category D. However, Path 2, Emphasis on Professional Community, gives Category D contributions the highest priority (see section 2.1, page 2; and Table 1, page 4).

(4) *Cal State East Bay Retention, Tenure and Promotion Policies and Procedures*

* In this document, please see page 14, "Section 4.3, Professional Achievement." Section 4.3.9 recognizes "service on committees or boards of professional societies and organizations as contributions worthy of recognition." Section 4.3.11 recognizes "professional consultancies" as contributions worthy of recognition. This includes work with K-12 school districts and county offices of education.

(5) Minutes of the Campus Committee on Professional K-12 Education (CCPK-12E)

(6) Minutes of Program Advisory Councils

(7) Faculty Profiles: Grants, Publications, Presentations

* Please note in the faculty profiles all grants, publications, and presentations that involved faculty collaborating with colleagues in P-12 settings, college and university units, and members of the broader educational community.

(8) Student Teaching MOUs

(9) Internship MOUs

(10) Institute for STEM Education Board of Directors Roster and Minutes

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- (Element 4) The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum*, professional development*/instruction, *field based supervision* and *clinical experiences*.

No additional information is required during the Common Standards submission.

- (Element 5) The *Unit Leadership* has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.

No additional information is required during the Common Standards submission.

- (Element 6) Recruitment and *faculty* development efforts suppor*t* hiring and retention of *faculty* who represent and support diversity and excellence.

(1) 2016-2017 Lecturer Position Descriptions: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(2) Tenure Track Faculty Position Searches, 2015-2016, 2016-2017: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(3) Table 1-6: Gender and Ethnicity of Credential Program Faculty, Fall 2016

(4) Agendas and Supporting Documents: CEAS Tenure-Track Faculty Support Meetings

(5) Cal State East Bay Office of Faculty Development/Faculty Center for Excellence in Teaching

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- (Element 7) *The institution* employs, assigns and retains only *qualified persons* to teach *courses*, provide *professional development*, and *supervise* field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service.*

(1) Candidate Evaluation of Course Instructor Blank Evaluation Forms

(2) Candidate Evaluation of Field Supervisor Blank Evaluation Forms

(3) Samples of Annual Periodic Review of Lecturers

(4) Lecturer Position Descriptions: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(5) Tenure Track Faculty Position Searches, 2015-2016, 2016-2017: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(6) Faculty Participation in the Schools

- (Element 8) The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

(1) *Description of the Credential Recommendation Process*

Standard 2: Candidate Recruitment and Support

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

- (Element 1) The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.

(1) Links to Credential Program Handbooks/Websites with Admission Requirements

- (Element 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.

(1) *2017 Candidate Diversity Recruitment Plan*

(2) *Description of Candidate Advisement and Assistance*

(3) Credential Program Admission Advisement Sessions, Schedules and Agendas

(4) Table 2-2a: List of Personnel Assigned to Support, Advise, and Place Candidates

(5) Credential Program Candidate Progress Checklists

(6) Table 2-2b: Gender and Ethnicity of Program Candidates, Fall and Summer 2016 Entry

(7) Campus Office of Accessibility Services Website

(8) Campus Office of Financial Aid Website

(9) Campus Office of Academic Advising and Career Education Website

(10) Unit Credential Student Service Center Website

(11) Candidate Improvement Plan

(12) Campus CARE Website

- (Element 3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.

No additional information is required during the Common Standards submission.

- (Element 4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *suppor*t efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

 No additional information is required during the Common Standards submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *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.*

- 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.

- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.

- The process and criteria result in the selection of *site-based supervisors* who   provide effective and knowledgeable *support* for candidates.

- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.

- All *programs* effectively implement and *evaluate* fieldwork and clinical practice.

- For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of *students* identified in the *program* standards.

For all elements of Common Standard Three, no additional information in required during the Common Standards submission.

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.

- (Element 1) Both the <u>unit</u> 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*.

- (Element 2) The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

Standard 5 – Program Impact

- (Element 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.

No additional information is required during the Common Standards submission.

- (Element 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.*

(1) *Description of Positive Program Impact*

(2) Survey Data

(3) Anecdotal Evidence of Program Impact

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