



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1d

**Meeting Date:** March 16, 2017

**Subject:** Approve Sacramento City Unified Teacher Induction Approval of Sponsorship

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office

**Recommendation:** Approval of Sponsorship of Induction Program

**Background/Rationale:** The Sacramento City Unified New Teacher Induction Program (formerly BTSA), is the fifth generation of new teacher support programs developed in California. The initial program, the California New Teacher Project, began in 1988 and was designed to support and retain teachers in the profession. With the introduction of SB 2042 in 2004, these support programs across California evolved to offer an induction component. Preliminary Credentials issued in both General Education and for Education Specialists now required a two-year induction program with job embedded support.

A preliminary teaching credential is valid for five years, and during that time, a new teacher must be on a path to obtain a Professional Clear Credential before the Preliminary Credential expires. Successful completion of a two-year Induction program is required for a new teacher to be recommended to the Commission on Teacher Credentialing (“Commission”) for a Professional Clear Credential. There are 151 new teachers participating in the Sacramento City Unified Induction Program for the 2016-2017 school year. Participating teachers are comprised of general education teachers as well as education specialists, K-12. In addition to being the vehicle to obtain a Professional Clear Credential, the Induction program serves as a significant means of district-provided support to our new teachers in the first years of their profession.

Induction Programs in California are accountable to meet the needs of beginning teachers as outlined in the Program and Common Standards set by the Commission. Requirements for program compliance are grounded in state statute, regulations, or Commission Policy. The newest version of these standards, adopted in October 2015,

require Induction program leaders to reaffirm program Preconditions and revise program content to meet these new standards.

As part of the fulfilling the program Preconditions, programs must meet the following:

- (1) Accreditation and Academic Credit. The program(s) must be operated by
  - (a) Institutions of higher education: A college or university that (1) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (11) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if it regional accreditation status changes.
  - (b) School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

The request is for the Board to approve the sponsorship of the continued operations of the Sacramento City Unified New Teacher Induction Program. The approval of sponsorship confirms the district's commitment that all new program Preconditions and Program Standards will be met in order for the district's accreditation to be maintained by the Commission on Teacher Credentialing.

Board approval of sponsorship will be submitted to the Commission no later than March 31, 2017 as part of our assurances towards meeting program Preconditions and Program Standards.

Please see the attached General Institutional Preconditions, General Education Induction Program Preconditions and Program Standards as well as the Common Standards for reference as it pertains to program requirements.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates; Operational Excellence

**Documents Attached:**

1. General Institutional Preconditions
2. General Education Induction Program Preconditions and Program Standards
3. Common Standards

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> Iris Taylor, Chief Academic Officer; Corrie Buckmaster Celeste, Director III Teacher and Leadership Development</p> <p><b>Approved by:</b> José L Banda, Superintendent</p>
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## General Institutional Preconditions

### General Statement Applicable to all Preconditions for all Educator Preparation Programs

Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

**(1) Accreditation and Academic Credit.** The program(s) must be operated by

(a) **Institutions of higher education:** A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

(b) **School districts or other non-regionally accredited entities:** The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

**(2) Enrollment and Completion.** Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

**(3) Responsibility and Authority.** To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the

entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

**(4) Lawful Practices.** To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

**(5) Commission Assurances.** To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

**(6) Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

**(7) Veracity in all Claims and Documentation Submitted.** To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

**(8) Grievance Process.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.

- (9) Faculty and Instructional Personnel Participation.** All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*
- (10) Communication and Information.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.
- (11) Student Records Management, Access, and Security.** To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:
- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
  - (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
  - (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.
- (12) Disclosure.** Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.



# **General Education Induction Program Preconditions and Program Standards**

**Commission on Teacher Credentialing**

**Standards Adopted  
*December 2015***

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## **Preconditions for General Education Induction Programs**

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.



## **Induction Program Design for Mentoring Clear Teaching Credential Candidates**

### **Standard 1: Program Purpose**

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the *California Standards for the Teaching Profession*.

### **Standard 2: Components of the Mentoring Design**

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

### **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System**

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

#### **Standard 4: Qualifications, Selection and Training of Mentors**

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

#### **Standard 5: Determining Candidate Competence for the Clear Credential Recommendation**

The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential.

The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

**Standard 6: Program Responsibilities for Assuring Quality of Program Services**

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.



## **Common Standards**

*Adopted by the Commission, October 2015*

## **Common Standards Glossary**

*Adopted by the COA, January 2016*

## **Common Standards Submission Requirements**

*Adopted by the COA, March 2016*

Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

## COMMON STANDARDS

### 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:

- 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.
- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.
- 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.
- 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*.
- 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*.
- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and support diversity and excellence.
- 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*.
- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

## Standard 2: Candidate Recruitment and Support

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

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.
- 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.
- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.
- 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.

## 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.

#### **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.

- 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*.

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

#### **Standard 5 – Program Impact**

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.

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*.

*\*Italicized language represents language that will be included in a Common Standards Glossary.*

## Common Standards Glossary

Adopted by the COA January 2016

Term	Common Standard	Definition
<b>Authority</b>	1	An individual or individuals to whom the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually, but not always, limited to the dean at an IHE, or an associate superintendent/director of a local education agency. <i>(See also Unit Leadership)</i>
<b>Broader Educational Community</b>	1	Refers to agencies, institutions, and others external to the program sponsor that are also involved with education, such as educational services, advocates, P-12 schools, IHEs, district offices, specialists, SELPAs, special education program managers, local business and industry, counseling services, social services, professional organizations, and parents.
<b>California Public Schools</b>	1, 3	Refers to public schools, charter schools, and non-public schools serving students with special needs; <i>Public schools are assigned a CDS code from the California Department of Education (Does not include private or faith-based schools).</i>
<b>Candidate</b>	1, 2, 3, 4, 5	An individual participating in a credential program, including for both teaching credentials and services credentials, whether for an initial or second-tier credential or authorization.
<b>Certified</b>	3	Refers to a California educator holding a valid credential appropriate to his/her role and/or responsibility.
<b>Clinical Experiences</b>	1,3	Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with <i>Field Work</i> . Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. <i>(See also Field Work)</i>
<b>Clinical Personnel</b>	3	P-12 school personnel and/or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice. <i>(See also Clinical Experiences and Field Work)</i>
<b>Evaluate</b>	3,5	To assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes; also  To analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys for the purposes of identifying



Term	Common Standard	Definition
		program strengths and areas needing improvement.
<b>Excellence</b>	<b>1</b>	Refers to academic and professional achievement of a high caliber that exemplifies exceptional professional ethics and a strong commitment to highest quality of educator preparation.
<b>Faculty</b>	<b>1</b>	Refers to individuals employed by a college, university, school district, county office of education, including graduate teaching assistants, and/or by a Commission-approved partnering entity, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some aspect of the educator preparation unit.
<b>Field-Based Supervision</b>	<b>1</b>	Refers to supervisory activities undertaken to evaluate a candidate's competence by a qualified person designated to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate, and/or to support the candidate during clinical/field-based activities. <i>(see also Supervision)</i>
<b>Field Work</b>	<b>3</b>	Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with <i>Clinical Experiences</i> . Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. <i>(See also Clinical Experiences)</i>
<b>Institution</b>	<b>1, 5</b>	The university, college, school district, county office of education, program sponsor or other entity approved by the Commission to offer educator preparation programs. An institution may be a regionally accredited institution of higher education (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).
<b>Instructional Personnel</b>	<b>4</b>	Individuals employed by a college or university, school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some aspect of the unit.
<b>Key Stakeholders</b>	<b>4</b>	Refers to those having a particular interest and/or involvement in the operation and/or outcomes of the educator preparation program, and who are also impacted by and/or have a professional interest in an educator preparation program or institution, such as candidates, parents, community members, local business/industry, school employers, district/county offices, and community special education services providers. <i>(see also Stakeholder)</i>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
<b>Multiple Measures</b>	<b>5</b>	Refers to multiple sources of information used to determine whether an applicant possesses the requisite characteristics, knowledge, skills and abilities required for the credential, including knowledge of and sensitivity to California’s diverse population, communication skills, academic knowledge and skills in the area of the credential, and prior experiences that help document a strong potential for effectiveness as a professional educator.
<b>P-12</b>	<b>4</b>	Refers to the entire range of grades in which preschool, elementary and secondary students are enrolled, including preschool through 12 <sup>th</sup> grade.
<b>P-12 Students</b>	<b>3</b>	Refers to students enrolled in preschool through 12 <sup>th</sup> grade.
<b>Partners</b>	<b>3,4</b>	Refers to agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates (for example, academic and/or credential preparation departments of colleges/universities, schools, county offices of education, and school districts).
<b>Positive Impact on ... Teaching And Learning</b>	<b>5</b>	Refers to having a beneficial effect on student achievement, including academic, social and/or behavioral impacts.
<b>Professional Development</b>	<b>1</b>	Refers to learning opportunities for individuals to attain and develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.
<b>Program</b>	<b>1,2,3,4,5</b>	Refers to a planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in prekindergarten through twelfth grade settings, and which leads to a credential.
<b>Program Completer</b>	<b>4</b>	An individual who has completed a credential program.
<b>Qualified Persons</b>	<b>1</b>	Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.
<b>Range of Students</b>	<b>3</b>	Refers to a group of students as identified within specific program standards.
<b>Resources</b>	<b>1</b>	Refers to the range of supports for programs, including financial support, information resources, technology, qualified staff, building space and materials.

Term	Common Standard	Definition
<b>Scholarship</b>	1	Refers to a process of systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.
<b>Service</b>	1	Refers to faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.
<b>Significant Experience</b>	3	Refers to an extensive amount of activities, field work and/or clinical practice provided to a candidate working with the range of students in California schools relevant to the credential sought.
<b>Site-Based Supervisor</b>	3	An individual from a Commission-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. <i>(not applicable to second tier credential programs)(see also Supervisor)</i>
<b>Stakeholder</b>	1	Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution. <i>(see also Key Stakeholder)</i>
<b>Student</b>	3,5	Refers to an individual enrolled in a district or county office of education preschool, kindergarten through 12 <sup>th</sup> grade, or adult education program.
<b>Supervise</b>	1	Refers to guiding, directing, and/or evaluating candidates in a credential program. <i>(This activity does not apply to evaluation for employment purposes)</i>
<b>Supervisor</b>	3	An individual from a Commission-approved program and/or employing district assigned to provide supervision and support and/or to assess candidates during field experiences and clinical practice. <i>(see also Site-Based Supervisor)</i>
<b>Supervision</b>	3	Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate. <i>(see also Field-Based Supervision)</i>
<b>Support</b>	1, 2, 3, 4	Refers to professional guidance provided by a qualified individual acting as a mentor and/or coach to a candidate in his/her early teaching or service that includes collecting and analyzing evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements. <i>(These individuals do not supervise or evaluate the candidate.)</i>
<b>Unit</b>	1, 2, 3, 4, 5	Refers to the college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects

Term	Common Standard	Definition
		of Commission-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.
<b>Unit Leadership</b>	<b>1</b>	Refers to individuals designated by the institution to be responsible for administering aspects of all the Commission-approved educator preparation programs offered by the institution, and who have been granted by the institution the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or County Office of Education Superintendent or designee. <i>(See also Authority)</i>

# Common Standards Submission Requirements

Submission Requirements Addressing the Common Standards		
Common Standards	Required Documentation	Review Process at Site Visit
<p><b>Standard 1 – Institutional Infrastructure to Support Educator Preparation</b>            Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Provide <b>Vision Statement</b>, and a <b>Brief description (not to exceed 500 words) of</b> the research-base for vision and how it is consistent with preparing educators. Links to institution’s website, handbooks, or other supporting materials may also be included. Do not link to the actual research literature.</p>	<p>Interviews and review of evidence</p>
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<p><b>Table</b> denoting activities in which stakeholders are involved in organization, coordination and decision making and the stakeholders (name/role and affiliation) that are in regular attendance.</p>	<p>Interviews and review of evidence</p>

## Submission Requirements Addressing the Common Standards

Common Standards	Required Documentation	Review Process at Site Visit
<ul style="list-style-type: none"> <li>The education <i>unit</i> ensures that <i>faculty</i> and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the <i>broader educational community</i> to improve educator preparation.</li> </ul>	<p><b>Published policy documents</b> ( for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring 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><b>No additional information is required during the Common Standards submission.</b> Information is available through <b>Program Review</b> submission.</p>	<p>Interviews and review of evidence</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through <b>Program Review</b> submission.</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through <b>Program Review</b> submission</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit.</p>
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity.</li> </ul>	<p><b>Documentation (most recent 2 years)</b> pertaining to recruitment and faculty development activities including strategies that assist faculty in supporting diversity.</p>	<p>Interviews and review of evidence</p>

### Submission Requirements Addressing the Common Standards

Common Standards	Required Documentation	Review Process at Site Visit
<ul style="list-style-type: none"> <li>● 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.</li> <li>●</li> <li>● The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> <li>●</li> </ul>	<p>Copy of instructor, professional development, and field-based supervisor <b>blank evaluation forms.</b></p> <p>Copy of <b>job descriptions</b> for faculty and other instructional personnel, which include qualifications that are required. (Vitae are not required because already submitted in Program Review)</p>	<p><b>Reviewed during the site visit</b> only if concerns have been identified leading up to or during the site visit</p>
	<p><b>Brief description</b> of monitoring practice (not to exceed 200 words)</p>	<p>Interviews and review of evidence</p>

Submission Requirements Addressing the Common Standards		
Common Standards	Required Documentation	Review Process at Site Visit
<b>Standard 2 – Candidate Recruitment and Support</b> Candidates are recruited and supported in all educator preparation programs to ensure their success.		
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	Links to the admittance requirements for each program	Interviews and review of evidence
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Recruitment materials (including link to website).</p> <p><b>Brief Description (not to exceed 500 words) and supporting evidence of</b> candidate advisement and assistance.</p> <p>List of personnel positions assigned to supporting, advising, and placing candidates.</p>	Interviews and review of evidence
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through <b>Program Review</b> submission</p>	Interviews and review of evidence
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through <b>Program Review</b> submission</p>	Interviews and review of evidence



### Submission Requirements Addressing the Common Standards

Common Standards	Required Documentation	Review Process at Site Visit
<p><b>Standard 3 – Fieldwork and Clinical Practice</b>                      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 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.</p>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b>                      Information is available through <b>Program Review</b> submission.</p>	<p><b>Reviewed at the site visit</b> to confirm that this occurs <b>across the unit.</b></p>
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b>                      Information is available through <b>Program Review</b> submission</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b>                      Information is available through <b>Program Review</b> submission.</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit</p>

**Submission Requirements Addressing the Common Standards**

<b>Common Standards</b>	<b>Required Documentation</b>	<b>Review Process at Site Visit</b>
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through Program Review submission</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through Program Review submission</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through Program Review submission</p>	<p><b>Reviewed during the site visit</b> <u>only</u> if concerns have been identified leading up to or during the site visit</p>
<p><b>Standard 4 – Continuous Improvement</b> 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.</p>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Graphic depiction</b> of the unit assessment system including the roles of responsibilities of personnel in the unit and programs. <b>Annotated list</b> of data sources included in the assessment cycle, including those</p>	<p>Interviews and review of evidence</p>
<ul style="list-style-type: none"> <li>The continuous improvement process includes</li> </ul>		

## Submission Requirements Addressing the Common Standards

Common Standards	Required Documentation	Review Process at Site Visit
<p>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.</p>	<p>submitted in annual data reporting and those that aren't.</p> <p>Multi- year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.</p> <p>Annual data submission, analysis, and feedback (located in data warehouse, does not require resubmission) will be reviewed</p> <p>Survey Data including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate</p>	
<p><b>Standard 5 – Program Impact</b></p> <ul style="list-style-type: none"> <li>The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</li> </ul>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through Program Review submission</p>	<p>Interviews and review of evidence</p>

**Submission Requirements Addressing the Common Standards**

<b>Common Standards</b>	<b>Required Documentation</b>	<b>Review Process at Site Visit</b>
<ul style="list-style-type: none"> <li>The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students.</li> </ul>	<p>Description of <u>how</u> the institution knows that its programs have a positive impact with <b>link to evidence</b> that corroborates its claim.</p>	<p>Interviews and review of evidence</p>