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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Alder Graduate School of Education

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Alder Graduate School of Education's responses to the Common Standards and Initial Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Alder Graduate School of Education and set the Provisional Approval period to be two years.

Presenter: Hart Boyd, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Alder Graduate School of Education

Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, Alder Graduate School of Education's (Alder GSE) responses to Stage III: Review to Determine Alignment with Preconditions and the Common Standards for consideration by the Commission on Teacher Credentialing (Commission) for Provisional Approval. The preconditions have been reviewed by staff and have been determined to be aligned while the Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been deemed to be aligned. If approved for Provisional Approval, the next step in the process would be for Alder GSE's responses to the program standards to be reviewed. When reviewers determine that the program standards are aligned, the proposed programs will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the two to three-year provisional period of time as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015](#) Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017](#) Commission Meeting. The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five-stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are aligned and approved by the COA. As a reminder, although this agenda item contains information about the proposed programs, at this stage in the process the Board of Institutional Review has not yet had an opportunity to review the proposed programs against the program standards.

Initial Institutional Approval

Alder Graduate School of Education is seeking approval of Stage III in order to be eligible for Stage IV as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

Alder Graduate School of Education (Alder GSE)

Alder GSE seeks Provisional Approval from the Commission at this time. The application states that Alder GSE intends to seek COA approval to offer the following programs:

- Preliminary Multiple Subject
- Preliminary Single Subject (English, Mathematics, Foundational-Level General Science, Science: Biological Science, Chemistry, Geoscience, Physics, and World Languages in Spanish)
- Preliminary Education Specialist: Mild/Moderate

To date, Alder GSE has been operating in partnership with and under the auspices of the University of the Pacific. If approved as its own Commission-approved program sponsor, Alder GSE plans to implement a student teaching residency model for the proposed programs. Alder GSE has completed Stages I and II having been approved as an Eligible Institution by the Commission at its [August 2019](#) meeting. This action allowed Alder GSE to move forward to *Stage III: Review to Determine Alignment with Preconditions and the Common Standards*.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, Alder GSE submitted its responses to the Initial Program Preconditions, program preconditions, and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and have found them to be aligned.

[Table 1](#) on the following page provides a summary of Alder GSE's responses to the Initial Program Preconditions, [Table 2](#) provides a summary of the Preliminary Multiple and Single Subject preconditions, and [Table 3](#) provides a summary of the Preliminary Education Specialist preconditions. The complete submission of the preconditions is available at [Alder GSE's Preconditions](#). It should be noted that all applicable General Preconditions were met during IIA prerequisites and in Stage II: Eligibility Requirements. [Table 4](#) is a summary of Alder GSE's responses to the Common Standards. The complete Common Standards document is available at [Alder GSE's full responses to the Common Standards](#).

It is an important reminder that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the specific credential program sought including requirements for coursework and fieldwork/clinical practice, this level of detail is reviewed against the program standards and approved by the COA. At this point in the process, this review has not yet taken place.

Initial Program Preconditions

(1) Demonstration of Need:

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE notes that there is a statewide shortage of qualified teachers, particularly among California's highest need schools and populations. Within the context of the high-need schools and school systems, it is noted that there are teacher shortages in each of the credential areas Alder GSE is proposing to offer: elementary education, special education, and a number of specific single subject content areas, including English, math, science, and social science.

Moreover, Alder GSE notes that these schools and school systems struggle to hire enough diverse educators to meet the needs of California's diverse student population. As part of its mission, Alder GSE intends to prepare teachers to serve in all of California's public schools and further notes that its model emphasizes recruiting candidates from school communities where the candidates will ultimately work as teachers which will create diverse teaching teams that more closely mirror the students they teach.

Alder GSE notes that the partner districts and programs that Alder GSE will work with have reported teacher shortages and currently have many teachers who are under-credentialed (e.g., intern credentials, permits, waivers). Furthermore, Alder GSE notes that the school systems that Alder GSE currently partners with and those with whom Alder GSE has an agreement with for future partnerships have expressed a need for additional teachers in low-income, high need communities in the following areas:

- Education Specialist: Mild/Moderate
- Multiple Subject
- Single Subject in high need content areas such as math and science (continued below)

Alder GSE has current partnerships with the following school systems:

- Aspire Public Schools
- KIPP Bay Area
- Caliber Schools
- Monterey Peninsula Unified School District
- KIPP LA Public Schools
- Envision Education
- Lighthouse Community Public Schools
- San Lorenzo Unified School District

Additionally, for the 2020-21 academic year, Alder GSE has entered into agreements with the following school systems:

- Pasadena Unified School District
- Lynwood Unified School District
- Unity Charter Schools
- Yu Ming Charter School
- Da Vinci Schools
- WISH Charter Schools
- Environmental Charter Schools
- Inner City Education Foundation Public Schools
- LA Promise Fund
- El Segundo Unified School District

Alder GSE has provided letters of support from a number of its partners, including Monterey Peninsula Unified School District, San Lorenzo, Unified School District, and Aspire Public Schools.

(2) Practitioners' Participation in Program Design:

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE has established a formal shared governance structure that involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for all educator preparation programs – Alder GSE notes that these structures were designed entirely by and for faculty and staff at Alder GSE. The three faculty bodies with leadership roles in the development, implementation, and refinement of the academic programs are:

- **Faculty Assembly:** The Faculty Assembly convenes with every member of the faculty (at every level, including part-time and full-time) two times per year to vote for chairs of the two academic committees, and to approve any changes to Alder GSE's program and learning outcomes.
- **Academic Program Committee:** This committee convenes several faculty members and meets monthly to consider Alder GSE's academic program.
- **Faculty Hiring, Development, and Evaluation Committee:** This committee convenes several faculty members and meets monthly to consider issues of faculty hiring, development, and evaluation.

The submission notes that Alder GSE has and will continue to involve employers and partners in the program design through:

- The work of the partner directors who will be hired by the district/partner, not Alder GSE. Partner directors will join weekly two-hour Alder GSE faculty meetings, participate in Alder GSE committees, join Alder GSE retreats, and have one-on-one meetings with Alder GSE's dean and associate dean.
- Alder GSE's contextualization process. Alder GSE's submission notes that once a partnership begins Alder GSE's instructional leaders will gather data and meet with educational leaders in the TK-12 partner school system to understand their priorities across all curricular areas.
- Regular meetings between Alder GSE's president and district/partner leaders. Alder GSE's president meets at least annually, and typically more often, with superintendents and leaders in Alder GSE's partner programs to understand their priorities, and to share a "report card" detailing Alder GSE's work in their school system.

Program Preconditions (Preliminary Multiple and Single Subject)

(1) Limitation in Program Length:

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE's credential and master's program is structured to be one year in duration.

(2) Limitation on Student Teaching Prerequisites:

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

In the summer prior to their residency/student teaching, Alder GSE's preliminary Multiple and Single Subject candidates will complete nine units of study:

- ED 201: Identity, Community, and Schooling
- ED 202: Child Development, Learning, and Language
- ED 220: Teaching and Learning 1

(3) English Language Skills:

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE's scope and sequence of courses are designed such that Multiple and Single Subject candidates can demonstrate knowledge of alternative methods to develop English language skills (including reading) among all pupils (including those for whom English is a second language) in accordance with the Commission's standards.

Additionally, Alder GSE's submission notes that candidates will receive direct instructional coaching from their mentor and partner director on a variety of subjects, including English Learner instructional strategies in reading and other areas.

(4) Undergraduate Student Enrollment:

Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.

Meets Precondition: N/A

How Alder GSE Meets the Precondition

Not applicable.

(5) Program Admission:

The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria:

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examination(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Before being admitted to the program, Alder GSE's candidates will have to provide evidence of one of the following:

- Having taken all and having passed at least one of the relevant CSET subtests; or
- Having completed a Commission-approved subject matter program.

(6) Subject Matter Proficiency:

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school.

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or

having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Prior to assuming student teaching responsibilities, Alder GSE candidates must provide verification of one of the following:

- Having passed all relevant CSET subtests; or
- Having completed a Commission-approved subject matter program.

(7) Completion of Requirements:

A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE's proposal stated that it will implement a credential recommendation process verifying that all candidates have met the legal requirements for the preliminary credential prior to recommendation. Alder GSE notes that it will implement a Student Information System which will house a variety of candidate information along with providing verification of the following:

- Possession of a BA or higher degree from a regionally-accredited college or university;
- Completion of the basic skills requirement (CBEST or Commission-approved alternative);
- Demonstration of subject matter competence by either passage of the appropriate subject matter exams (CSETs) or successful completion of a Commission-approved subject matter program;
- Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a Commission-approved exam or verified coursework;
- Passage of the Teaching Performance Assessment;

- Passage of the Reading Instruction Competency Assessment (for multiple subject candidates only); and
- Successful completion of the accredited professional preparation program.

Program Preconditions (Preliminary Education Specialist)

(1) English Language Skills:

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE's response indicates that the scope and sequence of courses ensures that Education Specialist candidates can demonstrate knowledge of alternative methods to develop English language skills (including reading) among all pupils (including those for whom English is a second language) in accordance with the Commission's standards.

Additionally, Alder GSE's candidates will receive direct instructional coaching from their mentor and partner director on a variety of subjects, including English Learner instructional strategies in reading and other areas.

(2) Program Admission:

The sponsor of an Education Specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria:

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examination(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Before being admitted to the program, Alder GSE's candidates will have to provide evidence of one of the following:

- Having taken all and having passed at least one of the relevant CSET subtests; or

- Having completed a Commission-approved subject matter program.

(3) Subject Matter Proficiency:

The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school.

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Prior to assuming student teaching responsibilities, Alder GSE candidates must provide verification of one of the following:

- Having passed all relevant CSET subtests; or
- Having completed a Commission-approved subject matter program.

(4) Completion of Requirements:

A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to:

Meets Precondition: Yes

How Alder GSE Meets the Precondition

Alder GSE's proposal stated that it will implement a credential recommendation process verifying that all candidates have met the legal requirements for the preliminary credential prior to recommendation. Alder GSE notes that it will implement a Student Information System which will house a variety of candidate information along with providing verification the following:

- Possession of a BA or higher degree from a regionally-accredited college or university;
- Completion of the basic skills requirement (CBEST or Commission-approved alternative);
- Demonstration of subject matter competence by either passage of the appropriate subject matter exams (CSETs) or successful completion of a Commission-approved subject matter program;
- Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a Commission-approved exam or verified coursework;
- Passage of the Teaching Performance Assessment; and
- Successful completion of the accredited professional preparation program.

Common Standards Responses

All responses to the Common Standards have been deemed to be aligned by a team of BIR-trained reviewers. The following table provides information and excerpts from the [Common Standards submission](#). The [2015 Common Standards](#) can be found on the Commission website.

Information and Excerpts from Alder GSE's Common Standards Responses

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Alder GSE's vision is that outstanding teachers and leaders change students' lives and make the world a better and more just place. This vision aligns with the Commission's vision that all of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Alder GSE's vision will extend across all of Alder GSE's proposed credential programs.

The research-based vision of teaching and learning that will drive Alder GSE's model for teacher preparation is enacted in several ways:

- Implementing the teacher residency model;
- Diversifying the teaching force;
- Aligning courses and fieldwork through the learning cycle;
- Bridging theory and practice; and
- Aligning Alder GSE's learning outcomes with the Lumina Degree Qualifications Profile and California's Teaching Performance Expectations.

Alder GSE believes that through these five approaches to teaching and learning, Alder GSE can best develop excellent teachers for California P-12 schools, students and families.

Alder GSE has established a formal shared governance structure that involves faculty, instructional personnel, and relevant stakeholders, including candidates and alumni, in the organization, coordination, and decision making for all educator preparation programs. A number of committees have been established with Alder GSE seeking to balance committee representation across faculty, administration, staff, alumni, and candidates. Feedback is solicited twice a year from Alder GSE team members on Alder GSE's work and ideas for ways in which the institution might improve, via an anonymous survey. Additionally, Alder GSE involves candidates, alumni, and school leaders in P-12 partner school systems in organizational decision making through a variety of surveys, focus groups, and working groups.

Alder GSE faculty and staff will be embedded in the P-12 school settings where Alder GSE candidates will train. Upon the establishment of a P12 partnership, the program and curriculum will be contextualized for each P-12 partner school system's resident candidates and mentors. In addition, Alder GSE's instructional leaders will gather data and meet with educational leaders in the P-12 partner school system annually to understand their priorities across all curricular areas.

Alder GSE has current partnerships with the following school systems:

- Aspire Public Schools
- KIPP Bay Area
- Caliber Schools
- Monterey Peninsula Unified School District
- KIPP LA Public Schools
- Envision Education
- Lighthouse Community Public Schools
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Additionally, for the 2020-21 academic year, Alder GSE has entered into agreements with the following school systems:

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- Yu Ming Charter School
- Da Vinci Schools
- WISH Charter Schools
- Environmental Charter Schools
- Inner City Education Foundation Public Schools
- LA Promise Fund
- El Segundo Unified School District

Alder GSE notes that partner directors, who will support and collaborate with the school leaders at sites that have Alder GSE candidates and mentor teachers, will serve as a bridge between Alder GSE and the P-12 school system. Partner directors will typically be recruited from among current staff of the P-12 partner school system, often a principal or other instructional leader, and Alder GSE will participate in the selection. The partner directors will function as clinical faculty and will be completely integrated in the P-12 partner school system with an office in the school system but also a seat at regular Alder GSE leadership meetings, where they will contribute to the implementation and refinement of the candidate curriculum.

Additionally, Alder GSE's Board includes members from the broader educational community. Through their participation in quarterly board and committee meetings, board members will leverage their expertise to provide counsel regarding the organization, coordination, and decision making of the proposed educator preparation programs.

Alder GSE's submission notes that there will be adequate instructional and support personnel budgeted to ensure the effective operation of the proposed educator preparation programs. Alder GSE's 2019-20 budgeted and projected candidate-to-staff and candidate-to-faculty ratios are in line with national benchmarks for degree-granting institutions, and Alder GSE notes that the staffing plan provided in the submission includes resources for the following:

- Coordination, admission, and advisement; and
- Curriculum, professional development/instruction, field-based supervision, and clinical experiences.

Since the teacher residency is Alder GSE's sole academic program and the dean and associate dean are the leaders of the teacher residency, the deans have the authority and institutional support necessary to address the needs of the proposed educator preparation programs. Additionally, Alder GSE's dean and associate dean participate regularly in both board and faculty committees that advise key decisions within the institution, and the dean and associate dean meet bi-weekly with Alder GSE's president and Chief Operating Officer/Chief Financial Officer.

In hiring and selecting faculty, Alder GSE has worked to increase the diversity and level of experience reflected therein. Alder GSE's Board and CEO provide leadership for this effort; one of the CEO's board-approved goals is to ensure that a significant number of teammates hired represent the communities of K-12 that Alder GSE aims to serve and the diversity more broadly of the cities Alder GSE serves. In order to recruit and hire faculty that are reflective of the diverse teacher candidates they teach, Alder GSE has implemented targeted recruitment strategies and selection metrics that prioritize diversity.

Alder GSE will employ, assign, and retain only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.

Alder GSE has provided the minimum qualifications for its course instructors, including but not limited to the following:

- A minimum of a master's level degree in the relevant field
- Relevant California teaching credential
- A minimum of three years teaching experience in an elementary, secondary, or special education setting

In order to ensure current knowledge of the content, Alder GSE will include criterion for faculty hiring specifying that faculty must be:

- Fluent in current theory and practice in the content of their course; and
- Experts in the instructional practices at the core of their course.

In order to ensure knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability system, Alder GSE will include criterion for faculty hiring specifying that faculty must:

- Hold a deep understanding of the standards (i.e. CCSS, NGSS) and shifts in English/Mathematics;
- Hold some understanding of/exposure to/awareness of current trends in published curriculum used by P-12 partner school systems; and
- Be experts in the instructional practices specific to the school contexts where residents serve.

In order to ensure demonstration of effective professional practices in teaching and learning, scholarship, and service, Alder GSE will include criterion for faculty hiring specifying that faculty must hold:

- Relevant experience in implementing practice-based teacher andragogies; and
- Knowledge of adult learning.

Alder GSE’s registrar and credentials analyst will be responsible for ensuring that candidates recommended for credentials will have met all requirements. To this end, the registrar and credentials analyst follow Alder GSE’s credential monitoring process. The registrar will be supported in this work by the recruiting/admissions team, the enrollment team, and the partner directors. Monthly meetings will be held throughout the year to review all candidates and send out reports to partner directors and reminders to candidates.

Common Standard 2 – Candidate Recruitment and Support Preparation

Alder GSE will accept applicants into the proposed program based on clear criteria that includes multiple measures of candidate qualifications. Alder GSE’s eligibility requirements for candidates include:

- A bachelor’s degree;
- A cumulative GPA of 2.65 or higher; and
- Eligibility to work in the U.S. for the purposes of teacher credentialing.

Eligible candidates will be evaluated for admission based on seven key competencies aligned to Alder GSE’s mission and vision:

- Academic Achievement and Performance
- Communication Skills
- Commitment to a Career in Teaching in Underserved Schools
- Commitment to Inclusive Community
- Purposefulness & Resilience
- Collaboration
- Growth Mindset

Alder GSE’s model emphasizes recruiting candidates from the school communities where they will ultimately work as teachers – which is why Alder GSE states that it emphasizes “our schools’ communities” in its mission statement. Alder GSE will partner with school systems that serve historically underserved students, including those impacted by poverty, racial inequities, and second language learning. To ensure that Alder GSE’s teaching candidates represent the communities they will serve, Alder GSE will collaborate with P-12 partners to implement the Pipeline Recruitment Model, which will include recruitment efforts in the five following areas:

1. Alumni of the P-12 partner school system
2. School staff members
3. Employees of community non-profits
4. Students enrolled at local universities
5. Students enrolled at out-of-state universities

Alder GSE’s candidates will receive support from multiple personnel, all identified upon initial enrollment, including:

- Partner directors, who are employees of the P-12 partner schools, will be dedicated full-time to supporting a regional cohort of up to 23 candidates. Partner directors will facilitate weekly all-day seminars for the cohort, perform classroom observations of mentor/candidate pairs, and provide academic and other candidate support.
- Mentor teachers who will engage in a co-teaching model with the candidate on a 1:1 basis four days a week in the classroom for the full academic year. The mentor guides candidate learning around lesson and unit planning, assessments, parent relationships and communication, and principal/colleague relationships, setting aside at least one full hour each week to ensure their candidates have time to reflect and ask them questions.
- Director of Student [Resident] Services who will coordinate the delivery of the student services program throughout the year.
- Director of Testing Supports who will organize wrap-around supports for candidates who are struggling to pass standardized credential tests.

Alder GSE candidates will assemble several portfolios of work during the year and must pass the Alder GSE Resident Evaluation (ARE). The ARE serves as an ongoing performance evaluation where candidates will be evaluated on a variety of measures aligned to the TPEs. Through the ARE process, candidates will reflect on their progress towards the TPEs along with their mentor and partner director in order to set candidate goals for improvement. Alder GSE notes that if a candidate does not pass the ARE, a support and accountability plan will be put in place by the relevant partner director. These plans provide extra support to ensure that all candidates will have the opportunity to successfully complete the program and gain the knowledge and skills necessary to become effective teachers. Additionally, mentors will observe and provide feedback to candidates weekly with input and feedback also being provided by partner directors.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

Alder GSE coursework and clinical experiences will be carefully planned and implemented in order to ensure candidate development as educators prepared to educate and support P-12 students in meeting state-adopted content standards. Alder GSE aims to prepare highly effective, diverse teachers to teach in any California public school through yearlong, intensive clinical preparation focused on educational equity. Theory and practice will be interwoven in teaching and learning at Alder GSE, equipping the institution’s teacher candidates with the skills and habits of mind for success in California’s adopted state standards and frameworks.

Alder GSE’s learning outcomes will flow directly from the organizational and programmatic mission; included among these are the ability “to plan and design learning experiences for all [P-12] students influenced by considerations of state-adopted standards (Common Core State Standards), [P-12] student learning needs, curriculum, data, and learning theory.”

Alder GSE coursework will be integrated closely with field experiences to provide candidates with a cohesive and comprehensive program in which they learn, practice, enact (demonstrate), and analyze competencies required of the credential they seek. Building on the practice-based pedagogies describing the cycle of learning, Alder GSE conceptualizes the

integration of coursework and fieldwork through the framework of the learning cycle. Preliminary Multiple and Single Subject candidates will complete 34 units of coursework, while preliminary Education Specialist candidates will complete 37 units of coursework. Alder GSE courses will:

- Introduce concepts and practices;
- Prepare students to enact practices;
- Enact practices and concepts; and
- Analyze enactment in a way leading to growth and improvement.

Alder GSE will collaborate with P-12 partner school systems regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites. Partner directors, who function as Alder GSE's clinical faculty, will be employed by Alder GSE's P-12 partner school systems and will be the primary leaders of a collaboration between districts and school site leaders around who becomes a mentor teacher (site-based supervisors). In order to ensure Alder GSE effectively tracks mentors' certification and qualifications, Alder GSE will collect evidence of the requirements during the mentor selection process, including that the:

- Mentor possesses a clear credential in the content area for which they will be providing supervision;
- Mentor has a minimum of three years of content area K-12 teaching experience; and
- Mentor has demonstrated exemplary teaching practices, as determined by the employer and the preparation program.

Alder GSE aims to prepare highly effective, diverse teachers to teach in any California public school through yearlong, intensive clinical preparation focused on educational equity. Issues of diversity will be embedded and explicitly called out across courses as well as seminars, and partner directors will work with mentors explicitly to support candidate development in their specific contexts.

Alder GSE mentor teachers will receive 10 full days of training, one in the summer preceding their school year with the candidate, and then nine full-day seminars throughout the school year. These seminars and rounds will include supervision training, methods for coaching, and formative evaluation of mentoring processes (along with training in co-teaching strategies and collaborative problem solving). In addition, Alder GSE will also administer a mid-year survey to candidates that asks how their mentors are doing, which will result in a mid-year goal-setting meeting. When mentors need additional training and support, it will be provided by partner directors in a way that best fits the mentor's needs and context.

Fieldwork and clinical practice will be evaluated in a number of ways, including mentor teachers engaging in at least one formal coaching session with their candidate each week. Faculty, partner directors, and other qualified supervisors will assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. The clearest way to see how fieldwork and clinical practice will provide multiple opportunities for candidates to learn, apply, and reflect on each TPE is in the Alder GSE Resident Evaluation (ARE). The ARE is a performance

evaluation in which candidates are evaluated on a variety of measures aligned directly with the TPEs. Through the ARE, candidates will reflect on progress towards the TPEs at regular intervals with their mentors and partner directors, and set goals for improvement. In the spring and final semester of the residency year, all candidates will be required to take and pass the edTPA performance examination in order to be recommended for a preliminary credential, including Education Specialist candidates once it becomes a Commission requirement.

Alder GSE candidates will serve in predominantly Title I schools in California, all of which are public schools that align with the state's adopted content standards and frameworks.

Common Standard 4 – Continuous Improvement

Alder GSE has developed several quality assurance processes that will involve collection and analysis of academic data, identifying areas for improvement, and establishing plans to implement changes. By engaging multiple stakeholders, incorporating their voices and conducting analysis of quantitative data in both annual and multi-year program reviews, Alder GSE will be able to achieve its mission to create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our schools' communities.

Data is grouped into four categories:

1. Curriculum and learning environment: comprising course, seminar, and placement surveys, and an audit of the program's learning environment.
2. Candidate effectiveness: reflecting the level of achievement and quality of candidates during the residency training year (mid-year surveys, ARE scores, edTPA scores, MA oral exam scores).
3. Graduate effectiveness and retention: measuring teacher effectiveness of the program's graduates, and how long they stay in their teaching placements.
4. Candidates: examining the quality measures of incoming candidates, such as GPA and rates of passage of subject-matter competency tests.

Alder GSE has constructed a data warehouse, Alder GSE Impact Measures (AIM), which will collect the following data for Alder GSE's proposed programs:

- Historical data on applicant qualifications and demographics;
- Candidate demographics and academic achievement measures including completion rates; and
- Graduate hire rates, retention, demographics and effectiveness.

Additionally, Alder GSE will undergo a self-study and external analysis every three to five years in order to identify program strengths and areas for improvement, determine solutions to identified problems, and assess the quality and viability of the program.

Common Standard 5 – Program Impact

Alder GSE candidates who successfully complete all required examinations, edTPA, and the teaching residency (working with a mentor teacher throughout the year and including lead teaching) will be recommended for the corresponding preliminary teaching credential. Along

the way, Alder GSE will ensure that candidates are progressing toward proficiency as teachers through Alder GSE Resident Evaluations (AREs) as well as through coursework assessments. Furthermore, Alder GSE's assessments will be aligned to the TPEs and expectations of the credential.

The response to this Common Standard includes data from the pathway that has been operating under the auspices of, and in partnership with, the University of the Pacific's Graduate School of Education's approved program. These data were provided to indicate the positive impact this pathway has had thus far on candidate learning and competence and on teaching and learning in schools that serve California's students. In the submission, Alder GSE included a Program Assessment Report which provides detailed information regarding the impact of the residency program and an Alder GSE Completion Rates Report which provides Alder GSE-wide completion rates aggregated and disaggregated by ethnicity and gender.

Alder GSE notes that it will continue to gather the same data as it has historically regarding candidate effectiveness. Furthermore, Alder GSE states that it will broaden and deepen that data over time and will expand the analysis of and organizational response to that data. Additionally, Alder GSE will add a Director of Data Strategy and Systems to lead this data-driven work.

Staff Recommendation

The Board of Institutional Review has found the Common Standard responses to be aligned to the standards and staff has found the preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Alder GSE. Provisional Approval would allow Alder GSE's proposed Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild/Moderate programs to be reviewed by the Committee on Accreditation for potential program approval.

Staff recommends that if Provisional Approval is granted to Alder GSE by the Commission, the period of Provisional Approval be two years. After two years, the institution will have had an opportunity to have cohorts complete each proposed program and will have had an opportunity to collect two years' worth of data that includes completers of the programs. The report from the site visit will be brought to the Commission for consideration of full approval for Alder GSE.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.