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Action

Educator Preparation Committee

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

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Relay Graduate School of Education’s responses to the Common Standards, Initial Program Preconditions, and General Precondition #9 for consideration and possible Provisional Approval by the Commission.

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

Presenters: Poonam Bedi and Hart Boyd, Consultants, 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 Relay Graduate School of Education

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, the Relay Graduate School of Education's (Relay GSE) responses to the Initial Program Preconditions, General Precondition #9, and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission).

The responses to the Initial Program Preconditions and General Precondition #9 (Faculty and Instructional Personnel Participation) have been reviewed by Commission staff and have been determined to be met. All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned.

If granted Provisional Approval, the next step in the process would be the review of Relay GSE's responses to the program-specific preconditions by staff and the Preliminary Multiple and Single Subject Program Standards and Preliminary Education Specialist: Mild to Moderate Support Needs Program Standards by a BIR team, respectively. When these reviewers determine that the preconditions are met and the program standards are aligned for each respective program, the proposed programs will be considered for Initial Program Approval by the Committee on Accreditation (COA). If approved, the institution may offer the programs for the three-year provisional period 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 satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 and October 2022 Commission meeting. The process requires the satisfactory completion of five approval stages. Because of the timing of the Relay GSE submission and the timing of the Commission action to adjust the IIA process at the October 2022 Commission meeting, this item contains information detailing Relay GSE's responses to the standards noted in the chart on the next page of this item. Completion of Stage III of the IIA 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 found to be aligned by a BIR team and the proposed program is subsequently approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

Relay Graduate School of Education is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility Requirements	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Provisional Site Visit and Full Approval
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 Common Standards and relevant Preconditions	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: <ul style="list-style-type: none"> • Have legal eligibility • Attend Accreditation 101 with institutional team 	Submit responses to: <ul style="list-style-type: none"> • 12 Eligibility Criteria 	Submit responses to: <ul style="list-style-type: none"> • Common Standards • Initial Program Preconditions • General Precondition #9 	Submit responses to: <ul style="list-style-type: none"> • Program-Specific Preconditions • Program Standards 	Must: <ul style="list-style-type: none"> • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Provisional Approval: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Program(s): <ol style="list-style-type: none"> 1. Approve 2. Deny 	<ol style="list-style-type: none"> 1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. 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 program

Relay Graduate School of Education

Relay Graduate School of Education (Relay GSE) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its April 2021 meeting ([Agenda Item 4F](#)). This action allowed Relay GSE to move forward to Stage III in which responses to Common Standards and specific preconditions were submitted, as linked in this item. Currently, Relay GSE seeks Provisional Approval from the Commission. If approved, Relay GSE will seek COA approval of the following proposed programs:

- Preliminary Multiple Subject – traditional and intern
- Preliminary Single Subject: Math, Science, Social Science, and English – traditional and intern
- Preliminary Education Specialist: Mild to Moderate Support Needs – traditional and intern

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

In keeping with the Commission’s process for IIA, Relay GSE submitted its responses to the Initial Program Preconditions, General Precondition #9, and the Common Standards. The Preconditions responses have been reviewed by Commission staff and have been found to be met. Two BIR members reviewed the institution’s responses to the Common Standards and have found them to be aligned.

Summaries of Relay GSE’s responses to relevant preconditions and the Common Standards are included in this agenda item. Relay GSE’s complete Stage III submission is available at the [bottom of their “About Relay & Our History” webpage](#).

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 programs the institution proposes to offer, detailed program information will be provided in the institution’s responses to the program-specific preconditions and program standards in Stage IV of the IIA process. The responses to the program-specific preconditions will be reviewed by Commission staff and the program standards will be reviewed by a team of qualified individuals. Once reviewers have determined that the program-specific preconditions are met and the program standards are aligned, an agenda item will be brought to the COA for approval or denial of the proposed programs.

Initial Program Preconditions

(1) Demonstration of Need:

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How Relay GSE Meets the Precondition:

Relay GSE notes that California has experienced a chronic teacher shortage for more than a decade. Data from the Learning Policy Institute, the California Department of Education's DataQuest online reporting data source, and the Commission's Teacher Supply: Interns, Permits, and Waivers webpage was cited in response to this Precondition. The need for a diverse teacher workforce that reflects the diverse student population in California was also noted. Relay GSE secured partnership agreements and provided affirmations from ACE Charter Schools, Alpha Public Schools, Navigator Schools, and Rocketship Public schools which specify the number of teachers each employer anticipates hiring and the number of vacancies at the time each letter was written. Additionally, some of these committed partners provided information highlighting the number of individuals they have had to hire on substandard credentials and the need for fully credentialed educators in their respective classrooms. Letters of support from Education for Change, the Small School Districts Association, Amador County Unified School District, Keyes Union School District, Modoc Joint Unified School District, Weed Union Elementary School District, and the California Association of Latino Superintendents and Administrators (CALSA) were also provided. In 2020 and 2021, Relay GSE convened two focus groups and organized and launched its California Educator Preparation Advisory Board (EPAB). When informally surveying the fall 2020 focus group participants, respondents identified two high-priority credential areas for their respective schools or districts: Preliminary Multiple Subject and Preliminary Education Specialist: Mild to Moderate Support Needs.

Discussions with committed and prospective partners are ongoing. Through these discussions, Relay GSE states that the institution has learned that local education agencies (LEAs) in California are interested in Relay's programs for its aligned instructional model, online delivery, and affordability. Finally, Relay GSE has a signed MOU with the California Center on Teaching Careers (the Center) which is housed within the Tulare County Office of Education. The MOU, established in July 2021 and renewed in September 2022, outlines a relationship that will provide networking opportunities in which Relay GSE may connect with LEAs who have a need for qualified educators. The relationship will also provide opportunities for Relay GSE to provide feedback to the Center when coming together with Commission-approved program sponsors to

discuss best practices around recruiting a diverse, well-qualified educator preparation workforce.

(2) Practitioner’s 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 Relay GSE Meets the Precondition:

Relay GSE’s program design will prioritize continuous improvement through ongoing collaboration with teacher candidates and TK-12 partner schools as well as qualitative and quantitative data analysis, differentiated by program and location. At the local level, multiple ongoing communication structures exist that will allow Relay faculty to work closely with TK-12 partner schools and candidates to design and improve programs.

Relay GSE has established a California Educator Preparation Advisory Board (EPAB) comprised of community leaders (e.g., site administration, district administration, and charter network leaders from California). These leaders will lend their context-specific expertise to the design and continual improvement of Relay GSE’s curriculum, instruction, advisement, student services, and other academic components for the proposed programs. The EPAB is comprised of the following members:

- Senior Director of Teacher and Leadership Development, Alpha Public Schools
- Principal, Westlake Charter High School
- Principal, Lake Elementary School (West Contra Costa Unified School District)
- Community of Schools Administrator, Los Angeles Unified School District
- Director of Talent Acquisition, Education for Change Public Schools
- Director of Talent, ACE Charter Schools
- Principal, Wonderful College Prep
- Associate Director of Talent, Rocketship Public Schools

Relay GSE asks EPAB members to commit to meeting two to four times per year, which may include both full board and individual or small group meetings. The full board will meet at least one time per year in the pre-launch phase, and more frequently as a full board following Initial Program Approval in Stage IV. The first meeting was held in August 2021. Subsequent meetings were held from January to March 2022 with follow-up meetings taking place from July to August 2022. The next meeting is scheduled to take place in February 2023.

Additionally, Relay GSE has convened focus groups to ensure that the proposed program design and implementation meet the needs of California schools and candidates. These focus groups include district administration, site administration, and charter network leaders from California. The submission provides agendas and notes from these meetings.

Relay GSE's submission notes that it will ensure collaboration in program implementation and codify mutually beneficial clinical partnerships through co-constructed memoranda of understanding (MOUs). Draft partner agreements were also provided. Relay GSE's MOU templates also explicitly state that Relay and partners will collaborate in the implementation and continuous improvement of the program.

General Preconditions

(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). This precondition applies only to colleges and universities. Local Education Agencies do not need to address this precondition.

Meets Precondition: Yes

How Relay GSE Meets the Precondition:

The submission notes that Relay GSE's approach to educator preparation is rooted in collaborative, co-constructed clinical partnerships. Relay GSE does not only co-construct discrete aspects of its clinical program in concert with TK-12 practitioners. Rather, Relay GSE, as an institution, was co-designed by TK-12 practitioners, and this is reflected in Relay GSE's expectations of its faculty—both in terms of prior experience in TK-12 schools, as well as ongoing engagement and professional development. Relay GSE particularly prioritizes potential full-time faculty who themselves were high-performing TK-12 teachers, and often hires faculty from TK-12 schools similar to or representative of those where candidates teach. Relay GSE also hires part-time adjunct instructors who are practicing TK-12 teachers and school leaders.

Relay GSE expects and provides opportunities for faculty members to engage with TK-12 schools and school communities and has provided evidence detailing how current full-time and adjunct faculty members for Relay GSE's online programs have participated in the public school system at least once during the past three years.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from Relay GSE's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Relay GSE's mission: To teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life. In service of its mission, Relay GSE states that it uses research-based teaching and learning strategies to develop within all candidates the ability to build a culturally responsive and inclusive learning environment, understand content and curriculum, and teach all learners.

Relay GSE's educator preparation program curriculum will use learning science, child development theory, and research-based pedagogical practice to prepare candidates to inspire and achieve the highest potential in all students across all of Relay GSE's proposed credential programs and pathways. Through carefully sequenced coursework and clinical experiences, aligned to the Teaching Performance Expectations (TPEs), Relay GSE asserts that candidates will build efficacy in effective teaching within their discipline. Throughout the proposed program, candidates will be assessed on key program learning outcomes which reflect the integration of theory (e.g., culturally responsive instruction, developmentally appropriate instruction, nationally recognized standards) and practice (e.g., instructional plans, instructional videos, portfolio curation), ensuring candidates develop and demonstrate the knowledge and skills to educate and support TK-12 students in any of California's public schools in meeting state-adopted content standards (i.e., Common Core State Standards).

Relay GSE notes that it is a single 501(c)(3) non-profit with one Board of Trustees as its governing body. Each of Relay's programs has the support of Relay's President and Board of Trustees. As an institution, Relay GSE states that is deeply committed to continuous improvement and actively seeks feedback from multiple relevant groups throughout its program design, implementation, and review processes. Relay has established a shared governance structure that is not only an avenue for decision-making but also as a means of informing cycles of continuous improvement. This shared governance structure includes advisory councils, standing governance bodies that include representatives from both faculty and staff, Relay GSE's Board of Trustees and its Board committees (Executive, Committee on Trustees, Finance, Audit and Compensation, Academic and Student Affairs, and External Affairs), and surveys which are completed by staff, candidates, completers, and employers.

In support of the proposed California educator preparation programs, Relay GSE has convened an Educator Preparation Advisory Board (EPAB) which serves as a venue for strengthening its partnerships with LEAs and the broader educational community. This connection to local communities will allow Relay GSE to understand the priorities that schools have for their teachers so Relay can better update and align its curriculum, instruction, advisement, student services, and other program components. Relay GSE's EPAB has eight confirmed members, all

representing California schools and LEAs. This board will lend their context-specific expertise to the design and continual improvement of Relay GSE’s curriculum, instruction, advisement, student services, and other academic components of preparation. The California EPAB will meet two to four times a year. The EPAB is led by the Dean, Dr. Alice Waldron. Dr. Waldron continues to lead the work on the California educator preparation programs proposed by Relay GSE and she will oversee the California Program Director. The California Program Director once hired, will also participate in the EPAB and other full-time faculty are encouraged to participate as well. Information about the meetings of the EPAB can be found in the response to the Initial Program Precondition #2 above.

Relay GSE assures there are adequate instructional and support personnel budgeted to ensure the effective operation of the proposed California educator preparation programs. The proposed operational budget for Relay GSE’s California educator preparation programs was submitted as part of Criterion 12 in Stage II. While many faculty and staff support candidates in multiple programs, Relay GSE assures that the staff supporting California candidates will specialize in, and receive, specialized training relevant to the California TPEs and certification requirements based on their specific roles. Additionally, academic advisors supporting California candidates will work closely with candidates individually and/or in small groups, depending on the needs of the candidate, to understand and tailor support to local context. Finally, the Program Director for Relay GSE’s California proposed educator preparation programs will facilitate communication and collaboration between candidates, academic advisors, and other shared services teams and partner LEAs.

To build a diverse pool of candidates, Relay GSE’s internal talent acquisition team monitors demographic data throughout the hiring process to identify any disparate impact and gaps in representation. Additionally, Relay utilizes various job boards to reach a diverse pool of applicants and leverages sourcing on LinkedIn to expand the talent pool. Relay GSE’s statement of commitment to diversity, equity, and inclusion is linked on its public job board and each job listing states that applicants “must share the Relay community’s commitment to working together to improve student growth and achievement through phenomenal teacher preparation grounded in diversity, equity, inclusion, and anti-racism.”

Relay GSE states that it also prioritizes retention of a diverse staff, employing methods such as providing employees with access to Employee Resource Groups—structured opportunities to gather with colleagues with shared identity markers; by providing regular trainings, learning sessions, and cultural celebrations around diverse perspectives to all staff; and by creating an equitable performance management and development system to support all staff members in their growth. Additionally, Relay GSE analyzes bi-annual staff survey data that is disaggregated along multiple demographic dimensions to ensure effective and equitable implementation of priorities, policies, and procedures. Relay GSE asserts that its faculty model the habits of mind of a culturally responsive and inclusive educator in their planning, instruction, and advisement of candidates. In doing so, Relay GSE notes that faculty foster the understanding that all learners and communities possess assets that should be leveraged to ensure all students meet ambitious academic and social-emotional goals. Through shared professional learning

opportunities, collaboration, and service, faculty continue to build their expertise to stay current in the field.

Relay GSE's internal talent acquisition team oversees recruitment and selection of Relay faculty. The talent team conducts formal hiring searches for each faculty member, seeking specific qualifications such as academic credentials, a demonstrable record of achievement in a TK-12 classroom setting, and experience coaching novice teachers. Relay particularly prioritizes potential faculty who themselves were high-performing TK-12 teachers, and often hires faculty from TK-12 schools similar to or representative of those where candidates teach. Relay GSE states that it is important that every step of the hiring process is created to evaluate a candidate for the skills specific to the role and systemically reduce biases. When the talent acquisition team launches a search with a hiring manager, a skills scorecard is created for the specific role. The hiring process begins with an application and a phone interview. Candidates who successfully pass these stages are asked to provide a thorough response to a performance task that includes teaching a demonstration lesson, thereby supplying the institution with concrete, tangible evidence of knowledge and skills to evaluate each candidate's functional and technical potential. Internal candidates who successfully pass the application stage are also asked to provide a thorough response to a performance task and/or participate in an interview in order for the hiring committee to assess their knowledge and skills objectively. Performance tasks are scored anonymously using a rubric and interviewers' complete confidential scorecards after final interviews. Interviewers are also asked to complete an anti-bias interview training before participating as an interviewer.

For all job openings, Relay GSE notes that detailed job descriptions exist to provide a clear understanding of the prospective role, including qualifications. For faculty positions in particular, specific qualifications exist related to degrees, state teaching credentials, years of experience, and demonstrated competencies in the field. Each job listing is tailored to the specific role, but in general, Relay GSE seeks faculty members who meet the following qualifications:

- At least a master's degree in a relevant field, with a strong preference for a terminal degree
- Experience teaching in a school serving a high-needs community with demonstrated TK-12 student achievement
- Deep and current knowledge of content, theory, and practice in their area of expertise including knowledge of educator and student standards in their field
- Demonstrated passion for eliminating educational inequities and a focus on anti-bias and diversity, equity, and inclusion
- Knowledge of adult learning and experience leading professional development sessions for teachers
- Experience and success in observing, coaching, and developing novice teachers

Faculty who will teach in Relay GSE's proposed California educator preparation programs will also be expected to demonstrate knowledge of the current context of schooling in the state

including the California adopted P-12 content standards, frameworks, and accountability systems during the hiring or assignment process. Faculty are assigned to teach courses that align to their professional and educational experience. Only faculty that have demonstrated knowledge and/or experience in California public schools, and of the state's adopted content standards, frameworks, and accountability systems will be assigned to teach course sections of candidates in Relay GSE's California educator preparation programs. Relay GSE's curriculum is designed centrally and tailored to state-specific contexts by curriculum-design faculty with expertise in their field of curriculum. Full-time professors are expected to teach a minimum of two sections of students per course taught and engage in further customization of course content to local contexts in collaboration with the Program Director and clinical partners. Adjunct Instructors are part-time faculty members who are primarily assigned to teach sections of Content Pedagogy courses. Adjunct Instructors are practitioners, typically current TK-12 teachers and school leaders, and Relay GSE prioritizes hiring Adjunct Instructors from partner LEAs who are able to provide additional local context through their instruction and student support. Adjunct Instructors must demonstrate the same minimum qualifications as full-time faculty members.

Once Relay GSE has obtained Initial Program Approval at the conclusion of Stage IV, they will begin the search for a California-based Program Director. The Program Director will be responsible for ensuring that all faculty members, including adjunct faculty, who are teaching California candidates demonstrate and maintain an up to date understanding of the current context of schooling in the state, including the California adopted P-12 content standards, frameworks, and accountability systems.

As Relay GSE's programs are online, full-time and adjunct faculty teaching candidates in Relay GSE's proposed California educator preparation programs will not be required to be geographically located in California. However, Relay GSE's submission notes that it will prioritize hiring faculty, including adjunct faculty, with TK-12 experience and that it often hires adjunct faculty who are associated with partner schools and LEAs. Upon being granted Initial Program Approval by the COA, Relay GSE will begin conversations with its California partners about opportunities to serve as an adjunct instructor for Relay GSE's California programs.

All faculty teaching California candidates will be required to meet the requirements of General Precondition 9 (Faculty and Instructional Personnel Participation), and Relay will verify their active participation in the public school system at least once every three academic years, appropriate to their credential area.

Relay GSE states that it clearly defines and communicates requirements for program progression through criteria set forth in its program transition points. Draft transition points and associated criteria for Relay GSE's proposed California Preliminary Credential Programs were described for each program in the evidence submitted in response to this Common Standard. The submission also noted that candidate progress will be monitored by Relay GSE faculty, academic advisors, and the designated Certification Officer for California credential programs, and facilitated by Relay's student lifecycle platforms including Technolutions Slate

(admissions), Anthology Student (Student Information System) and Anthology Portfolio (assessment and certification), and their integrations with Canvas, Relay GSE's learning management system. The certification officer will ensure that all candidates have met legal requirements for a given credential prior to recommendation.

Common Standard 2 – Candidate Recruitment and Support Preparation

Relay GSE notes its commitment to supporting California LEAs' goals to recruit, support, and retain high-quality, diverse educators and publishes clear criteria for admission that include multiple measures of candidate qualifications. Relay GSE's Prospective Students Team shares information about the application process and supports candidates for admission through the Prospective Students website. California educator preparation programs will be added to the Prospective Students website after Program Approval by the Committee on Accreditation.

Relay GSE states that candidate diversity is central to the institution's mission to transform the nation's teaching force. Relay is deeply committed to partnering closely with TK-12 schools to develop a pipeline of strong, diverse teachers—especially in high-needs grades and subjects. At a time when there is an acute need nationally—and in California specifically—for more educators whose race and ethnicity reflect the TK-12 student population, Relay GSE is proud to note that 69% of Relay GSE's currently enrolled student body identify as people of color.

Relay GSE recruits a diverse candidate pool through purposeful candidate recruitment and admissions strategies and supports. First, Relay GSE employs a “wholesale” recruitment model via partnerships with TK-12 schools who share Relay's commitment to diversifying the teaching force. Through these partnerships, Relay GSE admits candidates who have been hired into lead teaching or teaching resident roles, many of whom are recruited directly from the communities that the partner schools serve. Relay GSE collaborates with TK-12 schools throughout the recruitment and admissions process, providing materials and information about Relay GSE's programs, hosting information sessions and inviting prospective candidates to observe class sessions, and connecting prospective students with faculty, current students, and alumni. Relay GSE's Prospective Students Team actively promotes key aspects of Relay GSE's programs including affordability, the opportunity to earn a salary or stipend while pursuing a credential, and the opportunity to join Relay GSE's community of diverse faculty, students, and alumni.

Second, Relay GSE's employs a “retail” recruitment model to create pipelines for candidates from diverse backgrounds who seek to enter the teaching profession. For example, Relay has placed an emphasis on developing relationships with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to create an awareness of Relay GSE's academic programs among prospective students who identify as people of color. Relay GSE seeks to build other local and national partnerships to promote its programs, such as AmeriCorps, that attract diverse, mission-oriented prospective teachers.

To ensure that all prospective candidates have a supportive experience during the recruitment and admissions processes, Relay GSE has established a team of Prospective Student Advisors.

When a prospective candidate expresses interest in Relay GSE’s California programs, they will be assigned a Prospective Student Advisor who specializes in guiding applicants through the admissions process. These advisors support applicants as they complete Relay GSE’s admissions application, seek employment with partner schools, if not already secured, and work toward meeting subject-matter competence and other state-specific requirements for admission. Relay GSE states that the prospective student advisement model embodies an approach that is proactive, differentiated, and culturally responsive to their incoming candidate needs. The goal of Prospective Student Advisors is for individuals to be informed, excited, engaged, and prepared for their Relay GSE educator preparation program. Upon enrollment, each candidate is assigned an Academic Advisor. Academic Advisors have been trained to provide culturally responsive academic advisement and provide candidates with the necessary support, information, and action steps they will need to fulfill in order to successfully complete the program. Advisors are available via email, phone, or video conference.

In addition, candidates in Relay GSE’s California educator preparation programs will be supported by a designated Program Director, State Director, and Certification Officer:

- **Program Director:** Program Directors manage and lead Relay GSE’s educator preparation programs. They teach, observe, coach, and grade assessments for candidates and train, oversee, and develop supports for school-based Clinical Mentors.
- **State Director, California:** Responsible for managing local TK-12 partnerships and recruitment, program budgets, community relations, organizing cohort-building and celebration events.
- **Certification Officer:** Responsible for supporting candidate progress toward their credential throughout the student lifecycle (admissions, enrollment, completion, and alumni), including the verification of credential requirements and submission of credential recommendations on behalf of the program.

In their first term of enrollment, all candidates will complete the resource course *EDU-500: Your Rights and Responsibilities as an Educator*. This course will cover institutional policies, program transition points and completion requirements, and the legal and ethical responsibilities of educators. Also, as noted in the institution’s response to Common Standard 1 Relay GSE is in the process of implementing two new student lifecycle platforms, Anthology Student and Anthology Portfolio (formerly Chalk & Wire) and associated student portals, which will allow candidates to view program requirements and track their own progress toward program completion. Both products are set to be launched for the 2022-2023 school year.

Academic advisors, faculty, and the designated certification officer for California programs will work in close coordination, monitoring candidate advancement from program admissions through program completion. Each candidate is assigned to an academic advisor who will communicate with candidates on a regular schedule and as needed throughout the program to monitor candidates’ progress in their coursework and clinical experiences and offer support through program transition points. Advisors are expected to meet with their advisees at least three times per term to ensure that candidates (a) are on track to complete program requirements, (b) have the necessary information, tools, and resources and (c) candidates are

supported in navigating challenges that may arise. Additional meetings are scheduled as necessary.

Academic advisors will also work closely with faculty members and use the institution's learning management system to monitor candidates' grades in each registered course. Academic progress is reviewed by academic advisors who perform mid-term and end-of-term progress checks. Candidates are formally advised of their academic progress at the close of each term.

Advisors are charged with the responsibility of proactively intervening to support any candidates who are at risk of ending the term with an unsatisfactory academic standing. Interventions could take the form of referrals to the institution's student success center, work time with the faculty member, or 1:1 tutoring. When necessary, advisors will work with candidates to create and implement a formal academic plan in which the candidate and advisor collaborate to plan and track action steps to meet requirements for good academic standing. Advisors encourage candidates to share their academic plans with their instructors and school leaders and clinical mentors as is appropriate and relevant.

Faculty also have a significant role in advising students. They schedule office hours, make classroom visits, and are accessible via phone, video conference, and email. Relay GSE faculty strive to proactively provide support and to resolve academic and professional issues before they begin to affect program progress and academic performance. Finally, the Relay Support Center website provides a one-stop shop of additional resources, guidance, and continual support and communication with candidates. As needed, faculty members are encouraged to direct candidates to these resources.

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

Relay GSE will use a practice-based approach, grounded in research, to building candidate proficiency across three integrated spheres of teacher development:

1. Building a culturally responsive and inclusive learning environment
2. Understanding content and curriculum
3. Teaching all learners

According to the submission, this practice-based approach will support candidates in developing key research-based competencies, teaching beliefs and mindsets, and content knowledge that are aligned with Relay GSE's *Theory of Action* and are consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. Relay GSE's curriculum will be based on a set of evidence-based competencies curated from professional teaching standards, learning theory, and research. Candidates will learn to apply the knowledge and skills encompassed in these competencies to reflect culturally responsive and inclusive beliefs and mindsets and discipline-specific content knowledge.

Courses in Relay's GSE's proposed programs will be organized into four categories:

1. **Foundation:** These courses will introduce concepts foundational to success with learners across graders and content areas and will include specific coursework on students with disabilities and multilingual learners.
2. **Major:** In these courses, candidates will apply their foundational understanding of learners to their content and grade-specific contexts. Candidates will build knowledge of their specific content area and leverage that knowledge through repeated practice of the cycle of plan, teach, assess, and reflect.
3. **Clinical Practice:** These courses will offer candidates an opportunity for instructional application, which will provide them with on-the-ground practice with the knowledge, skills, and mindsets developed within the Foundation and Major courses. Grounded in continuous improvement and reflection, course activities will include classroom observations and debrief, protocol driven seminars, and opportunities to practice instructional practices and concepts aligned to the Teaching Performance Expectations (TPEs).
4. **Flex Courses:** Flex courses will focus on more specialized topics and may vary by program and/or candidate. Including Flex courses into the Relay program model will allow for a cohesive, consistent structure across programs, while also retaining the flexibility needed to adjust for the specific context of the program or an individual candidate.

Relay GSE will develop candidates' ability to plan and implement culturally responsive and inclusive instructional experiences through its coursework and clinical experiences. Candidate clinical experiences, whether as a teaching resident or Intern, will offer opportunities for critical field-based learning, the application of theory and instructional skills, as well as for feedback from both program and site-based supervisors to develop the knowledge, skills, and dispositions to meet the needs of culturally, linguistically, and academically diverse student populations. To prepare candidates for clinical experiences in diverse settings, all candidates will take the Foundations course *EDU-501: Building a Culturally Responsive and Inclusive Classroom for Diverse Learners* in their first term. This course will introduce key tenets of culturally responsive teaching and inclusive learning approaches from the Universal Design for Learning framework.

Relay GSE will integrate theory with practice by introducing candidates to educational theory and research-based strategies through coursework and then coaching them in their application of the theory through Clinical Practice seminars. Candidates in the Teaching Residency program will participate in weekly Clinical Practice seminars while Intern candidates will engage in monthly seminars. These practice seminars will complement and support Relay GSE's coursework, leveraging practice protocols in lesson planning, looking at student work, lesson internalization and rehearsal, problems of practice, and approaches to individual student support. For example, candidates may learn about the latest research on effective classroom culture in their major coursework and then practice responding to common classroom scenarios by applying techniques and strategies they learned in their coursework. Candidates will review instructional videos, engage in short segments of practice in which they focus on

particular teaching skills, and practice delivering portions of upcoming lessons. Throughout the practice session, Relay GSE faculty members will provide individual feedback to candidates, asking them to apply that feedback and log their reflections to increase effectiveness over time. This feedback will also be used to align support with site-based supervisors and guide candidates toward meeting the TPEs.

The submission notes that Relay GSE ensures that all candidates will experience a diverse school setting that reflects California's public schools through partner conversations during the MOU process and a review of the demographics of partner schools prior to approving a clinical practice placement. When establishing a partnership with an LEA, Relay GSE will work with the partner to determine which school sites are appropriate for a clinical placement, considering diversity in race, ethnicity, socioeconomic status, languages spoken, and the inclusiveness of the school for students with disabilities. Prior to approving an individual clinical practice placement, Relay GSE's Certification Officer will look up the school in Anthology Portfolio, which pulls diversity data from the National Center on Education Statistics (NCES) and confirm that the placement will provide the candidate with experiences in a diverse school setting. The candidate can use this data to proactively plan for a positive, inclusive classroom culture. The candidate will be asked to reflect on the impact of their planning and instruction throughout the placement, referring to diversity data specific to the classroom. If a candidate's intended placement does not meet the diversity criteria, the candidate may be directed to an alternate placement. If the candidate's intended placement is lacking in only one or two criteria, their clinical experiences may be supplemented with fieldwork outside of their primary placement setting.

Relay GSE will work closely with TK-12 partners to establish mutually agreed upon criteria in the selection of high-quality site-based supervisors, which Relay GSE refers to as Clinical Mentors. Each year, Relay GSE will initiate conversations with TK-12 partners' school leaders to collaboratively identify and select Clinical Mentors. Clinical Mentors must, in alignment with Commission criteria for site-based supervisors:

1. Hold the corresponding clear credential to the one sought by the candidate that they will support
2. Have at least three years' experience
3. Be recognized as an excellent teacher by their school and school system.

Additionally, Relay GSE will seek clinical mentors with a demonstrated track record of TK-12 student achievement in their classrooms and an interest in mentoring novice educators. Relay GSE will also recommend the selection of clinical mentors with strong skills in four essential categories: content, general pedagogy, self and other people, and organization and capacity and will encourage schools to consider using an application process to further ensure that prospective clinical mentors are invested in the work of developing new teachers.

Relay GSE will provide all mentors with training opportunities to encourage and support their success in the role. These trainings will provide mentors with skills that they can transfer to their coaching of candidates. Additionally, clinical mentors will be invited to clinical practice

seminars. Ensuring seminars are open to clinical mentors will support bridging theory and practice, ensuring that mentors will have opportunities to provide feedback to Relay GSE on its clinical practice coursework, and to participate in protocols and discussions to deepen their own practice.

For all clinical mentors, Relay GSE will provide an initial program orientation of at least 10 hours, including synchronous and asynchronous online sessions and written materials for review. Orientation will provide clinical mentors with an introduction to the program curriculum and assessments and of the roles and responsibilities of candidates, clinical mentors, faculty, and program administration. At orientation and throughout the year, Relay GSE and the Educator Preparation Advisory Board, but at minimum will include a measure of candidate satisfaction – for instance, candidates may be surveyed twice a year on their overall level of satisfaction with their resident advisor and their perception of their mentor’s development of key skills, knowledge, and dispositions.

According to the submission, all of Relay GSE’s candidates, regardless of pathway, will enroll in at least two clinical practice courses that will be co-requisites with courses specific to the credential sought and thus will be aligned in content and competencies. Central topics in credential-specific coursework will serve as areas of focus in clinical practice seminars in which candidates will observe other teachers, practice applying key knowledge and skills, and deepen their toolbox through practice protocols and feedback. Clinical practice courses will follow the pattern of:

- a) Setting an area of focus for the term, aligned to credential-specific coursework
- b) Observing this area of focus executed by other teachers in the clinical setting
- c) Practicing in their own classrooms and in clinical practice seminars,
- d) Formal observations from clinical personnel
- e) Continuous improvement reflection

Each term, in collaboration with their clinical mentor and program supervisor, candidates will construct a month-by-month map of their planned clinical experiences to support their own development and will include three categories:

1. **Teaching Opportunities:** Each candidate will plan out their teaching opportunities. This includes responsibility for lesson planning, delivery, monitoring student progress, assessment of students, and reflection.
2. **Supervision:** Each candidate will spend five hours per week with a district-employed supervisor; this might include co-planning, looking at student work, lesson reflection, internalizing content, PLCs, grade level or department meetings, observation, problem-solving or guided or supervised teaching.
3. **Field Experiences in Range of Credential:** Each candidate will also plan out a series of experiences each term in their range of licensure area. This will include observations, interviews, meetings, and other meaningful experiences with teachers, staff, students, and families.

Program supervisors will conduct a minimum of six observations with formal evaluation aligned to the TPEs (live or via video platforms) each term that a candidate is enrolled in the preparation program. Program supervisors will also evaluate candidates once each term using the *Danielson Framework* to ground observation expectations, data collection, and feedback. Clinical mentors will be invited to co-observe with the school-based clinical mentor preparation program-based clinical faculty member whenever possible, with time to debrief feedback and determine next steps for the candidate. In addition to formal observations, candidates will also receive survey feedback from TK-12 students once per year.

The culminating assessment for clinical practice courses each term will be the submission of a growth portfolio. While the focus of the portfolio will vary by term, candidates will submit artifacts and reflections that demonstrate their own development and continuous improvement. While candidates can select from a variety of options for artifacts, at least one artifact must include feedback from their program supervisor, clinical mentor, a school leader, or students and families.

Finally, all Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild to Moderate Support Needs candidates will need to take and pass the Teaching Performance Assessment (TPA) in order to be recommended for their preliminary credential. The TPA portfolio will include a range of artifacts, including data analysis, lesson design, classroom culture, instruction, work with students with a full range of academic needs, and connection to theory. Throughout their clinical experiences, candidates will engage student learning, analyze student results, reflect on their practice and adjust their instruction in order to become more rounded and effective teachers. During their student teaching or internship, candidates will collect artifacts that demonstrate their readiness to teach through the use of lesson plans that address the needs of and support students from all backgrounds.

To facilitate the edTPA preparation and submission process, Relay GSE will utilize Anthology Portfolio, an approved integrated platform provider that pre-loads the system with current handbooks and tasks and allows candidates to prepare their responses and transfer their edTPA to Pearson for official scoring.

Additionally, Relay GSE will utilize Anthology Portfolio to track clinical experiences. Anthology Portfolio will provide coverage reporting that offers detailed insights about clinical placements including diversity exposure. This will help Relay GSE to ensure that all candidates have significant experience in California public schools with diverse student populations. Relay GSE will evaluate private school placements on a case-by-case basis and will ensure that all candidates will have substantive clinical experiences in diverse school settings reflective of California's public schools.

Relay GSE is pursuing clinical partnerships with TK-12 partners that serve a diverse cross-section of TK-12 students. In California, Relay GSE is seeking to establish clinical partnerships with diverse LEAs that are geographically disparate, such as those in rural areas of California, through its online teacher preparation programs. The online modality will also offer the opportunity to work with schools and districts of different sizes—and with LEAs that serve

different student populations. Across the counties where Relay has identified TK-12 partners or prospective partners, 72-84% of TK-12 students identify as people of color.

Relay GSE notes that it values opportunities in field experience to apply content and pedagogical knowledge in settings reflective of the grade span and specialty area in which the candidate is being prepared and inclusive of all learners. Candidates will engage in ongoing field experiences, conducting a minimum of three observations of teaching in varied settings (e.g., varied grade bands and settings serving diverse learners) per term. Candidates will reflect on observations during coaching sessions with their program supervisor and/or clinical mentor. Additionally, Relay GSE's candidates will select particular clinical experience activities aligned with both their own development goals and coursework from a menu of options for engaging with diverse student populations and the full range of students identified in the program standards.

Common Standard 4 – Continuous Improvement

Relay GSE's quality assurance system (QAS) will provide the structure for the institution to regularly assess its effectiveness in its courses of study, clinical experiences, and candidate support services. The QAS comprises multiple measures that allow the institution to monitor operational effectiveness and review key data for continuous improvement.

Relay GSE will assess the effectiveness of its coursework and programs of study through analysis of candidate performance on program key assessments, state-required assessments (e.g., RICA), and the Teaching Performance Assessment (TPA), as well as feedback from program completers and employers of completers.

In assuming shared accountability for candidate outcomes, Relay GSE will establish mutually agreed upon goals during initial meetings with school partners and during yearly stepbacks. This collaborative goal setting will ensure that goals are mutually beneficial and drive toward meaningful candidate outcomes. During regular partner meetings, agendas will prioritize data stepbacks to review survey data on candidate experience, in addition to candidate performance on transition point criteria and programmatic and professional persistence. While the data stepbacks will focus on cohort trends and agreed upon next steps for both Relay GSE and partners to support candidate outcomes, these agendas will also ensure there is ample time set aside for individual candidate case management to monitor candidate progress and design effective systems of support for each candidate.

Relay GSE will have formal processes in place to assess the effectiveness of its candidate support services. Relay GSE will survey all candidates twice annually via an anonymous student survey in which candidates will be asked to share feedback on their experience with multiple aspects of Relay GSE's program including support services. Relay GSE will also operate a Student/Alumni Advisory Council whose purpose will be to solicit candidate feedback on a variety of topics including candidate support.

In addition, Relay GSE will collect information about student satisfaction with its support services through its student support platform, Zendesk. This platform will collect continuous quantitative and qualitative data on the responsiveness of Relay GSE's student support teams and student satisfaction with the support they receive. Relay GSE's support services team members will set annual goals around these metrics, review their progress toward meeting these goals on a weekly basis, and make adjustments to approaches, policies, and practices as needed based on data collected via Zendesk.

In early 2022, Relay GSE launched an institution-wide initiative to establish and implement an expanded quality assurance and continuous improvement system based on the Theory of Change model. In collaboration with cross-departmental leaders, faculty, and staff, the research team facilitated the creation of an expanded continuous improvement foundation based on the Theory of Change model. During the discussions of the Theory of Change and its potential implementation at Relay GSE, the Relay GSE community articulated specific standards of excellence, and the definitions and outcomes that support the assessment and achievement of the standards.

The Theory of Change model allowed Relay GSE to establish a strategy for assessing the relationships between programs and Relay GSE's articulated key outcomes while incorporating data-informed decision-making to support recurring and iterative cycles of program and institutional continuous improvement. The initial stage of implementation of the Theory of Change model focuses on continuous improvement for the teacher candidate experience, specifically in the realms of advising, curriculum, and certification support. The data collected to support the assessment of Relay GSE's student services include participant achievement, sustained (or alumni) achievement in teaching expectations, and the ongoing impact of Relay GSE alumni within their professional experience. A common measurement framework is used across all programs and components to ensure consistency over time, and to create longitudinal data to better support data-driven continuous improvement decisions.

While Relay GSE continues its expansion of continuous improvement through the Theory of Change model, Relay will continue to regularly and systematically reflect on the effectiveness of its programs and continue to improve upon its programs. Relay GSE's current quality assurance and continuous improvement process allows for active reflection and action on the following continuous improvement measures throughout our institution, including: (1) an assessment system that measures program-level outcomes (e.g., key assessments); and (2) institution-level operational effectiveness goals.

Relay GSE's QAS includes an assessment system that comprises multiple measures for assessing candidates' progress, completer impact, and programmatic success. When shaping the QAS, Relay GSE built out a set of metrics that are based on: key assessments of academic performance, candidate and alumni reports of their self-efficacy in the classroom and their satisfaction with Relay's preparation, candidate licensing, and the impact of Relay-prepared teachers on their TK-12 students' learning.

Relay GSE will set operational effectiveness goals for each assessment. These goals will represent the quantitative targets the institution strives for candidates to achieve on each assessment and gives the institution a concrete mechanism by which to analyze its effectiveness.

Relay GSE's Continuous Improvement Working Group, facilitated by the research team and composed of faculty and program leadership from across the institution supports an aligned process for continuous improvement across Relay teams, will inform the creation of measures, protocols, artifacts, and moments that foster a culture of continuous improvement that drives high-quality program outcomes.

These processes will be executed at the program, institutional and executive levels and utilize descriptive analyses and reporting, Power BI data dashboards, content analysis of open-ended survey questions, and multivariate statistical models estimating the effect of the program on TK-12 student outcomes for data analysis. The submission highlights that the Academic Performance Dashboard is an example of a tool developed by the Continuous Improvement Working Group and used to support data analysis conversations. It is an interactive dashboard that populates assessment data from Canvas and disaggregates data at the rubric row level as well as by many other important dimensions including campus, race, gender, licensure area, and school placement.

Relay GSE's survey and enrollment dashboards will also be utilized by faculty and program leadership in analyzing candidate and completer data. These will include student and alumni survey dashboards that show candidate and alumni survey data on satisfaction and self-efficacy disaggregated by demographics, program, cohort, and campus, and employer survey dashboards that will display data on the satisfaction of employers of current candidates and alumni with Relay GSE's programs and preparation. The Student Attrition Dashboard will be used by program and institutional leaders to understand candidate attrition, including the reasons that candidates leave Relay GSE, the variance of attrition by year and term, and descriptive data about satisfaction among candidates who left their program compared with those who completed their program.

At the program level, faculty will meet at the end of each term to review candidate data. During these meetings faculty members will use data to identify areas of improvement for course curriculum and curricular implementation. This analysis of assessment data by program, course, candidate demographic information, and advisor demographic information will also inform faculty's approach to candidate advisement in both the short and long term.

At the institutional level the Assessment Committee, formed of faculty and program leaders, will review key assessment data using the Academic Performance Dashboard, and identify and recommend curricular improvements in support of equitable candidate outcomes and a strong candidate experience.

Finally, the Executive Team is the highest-ranking decision-making body at Relay GSE and regularly reviews performance data from across the institution, both quantitative and

qualitative, as well as recommendations made by the program leaders, faculty, curriculum designers, advisors, support staff, and the Assessment Committee. The Executive Team looks for broad trends across the institution and will take action in collaboration with program leaders.

A key focus of Relay GSE's continuous improvement efforts will be to assess candidate preparation for professional practice and use the data evaluation insights to inform program modifications. Candidate and program completer data will inform faculty and staff discussions at the candidate, course, and program level utilizing an assessment cycle framework. Two stages of this cycle, identify and implement changes and assess impact of change, will ensure that Relay GSE pays particular attention to the use of data evaluation insights. At faculty meetings and Assessment Committee meetings, participants will use data protocols to identify trends, gaps, strengths, and weaknesses in the data. Participants will then use a centralized institutional template to document the curricular and programmatic changes they wish to make based on their evaluation of the data insights. This template outlines the parties responsible for implementing the change and the parties responsible for tracking the impact of the change and leading a discussion on the impact at a future meeting. For example, after evaluating final assessment data and identifying that candidates were not adequately prepared to analyze TK-12 student data, members of the Assessment Committee may decide to increase the amount of instruction provided on this topic and create a formative assessment to measure candidates' readiness to engage in data analysis prior to the final assessment.

Examples of Relay GSE's regular and systematic use of candidate and program completer data to help inform improvements to its programmatic structures and curriculum include course level data, term level data, and program completion data.

Finally, as Relay GSE will continue to execute the current quality assurance process, including implementing data-driven decision making to improve the Relay student experience, programs, and institutional effectiveness, the Relay GSE community will simultaneously continue to make progress in the implementation of the Theory of Change model. Relay GSE leadership anticipates the hours dedicated to the Theory of Change implementation will serve as the expanded foundation for data-driven continuous improvement, as well as serve as a successful framework for incorporation into any potential and future quality assurance and continuous improvement handbook iterations.

Common Standard 5 – Program Impact

Relay GSE stated in its submission that its educator preparation program coursework and clinical practice experiences will provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectations (TPE). Through spiraled and scaffolded performance-based assessments, candidates will demonstrate proficiency with Relay competencies as aligned to the TPEs and prepare for the Teaching Performance Assessment (TPA). The framework for the assessment system for the updated "Relay 2.0" curriculum was noted in the submission and, as described in response to Common Standard 4, Relay's assessment system comprises multiple measures for assessing candidates' progress, completer

impact, and programmatic success. Furthermore, Relay GSE notes that its authentic practice-based assessments situate demonstration of competencies in the context of teaching and learning and encourage candidates to infuse culturally responsive and inclusive practices into standards-based, data-informed plans and content-rich instruction.

Embedded in Relay's coursework for the Preliminary Multiple Subject and Preliminary Single Subject programs are a set of mutually agreed upon key assessments that provide an opportunity to assess the progression of candidate development across the program. Together, these key assessments demonstrate robust coverage of the TPEs and provide an opportunity to assess the progression of candidate development across the program. A separate set of key assessments apply to the Preliminary Education Specialist - Mild/Moderate Support Needs program. Dual credential candidates are required to pass both sets of key assessments. These special education key assessments address the Teaching Performance Expectations for the Education Specialist - Mild/Moderate Support Needs credential and are administered at key points in the program enabling faculty to assess candidates' developing competency and skills on a developmentally appropriate timeline. For example, the final assessment for *TEL-602* assesses a candidate's ability to plan scaffolds and choices aligned to a small group of students' strengths in order to support these students' access to grade-level content, and then in the final for *TEL-613*, candidates must demonstrate the ability to apply what they know about literacy intervention and their students' development to design Tier 1 scaffolds that provide access to grade-level texts and Tier 2 instructional supports that build their students' literacy skills.

Relay GSE evaluates its programs' impact on candidate learning and on teaching and learning in schools using multiple measures and with a focus on continuous improvement, as discussed in response to *Common Standard 4*. Relay's Research team is responsible for compiling raw assessment and survey data and synthesizing those data into user-friendly reports to enable Relay leadership, faculty, and staff to monitor candidate performance, monitor the operational effectiveness of its educator preparation programs, and make regular adjustments to institutional practice. These measures of program impact include:

- *Assessment of Candidate Learning*: Candidate learning against standards and competencies is assessed at multiple points during the program through a set of key assessments. Using its Academic Performance Dashboard, Relay is able to disaggregate data at the rubric row level as well as many other important dimensions including program, race, gender, licensure area, and school placement.
- *Candidate Performance on the edTPA*: Since 2015, 1,486 Relay candidates have attempted the edTPA in the fields aligned to Relay's proposed California programs (Elementary Education, Secondary ELA, Secondary History/Social Science, Secondary Math, Secondary Science, and Special Education) with 81% passing on their first attempt and 87% passing overall (first and subsequent submissions).
- *Completer Satisfaction*: Relay collects feedback from program completers through its annual Alumni Survey. The Alumni Survey includes a set of questions that are intended to measure completer satisfaction with the quality of teacher preparation they received at Relay. The survey questions related to completers' satisfaction with the quality of teacher preparation they received are part of the Beginning Teacher Survey—an

instrument that was designed and validated in collaboration with Deans for Impact (DFI), a consortium of deans from schools of education that share best practices and data with each other. DFI vetted the validity of these questions through a multi-step process. Overall, 81%, 76%, and 77% of completers responded “Agree” or “Strongly Agree” to the question, “Overall, I am very satisfied with the preparation I received at Relay” in 2018-19, 2017-18, and 2016-17, respectively.

- *Employer Satisfaction*: Relay’s Employer Survey measures employer satisfaction with its teacher preparation program. This survey is sent to a sample of school leaders who employ Relay completers. Findings from the most recent survey administration demonstrates that the majority of school leaders are satisfied with the preparation that Relay completers received. For example, from the 2021 spring survey administration, 94% of school leader respondents reported that Relay alumni were well prepared or very well prepared to implement well-structured lessons.
- *TK-12 Student Outcomes*: Relay asserts that it has historically measured student outcomes with a focus on academic achievement. Now, Relay is revising its impact measurements to focus on three outcomes: academic achievement, social-emotional learning, and student experience, with the aim to equip its candidates to support their TK-12 students’ holistic growth and achievement.

Staff Recommendation

The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned and Commission staff has found the Initial Program Preconditions and General recondition #9 (Faculty and Instructional Personnel Participation) to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Relay Graduate School of Education.

Granting Provisional Approval will allow the Relay GSE’s proposed Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild to Moderate Support Needs programs, which are all proposed to be offered via traditional and intern pathways, to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV.

Staff recommends that if Provisional Approval is granted to Relay GSE by the Commission, the period of Provisional Approval be set to three years. After three years, Relay GSE will have had an opportunity to have a cohort complete the program and the institution will have three years’ worth of data that includes completers of the program. The Provisional Approval period will begin once Relay GSE’s proposed programs receive Initial Program Approval from the COA at the conclusion of Stage IV of the IIA process.

The report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for Relay GSE in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission’s action.