



IIA Stage III: Common Standards Submission Requirements

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Institutions in Stage III of the Initial Institutional Approval (IIA) process must review the submission requirements listed in this document when preparing responses to **each** element of the five Common Standards. Institutions will submit responses through the institution's IIA website.

Common Standards reflect aspects of program quality and effectiveness that are common across all educator preparation programs, regardless of the type of program. ***The institution must respond to each element of each Common Standard by providing information and supporting documentation that is inclusive of all credential programs the institution proposed to offer in Stage I.*** An institution's responses to the Common Standards are reviewed by a team of Board of Institutional Review (BIR) members. If the BIR team finds the responses do not demonstrate alignment, the IIA Team will provide the institution with the BIR team's feedback on the Common Standard elements where more information is needed. The institution may revise and resubmit its responses for further review by BIR members. This iterative process will continue until all Common Standards are determined to be aligned. The responses must be determined to demonstrate alignment to the Common Standards before the institution can be brought before the Commission for consideration of Provisional Approval at the conclusion of Stage III of the IIA process. Institutions in IIA may find it helpful to reference the [Common Standards Glossary](#) and the [IIA Stage III webpage](#).

The required evidence and/or documentation are listed in the tables on the following pages.

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Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

Common Standard 1 Elements	IIA Stage III Common Standards Submission Requirements
(1.1) The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<p>Provide the research-based vision and a brief description (not to exceed 300 words) of:</p> <ul style="list-style-type: none"> • how the vision will be woven throughout the program, • how the vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. <p>Embed links in the description to the institution’s website, handbooks, or other supporting materials. Do not link to the actual research literature.</p>
(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.	<p>Provide a table showing activities in which identified constituents are involved in program development, organization, coordination, and decision making.</p> <p>Include constituents (name/role and affiliation) who are and will continue to be regularly involved with the program(s).</p>
(1.3) The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<p>Provide links to authentic policy documents (faculty handbooks, retention and tenure policies, contracts, MOUs, agendas, etc.) which ensure relevant faculty and instructional personnel will be informed of the requirement to regularly and systematically collaborate with colleagues in PK-12 settings, college and university units and members of the broader educational community to improve educator preparation. Link to the specific places within each document which addresses this element.</p> <p>Draft documentation is acceptable.</p>
(1.4) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field-based supervision, and clinical experiences.	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for how the institution will support the education unit, allowing the unit to provide the identified resources for program(s).</p> <p>Provide evidence of support for areas identified in Common Standard 1.4. (e.g., committed financial allocations, personnel resources, materials support, facilities use, etc.)</p>

Common Standard 1 Elements	IIA Stage III Common Standards Submission Requirements
(1.5) The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<p>Provide an organization chart which shows how the proposed program will fit within the education unit.</p> <p>If the proposed program will not be housed in the same school, college, or department as the majority of the institution's educator preparation programs, the organization chart must include lines of authority between each school, college, or department that show how the proposed program will be included in the education unit's operations.</p>
(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<p>Provide links to documentation pertaining to</p> <ul style="list-style-type: none"> recruitment (such as recruitment flyers, links to websites where openings are posted, affinity group agendas, etc.) and faculty development activities including strategies that assist faculty in supporting diversity (such as agendas/slides for professional development, etc.) <p>Draft documentation is acceptable.</p>
<p>(1.7) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:</p> <ol style="list-style-type: none"> current knowledge of the content; knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and demonstration of effective professional practices in teaching and learning, scholarship, and service. 	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for how and by whom faculty and supervisors will be evaluated. Embed links to a blank copy of instructor, professional development, and field-based supervisor evaluation forms in the narrative.</p> <p>Provide links to job descriptions for faculty and other instructional personnel, which include required qualifications addressing a-d.</p> <p>Draft documentation is acceptable.</p>

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(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for how the credential recommendation process will be monitored by the education unit and how each candidate's progress will be tracked and documented.</p> <p>Draft documentation is acceptable.</p>

Common Standard 2 – Candidate Recruitment and Support

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

Common Standard 2 Elements	IIA Stage III Common Standards Submission Requirements
(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<p>Provide links to program admission requirements.</p> <p>Briefly describe (not to exceed 200 words) and embed links to evidence for where the admission requirements will be housed, and how prospective applicants will have access to the admission requirements.</p> <p>Draft documentation is acceptable.</p>
(2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for what the unit will have in place to purposefully recruit and admit candidates to diversify the educator pool in California. For example, website, flyers, etc.</p> <p>Briefly describe (not to exceed 200 words) and embed links to evidence for what the unit will have in place to provide support, advice, and assistance to promote candidates' successful <i>entry</i> in the profession. Provide evidence of candidate advisement and assistance.</p> <p>Briefly describe (not to exceed 200 words) and embed links to evidence for what the unit will have in place to provide support, advice, and assistance to promote candidates' successful <i>retention</i> in the profession.</p> <p>Draft documentation is acceptable.</p>

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(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	Briefly describe (not to exceed 200 words) and embed links to evidence for how and when candidates will be told of/receive information regarding how to access the resources and personnel to guide their success in meeting program requirements. Materials must include the key personnel positions who will guide the candidates in the proposed program. Draft documentation is acceptable.
(2.4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Briefly describe (not to exceed 200 words) and embed links to evidence for how candidate's progress in meeting competency and performance expectations will be tracked and documented and how that information will be used to guide advisement and support. Provide links to manuals, handbooks, or advising materials that include the clearly defined process which will be in place to identify and support candidates who need additional assistance to meet competencies and performance expectations.

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

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

Common Standard 3 Elements	IIA Stage III Common Standards Submission Requirements
(3.1) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Briefly describe (not to exceed 200 words) and embed links to evidence of how the unit will provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. Draft documentation is acceptable.

Common Standard 3 Elements	IIA Stage III Common Standards Submission Requirements
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Provide links to requirements for site-based supervisors in advertising materials, job descriptions, handbooks, MOUs, etc.
(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Briefly describe (not to exceed 200 words) and embed links to evidence for how the unit will ensure the site-based supervisor selection process is effective and will result in supervisors who provide effective and knowledgeable support for candidates.
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.	Briefly describe (not to exceed 200 words) and embed links to evidence for how site-based supervisors will be trained, oriented, evaluated, and recognized in a systematic manner. Include evidence for how site-based supervisor training will be tracked and documented.
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	Briefly describe (not to exceed 200 words) and embed links to evidence for how programs will implement and evaluate fieldwork and clinical practice. This should include both the candidate's experience and the placement itself. Include evidence for how the evaluations will be documented and analyzed.
(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	Briefly describe (not to exceed 200 words) and embed links to evidence for how candidates will have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards. Provide the criteria that will be used to determine if each placement will provide these opportunities. Include how appropriate placements will be tracked and documented.

Common Standard 4 – Continuous Improvement

The education unit develop and implement a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Common Standard 4 Elements	IIA Stage III Common Standards Submission Requirements
<p>(4.1) The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</p> <p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>Provide a graphic depiction and a description (not to exceed 300 words) of the multi-year unit assessment cycle which will be used for continuous improvement. Specify the unit assessment activities, when they will occur, and which position(s) will be responsible for collecting and analyzing data as well as determining program modifications.</p> <p>Briefly describe (not to exceed 200 words) and embed links to evidence for how the unit will regularly assess the effectiveness of the proposed program(s) in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</p> <p>Briefly describe (not to exceed 200 words) how the unit and programs will regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>
<p>(4.2) The continuous improvement process includes multiple sources of data including:</p> <ol style="list-style-type: none"> a. the extent to which candidates are prepared to enter professional practice; and b. feedback from key constituents such as employers and community partners about the quality of the preparation. 	<p>Provide an annotated list of data sources which will be included in the continuous improvement cycle (i.e., candidate surveys, employer surveys, exit interview data, etc.) that includes multiple sources of data including the extent to which candidates are prepared to enter professional practice and feedback from key constituents such as employers and community partners about the quality of the preparation.</p> <p>Describe how these data sources will be included in the unit’s continuous improvement process.</p> <p>Any other relevant data that will be gathered as part of the continuous improvement process must also be included.</p> <p>Draft documentation is acceptable.</p>

Common Standard 5 – Program Impact

Common Standard 5 Elements	IIA Stage III Common Standards Submission Requirements
<p>(5.1) The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</p>	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for how the institution will ensure candidates are prepared to teach all students and to meet the Commission adopted competency requirements as specified in the program standards.</p> <p>Provide links to evidence showing how this information will be tracked and documented.</p>
<p>(5.2) The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</p>	<p>Briefly describe (not to exceed 200 words) and embed links to evidence for how the unit and the proposed program(s) will evaluate and demonstrate that, once operational, the proposed program is having a positive impact on:</p> <ul style="list-style-type: none"> • candidate learning and competence and • on teaching and learning in schools that serve California’s students.