

# **Initial Program Review Common Standards Submission Requirements for Institutions/Program Sponsors seeking to Offer a New Educator Preparation Program**

During Initial Program Review (IPR), institutions are required to demonstrate how the proposed new program will integrate into the existing education unit by responding to the Common Standards elements noted below. For some of the elements, no additional information is required as part of the IPR Common Standards Response.

Please note that a Commission-approved program sponsor will submit a full response to the Common Standards in Year 5 of the accreditation cycle. Institutions may find it helpful to review their full Common Standards submission when composing a response to the elements below. The Year 5 Common Standards submission should not be provided as a substitute for the IPR Common Standards as the IPR Common Standards require that institutions demonstrate how the proposed program will be integrated into the existing education unit. While some evidence may be the same, provide a narrative that describes how the existing evidence will be applicable to the proposed program.

**Directions:** Provide required evidence and a brief narrative responding to the Common Standards elements below as it applies to the proposed program. Links to supporting documentation/evidence must also be embedded in the narrative.

## **Table of Contents**

<b>Organization Chart</b>	<b>2</b>
<b>Common Standard 1 – Institutional Infrastructure to Support Educator Preparation</b>	<b>2</b>
<b>Common Standard 2 – Candidate Recruitment and Support</b>	<b>5</b>
<b>Common Standard 3 – Course of Study, Fieldwork and Clinical Practice</b>	<b>7</b>
<b>Common Standard 4 – Continuous Improvement</b>	<b>9</b>
<b>Common Standard 5 – Program Impact</b>	<b>10</b>

## Organization Chart

Organization Chart Description	IPR Common Standards Submission Requirements
<p>The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart.</p>	<p>Provide an organization chart which shows how the proposed program will fit within the education unit.</p> <p>If the proposed program is not 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>

## 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	IPR Common Standards Submission Requirements
<p>(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>	<p>Provide the education unit’s vision statement including evidence (website, handbooks, or other support materials) that link to the statement.</p> <p>Briefly describe how the proposed program will promote the unit’s vision.</p>
<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>	<p>No additional information is required during the IPR Common Standards submission.</p>

Common Standard 1 Elements	IPR Common Standards Submission Requirements
(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.	Provide published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring that faculty and instructional personnel, including those for the proposed program, <i>are informed of the requirement to</i> regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.
(1.4) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.	No additional information is required during the IPR Common Standards submission.
(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.	No additional information is required during the IPR Common Standards submission.
(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<p>Provide recent documentation (within the past two years) pertaining to:</p> <ul style="list-style-type: none"> <li>• recruitment (such as recruitment flyers, links to websites where openings are posted, affinity group agendas, etc.) and</li> <li>• faculty development activities including strategies that assist faculty in supporting diversity (such as agendas/slides for professional development, etc.)</li> </ul> <p>Briefly describe the ongoing efforts that address this element as it relates to the proposed program.</p>

Common Standard 1 Elements	IPR Common Standards Submission Requirements
<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> <ul style="list-style-type: none"> <li>a) current knowledge of the content;</li> <li>b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;</li> <li>c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and</li> <li>d) demonstration of effective professional practices in teaching and learning, scholarship, and service.</li> </ul>	<p>Provide copies of the job descriptions for faculty and other instructional personnel for the proposed program, which include required qualifications items (a) – (d) as noted in this CS element.</p> <p>Provide blank evaluation forms for instructors, professional development providers, and field-based supervisors as appropriate to the proposed program. Briefly describe by whom these qualified persons would be evaluated.</p>
<p>(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>No additional information is required during the IPR Common Standards submission.</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	IPR 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 draft admission requirements for the proposed program.</p> <p>Briefly describe where the admission requirements will be housed, and how prospective applicants will have access to the admission requirements once the proposed program is approved.</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>Describe the process the unit currently has in place to purposefully recruit and admit candidates to diversify the educator pool in California.</p> <p style="padding-left: 40px;">Describe the process that will be used for the proposed program and include draft recruitment materials (website, flyers, etc.).</p> <p>Describe the structures and practices the unit has in place to provide support, advice, and assistance to promote candidates’ successful entry and retention in the profession and include supporting documentation.</p> <p style="padding-left: 40px;">Describe how these structures and practices will be used to support and retain candidates who represent diverse populations within the proposed program.</p>
(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<p>Provide draft manuals, handbooks, or advising materials that describe how and when candidates in the proposed program will be told of/receive information regarding how to access the resources and personnel they need to guide their success in meeting program requirements.</p> <p>Draft manuals, handbooks, or advising materials must include the key personnel positions who will guide the candidates in the proposed program.</p>

Common Standard 2 Elements	IPR Common Standards Submission Requirements
<p>(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.</p>	<p>Describe 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.</p> <p>Provide draft manuals, handbooks, or advising materials that include a clearly defined process that the proposed program will have in place to identify and support candidates who need additional assistance to meet competencies/performance expectations.</p> <p>Describe how candidates will be informed of this clearly defined process.</p>

### **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.

<b>Common Standard 3 Elements</b>	<b>IPR Common Standards Submission Requirements</b>
(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.	No additional information is required during the IPR Common Standards submission.
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	No additional information is required during the IPR Common Standards submission.
(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	No additional information is required during the IPR Common Standards submission.
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	No additional information is required during the IPR Common Standards submission.
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	No additional information is required during the IPR Common Standards submission.

Common Standard 3 Elements	IPR Common Standards Submission Requirements
(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.	Describe how the unit will ensure that candidates are provided opportunities to experience issues of diversity that affect school climate and that candidates have significant experience in California public schools with diverse student populations.



## Common Standard 4 – Continuous Improvement

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

Common Standard 4 Elements	IPR 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>Describe how the unit uses data to inform continuous improvement.</p> <p>Provide a link to the education unit’s continuous improvement process.</p> <p>Include evidence of how the unit will regularly assess the effectiveness of the proposed program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. Any other relevant data that will be gathered as part of the continuous improvement process must also be included.</p> <p>Provide annotated list of data sources (i.e., draft surveys, draft evaluation forms) for the proposed program that will be included in the unit’s continuous improvement process.</p>
<p>(4.2) The continuous improvement process includes multiple sources of data including</p> <ul style="list-style-type: none"> <li>a. the extent to which candidates are prepared to enter professional practice; and</li> <li>b. feedback from key constituents such as employers and community partners about the quality of the preparation.</li> </ul>	<p>No additional information is required during the IPR Common Standards submission.</p>

## Common Standard 5 – Program Impact

Common Standard 5 Elements	IPR Common Standards Submission Requirements
(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.	No additional information is required during the IPR Common Standards submission.
(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>Describe how the unit and the proposed program will evaluate and demonstrate that the proposed program, once operational, is having a positive impact on:</p> <ul style="list-style-type: none"> <li>• candidate learning and competence and on</li> <li>• teaching and learning in schools that serve California’s students.</li> </ul> <p>Provide links to supporting evidence within the description.</p>