



**Submission of Documentation in Support of the
 Accreditation Site Visit**
Verification by the President/Superintendent of the Approved Entity

Instructions:

- Complete form
- Obtain verification signature
- Send as e-mail with document/s to **assigned site visit consultant/s**
- E-mail subject line: SV Documents – Institution Name
- Include Preconditions and/or Common Standards response
- You will receive a confirmation when documents are received.

Submission to include: Preconditions Common Standards Both

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| Date Submitted: | |
| Program Sponsor: | |
| Address: | |
| Contact Person: | |
| Title: | |
| Phone: | |
| E-mail: | |
| Dean/Director: | |
| Associate Dean: | |

I Hereby Signify My Approval to Transmit this Documentation to the Commission on Teacher Credentialing:

 President/Dean/Provost, Superintendent/Deputy Superintendent Signature

 Date

 Name of Signatory

 Position

Common Standards Submission Requirements

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

Submission Requirements Addressing the Common Standards

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

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| <ul style="list-style-type: none"> • The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | <p>Copy of instructor, professional development, and field-based supervisor blank evaluation forms.</p> <p>Copy of job descriptions for faculty and other instructional personnel, which include qualifications that are required. (Vitae are not required because already submitted in Program Review)</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |
| <ul style="list-style-type: none"> • The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | <p>Brief description of monitoring practice (not to exceed 200 words)</p> | <p>Interviews and review of evidence</p> |

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

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| <p>Standard 3 – 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 all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.</p> | | |
| <ul style="list-style-type: none"> 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. | <p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p> | <p>Reviewed at the site visit to confirm that this occurs across the unit.</p> |
| <ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | <p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |
| <ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | <p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |

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| <ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | <p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |
| <ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. | <p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |
| <ul style="list-style-type: none"> 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. | <p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission</p> | <p>Reviewed during the site visit <u>only</u> if concerns have been identified leading up to or during the site visit</p> |
| <p>Standard 4 – Continuous Improvement</p> <p>The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.</p> | | |
| <ul style="list-style-type: none"> Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. The continuous improvement process includes | <p>Graphic depiction of the unit assessment system including the roles of responsibilities of personnel in the unit and programs.</p> <p>Annotated list of data sources included in the assessment cycle, including those</p> | <p>Interviews and review of evidence</p> |

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| <p>multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.</p> | <p>submitted in annual data reporting and those that aren't.</p> <p>Multi- year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.</p> <p>Annual data submission, analysis, and feedback (located in data warehouse, does not require resubmission) will be reviewed</p> <p>Survey Data including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate</p> | |
| Standard 5 – Program Impact | | |
| <ul style="list-style-type: none"> The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. | <p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission</p> | <p>Interviews and review of evidence</p> |

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| <ul style="list-style-type: none"> The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California’s students. | <p>Description of <u>how</u> the institution knows that its programs have a positive impact with link to evidence that corroborates its claim.</p> | <p>Interviews and review of evidence</p> |