

Common Standards Submission Requirements

Submission Requirements Addressing the Common Standards

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 Standards	Required Documentation
<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.
<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.
<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. 	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.
<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. 	No additional information is required during the Common Standards submission. Information is available through Program Review submission.

Common Standards	Required Documentation
<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>
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	<p>Documentation (most recent 2 years) pertaining to recruitment and faculty development activities including strategies that assist faculty in supporting diversity.</p>
<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>
<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>

Standard 2 – Candidate Recruitment and Support

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

Common Standards	Required Documentation
<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>
<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). Brief Description (not to exceed 500 words) and supporting evidence of candidate advisement and assistance. List of personnel positions assigned to supporting, advising, and placing candidates.</p>
<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>
<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>

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 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 Standards	Required Documentation
<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. • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. • All programs effectively implement and evaluate fieldwork and clinical practice. • 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>Detailed narrative (500 words or less) describing how the unit monitors to ensure programs are aligned to these requirements.</p>

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 Standards	Required Documentation
<ul style="list-style-type: none"> • The education <i>unit</i> develops and implements a comprehensive continuous improvement process at both the <i>unit</i> level and within each of its 	<p>Graphic depiction of the unit assessment system including the roles of responsibilities of personnel in the unit and programs.</p>

<p><i>programs</i> that identifies program and <i>unit</i> effectiveness and makes appropriate modifications based on findings.</p> <ul style="list-style-type: none"> • The education <i>unit</i> and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and <i>support</i> services for candidates. • Both the <i>unit</i> and its <i>programs</i> regularly and systematically collect, analyze, and use candidate and <i>program completer</i> data as well as data reflecting the effectiveness of <i>unit</i> operations to improve <i>programs</i> and their <i>services</i>. • The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from <i>key stakeholders</i> such as employers and community <i>partners</i> about the quality of the preparation. 	<p>Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that are not.</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>
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Standard 5 – Program Impact

Common Standards	Required Documentation
<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>

Common Standards	Required Documentation
<ul style="list-style-type: none"><li data-bbox="205 256 842 402">• 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 data-bbox="932 240 1839 345">Description of <u>how</u> the institution knows that its programs have a positive impact, articulated through a narrative with links to evidence that corroborate its claim.</p>