

Common Standards Review Submission Requirements for Institutions/Program Sponsors Approved to offer Educator Preparation Programs

Common Standards Review occurs in the spring of Year 5 of the Accreditation Cycle. Common Standards Review provides the Commission and the review team with evidence that the institution is preliminarily aligned to the Commission’s adopted Common Standards. Trained reviewers from the Commission’s Board of Institutional Review (BIR) will examine the evidence provided by institutions/program sponsors to determine the degree to which the institution is preliminarily aligned to the standards. This review will occur only once prior to the site visit. The review team will review the institution’s submission and provide feedback to the institution on the Common Standards Preliminary Report of Findings. Institutions/programs sponsors will then create an addendum response to reviewer feedback and post it to their accreditation website at least 60 days prior to the site visit. The Preliminary Report of Findings forms the basis of the BIR team’s review of the institution and its programs during the accreditation site visit in Year 6 to determine the degree to which the Common Standards are met.

The required evidence and/or documentation are listed in the following table. The Common Standards are broken down by element. For some elements of the Common Standards no additional information is required as part of the Common Standards Review submission. In those cases, evidence submitted during Program Review and reviewers’ subsequent feedback will be taken into consideration by the Common Standards review team.

Note for institutions seeking joint accreditation from the Commission and CAEP: While there is some overlap between the Commission’s Common Standards and those adopted by the Council for the Accreditation of Educator Preparation (CAEP), institutions must still submit all evidence required for Common Standards Review as detailed 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 Element		Required Documentation
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 Vision Statement, and a Brief description (not to exceed 500 words) of the research-base for the 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.</p> <p>Vision Statement Vision Statement Brief Description</p> <p>Program Websites:</p> <ul style="list-style-type: none"> ● CASC ● CTE ● Teacher Induction
1.2	The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<p>Table denoting activities in which constituents are involved in organization, coordination and decision making and the constituents (name/role and affiliation) that are in regular attendance.</p> <p>Stakeholder table</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>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> <p>Advisory Agenda Advisory Powerpoint</p>

		<p>CASC:</p> <ul style="list-style-type: none"> ● Regional CASC meetings (3x year) ● District contracts <p>CTE:</p> <ul style="list-style-type: none"> ● District Contracts ● Consortium Meeting Agenda (4x year) ● District Advisory Meetings ● District Board of Managers ● University Units <p>Teacher Induction:</p> <ul style="list-style-type: none"> ● District contracts ● University Collaboration <ul style="list-style-type: none"> ○ University Units Partnership Website ○ University Units Flyers ○ University Collaboration with Master's Degree ○ IHE Contracts for Units and Master's Degree ○ Fresno Pacific University Special Education Advisory meetings ● Teacher Induction Cluster & Mid-Valley Agendas <ul style="list-style-type: none"> ○ Cluster Meetings ○ Mid-Valley Meeting
1.4	<p>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>	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p>

<p>1.5</p>	<p>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>	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>
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<p>1.6</p>	<p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p>Documentation (most recent 2 years) pertaining to recruitment and faculty development activities including strategies that assist faculty in supporting diversity.</p> <p>FCSS Equity in Action Conference: Examples from the Field Conference Agenda and Flyer</p> <p>Employment Opportunities Human Resources (fcoe.org)</p> <p>Jobs - Fresno County Superintendent of Schools EDJOIN</p> <p>Advisory Agenda</p> <p>CLN Equity Leadership Certification Program (CELCP): Event Schedule & Convening Agendas</p> <p>Equity and Access for All Students Certification Program: Flyer & Welcome Letter</p> <p>Culturally Responsive Professional Learning for Teachers</p>
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<p>1.7</p>	<p>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"> 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>CASC:</p> <ul style="list-style-type: none"> ● Annotated List of Instructional Personnel ● Published Experience and Qualifications Requirements ● Coach Meeting Survey ● Coach Feedback Form ● End of Year Survey <p>CTE:</p> <ul style="list-style-type: none"> ● Annotated List of Instructional Personnel ● Published Minimum Qualifications Requirement ● Published Experience and Qualification Selection Documents ● CTE Teacher Participation Survey ● CTE Teacher Exit Survey <p>Teacher Induction:</p> <ul style="list-style-type: none"> ● Professional Learning Feedback Form ● Mid-Year Teacher Survey ● Mid-Year Coach Survey ● End of Year Survey (Year 1, Year 2/ECO) ● Annotated List of Instructional Personnel ● Published Experience and Qualifications Requirements
<p>1.8</p>	<p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>Brief description of monitoring practice (not to exceed 200 words) -</p> <p>Monitoring Statement</p>

Common Standard 2 – Candidate Recruitment and Support

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

Common Standard Element		Required Documentation
2.1	<p>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>Links to the admittance requirements for each program.</p> <p>CASC:</p> <ul style="list-style-type: none"> ● Admission ● Completion requirements <p>CTE:</p> <ul style="list-style-type: none"> ● Admission ● Completion requirements <p>Teacher Induction:</p> <ul style="list-style-type: none"> ● Admission ● Completion requirements
2.2	<p>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>	<p>Recruitment materials (including link to website) demonstrating efforts to recruit candidates to diversify the educator pool.</p> <p>Employment Opportunities Human Resources (fcoe.org)</p> <p>Jobs - Fresno County Superintendent of Schools EDJOIN</p> <p>CS2-AdviceandAssistance.pdf (fcoe.org)</p> <p>Rural Teacher Residency Program</p>

		<p><u>Brief Description (not to exceed 500 words) and supporting evidence</u> of candidate support, advisement, and assistance to promote candidates' successful <i>entry</i> and <i>retention</i> in the profession.</p> <p><u>List of personnel positions assigned to supporting, advising, and placing candidates.</u></p>
2.3	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>
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>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission.</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.

Common Standard Element		Required Documentation
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.	<p>Detailed narrative (500 words or less) describing how the unit monitors programs to ensure alignment to these requirements.</p> <p>Common Standard 3 Course of Study, Fieldwork, Clinical Practice Narrative</p> <p>CTE Program Review Evidence CASC Program Review Evidence Teacher Induction Program Review Evidence</p>
3.2	Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	
3.3	The process and criteria result in the selection of site-based 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.	
3.5	All programs effectively implement and evaluate fieldwork and clinical practice.	
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.	

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 Element		Required Documentation
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>Graphic depiction of the unit assessment system including the roles of responsibilities of personnel in the unit and programs.</p>
4.2	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>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>
4.3	<p>The continuous improvement process includes multiple sources of data including</p> <ol style="list-style-type: none"> 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituents such as employers and community partners about the quality of the preparation. 	<p>Local survey data and/or exit interview data, as appropriate.</p> <p>Note: Annual data submissions and analysis, including CTC-sponsored surveys, available in the institution’s Accreditation Data Dashboards will be made available by the Commission to reviewers.</p>

Common Standard 5 – Program Impact

Common Standard Element		Required Documentation
5.1	<p>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.</p> <p>Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</p>	<p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission.</p>
5.2	<p>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><u>Description</u> of <u>how</u> the institution knows that its programs have a positive impact, articulated through a narrative with <u>links to evidence (local survey data)</u> that corroborate its claim.</p>