Cal State East Bay

Response to the

California Commission on Teacher Credentialling (CTC)

Common Standards

March 1, 2017

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:

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x (Element 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 adopted standards and curricular frameworks.

Please go to the following links:

(1)

(3) Accreditation 2018 Website

(4) Websites and Handbooks for Our Credential Programs

Note: All of our programs have essential information on websites. Some programs have more than one handbook, some have only one handbook, and others have no handbooks – and have placed all relevant information on their website(s).

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  x (Element 2) The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

(1) Table 1-2 Stakeholders Involved in Organization, Coordination, and Decision Making

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  x (Element 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.

(1) Table 1-2: Stakeholders Involved in Organization, Coordination, and Decision Making

(2) Faculty Participation in the Schools

(3) CEAS Retention, Tenure, and Promotion: Department Guidelines for Professional Achievement

* In this document, please see page 5, "Category D: Professional Community." Writing documents for school district and state education agencies are recognized as contributions worthy of recognition. Faculty candidates for tenure/promotion choose one of two paths for evaluation. Both value Category D. However, Path 2, Emphasis on Professional Community, gives Category D contributions the highest priority (see section 2.1, page 2; and Table 1, page 4).

(4) Cal State East Bay Retention, Tenure and Promotion Policies and Procedures

* In this document, please see page 54, Section 4.3, Professional Achievement

x (Element 6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.

(1) 2016-2017 Lecturer Position Descriptions Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(2) Tenure Track Faculty Position Searches, 2015-2016, 2016-2017: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(3) Table 16: Gender and Ethnicity of Credential Program Faculty, Fall 2016

(4) Agendas and Supporting Documents: CEAS Tenure-Track Faculty Support Meetings

(5) Cal State East Bay Office of Faculty Development/Faculty Center for Excellence in Teaching

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x (Element 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: 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.

(1) Candidate Evaluation of Course Instructor Blank Evaluation Forms

(2) Candidate Evaluation of Field Supervisor Blank Evaluation Forms

(3) Samples of Annual Periodic Review of Lecturers

(4) Lecturer Position Descriptions: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(5) Tenure Track Faculty Position Searches, 2015-2016, 2016-2017: Department of Communicative Sciences and Disorders, Department of Educational Leadership, Department of Educational Psychology, Department of Teacher Education

(6) Faculty Participation in the Schools

x (Element 8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Candidate Recruitment and Support

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

x   (Element 1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

(1) Links to Credential Program Handbooks/Websites with Admission Requirements

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x   (Element 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.

(1) 2017 Candidate Dsidatyemc0 Rsidatenteml(nt)ia (s)]TJ EMC ET /Span <</MC18D 9 >>BDC BT /CS0 cs 0 scn /TT3 1 Tf 12 0 0 30

(1) Table 41: Graphic Depiction of the Unit Assessment System, Including Roles and Responsibilities of Personnel in the Unit and Programs

x (Element 2) The continuous improvement process includes 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.

(1) Table 42a: Annotated List of Unit and Program Data Sources

(2) Table 42b: Multi-Year Unit Assessment Cycle Schedule, Specifying Unit Assessment Activities, When They Occur, and Who is Responsible for Collecting, Analyzing and Determining Modifications

(3) Unit Level Assessment

(4) Unit Level Data (Including All Surveys)

(5) Program Level Data

Standard 5 – Program Impact

x (Element 1) The institution ensures that candidates preparing to serve as professional school personnel know and

- (Element 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.

(1) Description of Positive Program Impact

(2) Survey Data

(3) Anecdotal Evidence of