

**Commission on Teacher Credentialing  
Initial Program Review:  
Common Standards Feedback**

<b>Institution</b>	CSU Fresno
<b>Proposed Program</b>	PK-3 ECE Specialist Instruction Credential
<b>Submission Link</b>	<a href="#">Fresno State PK-3 IPR Proposal Webpage</a>
<b>Date of Review</b>	December 2023-January 2024
<b>Dates of Subsequent Reviews</b>	April 2024, April 2024

**Reviewer Instructions:**

- You will be providing feedback for each Common Standard element noted on this form.
- Please reference the [IPR Common Standards Submission Requirements](#) linked on the IPR webpage as you review.
- If the CS element **is aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row.
  - Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the CS element **is not aligned**, please provide specific feedback, and identify the part(s) of the standard not aligned.
  - Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

**Institution Instructions:**

- Provide the **direct link** to the updated submission in the *Link(s) to Institution’s Response* row for each standard that the reviewers identified as needing more information. The link must take the reviewers to the **exact location** of the additional evidence and/or narrative on the IPR proposal website.
- Ensure that the additional evidence and/or narrative is easily identifiable using either **bold**, **highlighting** and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- If the Common Standard element is aligned, no additional information is necessary.
- Once you have responded to the feedback, *please email this form back to the IPR Team as an attached word document*.

- Once all the CS elements are aligned, then the IPR Team will ask you to post the final feedback forms on your institution's IPR Proposal website.

**General Comments:**

- When providing evidence housed within a handbook or website, please link directly to the desired evidence. It is not clear to reviewers what they should be looking for when links to entire handbooks/syllabi/websites are provided.
  - [Addressed.](#)
- Many of the Common standard responses are general to the education unit and do not address how the new PK-3 ECE Specialist Instruction credential program will be integrated with the existing unit. Please address feedback as it applies to the proposed program.
  - [Addressed.](#)

## **Organization Chart**

Provide an organization chart which shows how the proposed program will fit within the education unit.

<b>Reviewers' Feedback</b>	<b>Aligned</b>
<b>Organization Chart First Review:</b> Met.	Yes

## **Common Standards**

### *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:

#### *CS Element 1.1:*

(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.

<b>Reviewers' Feedback</b>	<b>Aligned</b>
<b>1.1 First Review:</b> Provide the education unit's vision statement including evidence (website, handbooks, or other support materials) that link to the statement.  Briefly describe how the proposed program will promote the unit's vision.	More Information Needed

**Link(s) to Institution’s Response to 1.1 First Review:**

Please find Kremen School of Education’s Mission and Vision Statements located [here](#) and included below:

**Mission:**

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This AAQEP-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

The Kremen School of Education and Human Development prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields.

Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that includes clinical areas and computer and micro-teaching laboratories.

Students also take classes and experience fieldwork in professional settings such as school districts and Fresno Family Counseling Center.

The Kremen School fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society.

The Kremen School theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

**Vision**

Guided by our vision for an inclusive and equitable future, the Kremen School of Education and Human Development uses innovative models to prepare high quality teachers, counselors, and administrators who act as agents of change in our community.

Reviewers' Feedback	Aligned
<p>The proposed PK3 ECE Specialist Instruction Credential program will promote the unit's vision in a number of ways. To begin, the program views the creation of the PK3 Early Childhood Education Specialist Instruction Credential as an agent of change because it is preparing early childhood specialists who have knowledge of developmentally appropriate practices to work in public schools. Historically, there has not been a means of preparing educators with this specialized knowledge for work in this space. Additionally, we see this program as innovative because it was developed in collaboration with regional Early Childhood Education experts.</p> <p>The program embeds an emphasis on social justice, with coursework integrating a focus on culturally and linguistically sustaining pedagogy, to prepare completers with the knowledge and expertise to become agents of change in their communities.</p>	
<p><b>1.1 Second Review:</b> Met.</p>	Yes

*CS Element 1.3:*

(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.

Reviewers' Feedback	Aligned
<p><b>1.3 First Review:</b> Although published policy documents were provided, reviewers were unable to locate how faculty and instructional personnel, including those for the proposed program, <i>are informed of the requirement</i> to 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. If faculty and instructional personnel are informed through the published policy documents provided, please direct reviewers through a bookmarked link or a reference to the respective section and page number to review.</p>	More Information Needed

Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 1.3 First Review:</b></p> <p>All Tenure-Track faculty at Fresno State are required to submit a <a href="#">probationary plan</a> that outlines what they are expected to do in order to earn tenure. The probationary plan includes the expectation that faculty will collaborate with members of the broader community. For faculty in education, this means engaging with P12 partners, in addition to college and university faculty, in order to improve educator preparation. Here is an <a href="#">example of a probationary plan</a> for a faculty member in the Early Childhood Education program (<a href="#">Scholarship of Integration section</a>).</p> <p>The PK3 ECE Specialist Instruction credential program will also draw on the knowledge and expertise of part-time faculty, hired as instructors of courses and coaches for clinical experience through the Literacy, Early, Bilingual, and Special Education department. As shown in the links to the job applications below, the requirements for both positions include relevant experience in P-12.</p> <p><a href="#">Literacy, Early, Bilingual, &amp; Special Education Part-Time Faculty Application</a></p> <p><a href="#">Literacy, Early, Bilingual, &amp; Special Education University Coach Application</a></p>	
<p><b>1.3 Second Review:</b></p> <p>Please provide bookmarked links, or reference relevant sections, for reviewers for the probationary plan, the example probationary plan, and of the job applications that show alignment to this CS element.</p> <p>Also, the Scholarship of Integration section notes that the individual “will collaborate with colleagues within the school and outside the university” but how will the program ensure interaction with colleagues in P-12 settings?</p>	<p>More Information Needed</p>

Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 1.3 Second Review:</b></p> <p>Updated information available <a href="#">on this website</a> under 1.3</p> <p>The probationary document is purposefully generic in terms of how faculty are expected to engage with the broader community because it is intended to be utilized by faculty across the university. However, when faculty in the Kremen School of Education and Human Development meet with their mentor and prepare their probationary plans, they are informed that the expectation is that they will engage in P12 activities in local public schools. When the new faculty member's department personnel committee and department chair review the probationary plan for approval, they look to see that the new faculty member has listed engagement with P12 partners.</p> <p>The purpose of the probationary plan is to detail what faculty members must do to earn tenure. As a result, faculty members must document their activities on an annual basis. This documentation gets reviewed for alignment with the probationary plan by the faculty member's department personnel committee, department chair, school personnel committee, and the dean. If the faculty member is not meeting this expectation, it is noted in the feedback they receive.</p> <p>The proposed PK-3 ECE Specialist Instruction Credential program also plans to incorporate public school (PK-3rd grade) field experts as guest speakers into all PK-3 Credential Program courses. This initiative addresses the need for PK-3 candidates to understand the alignment of curriculum and assessments across preK and early elementary grades. It also ensures that university instructors collaborate with colleagues in PK-12 settings. These field experts will work closely with faculty and instructional personnel to understand the content of each course and provide relevant presentations based on their expertise and experiences several times per semester.</p>	
<p><b>1.3 Third Review:</b> Met.</p>	<p>Yes</p>

*CS Element 1.6:*

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

Reviewers' Feedback	Aligned
<p><b>1.6 First Review:</b></p> <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.)</li> </ul> <p>Provide a brief description of the ongoing efforts that address this element as it relates to the proposed program.</p>	<p>More Information Needed</p>
<p><b>Link(s) to Institution's Response to 1.6 First Review:</b></p> <p>Fresno State as an institution has continually been recognized for its work to promote diversity (<a href="#">recent article highlighting efforts</a>) among students, staff, and faculty. Related to this, in 2023, the university launched a <a href="#">Division of Equity and Engagement</a>, led by the university's first <a href="#">Diversity Officer</a>, a cabinet level position.</p> <p>The Kremen School of Education and Human Development, including the Early Childhood Education Program, like Fresno State as a whole, is committed to hiring individuals who represent the diversity of the students we teach.</p> <ul style="list-style-type: none"> <li>● Website posting for current open faculty positions in Kremen: <ul style="list-style-type: none"> <li>○ <a href="#">Bilingual/Bicultural and Biliteracy Education (Spanish)</a></li> <li>○ <a href="#">Mathematics Education</a></li> </ul> </li> </ul> <p>The proposed PK3 Early Childhood Education Specialist Credential Program will be housed in the Early Childhood Education program. In the 2022-2023 academic year, the program hired two new faculty (<a href="#">position description</a>; website listing no longer available). As part of the hiring process, the search committee included specific questions (<a href="#">highlighted here</a>) to ensure the candidates' commitment to diversity and excellence.</p>	



Reviewers' Feedback	Aligned
<p><b>1.6 Second Review:</b></p> <p>Reviewers did not see the following, please 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.)</li> </ul>	<p>More Information Needed</p>
<p><b>Link(s) to Institution's Response to 1.6 Second Review:</b></p> <p>Updated information available <a href="#">on this website</a> under 1.6</p> <p>For each faculty search at Fresno State, Faculty Affairs posts the job on the Chronicle of Higher Education and on HigherEd Jobs. Faculty search committees are also required to document their recruitment efforts in order to demonstrate attempts to recruit a wide variety of candidates. The two documents linked below demonstrate the range of ways faculty worked to recruit potential candidates for two recent searches:</p> <ul style="list-style-type: none"> <li>- <a href="#">Bilingual/Bicultural and Biliteracy Education Search</a></li> <li>- <a href="#">Early Childhood Education Search</a></li> </ul>	
<p><b>1.6 Third Review:</b> Met.</p>	<p>Yes</p>

*CS Element 1.7:*

(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:

- a) current knowledge of the content;
- b) knowledge of the current context of public schooling including the California adopted P12 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.

Reviewers' Feedback	Aligned
1.7 First Review: Met.	Yes

*Common Standard 2: Candidate Recruitment and Support*

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

*CS Element 2.1:*

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

Reviewers' Feedback	Aligned
<p><b>2.1 First Review:</b></p> <p>Please update the following to note <i>regionally</i> accredited institution:</p> <ul style="list-style-type: none"> <li>● Copy of Application/Admission Process Checklist (requirements for meeting SMR)</li> <li>● <a href="#">Apply to a Credential Program</a> page (prerequisites, degrees, and GPA requirements)</li> </ul>	More Information Needed

Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 2.1 First Review:</b></p> <ul style="list-style-type: none"> <li>For the PK3 credential, <a href="#">this google survey</a> will be used by the credential admissions analyst as the checklist for the application/admission process. This survey is based off the checklist used for other Fresno State Teacher Credential programs. The survey has been updated to indicate the undergraduate degree must be from a regionally accredited institution of higher education.</li> <li>The <a href="#">Apply to a Credential Program website page</a> has been updates to note <i>regionally</i> accredited institution</li> </ul>	
<p><b>2.1 Second Review:</b> Met.</p>	Yes

CS Element 2.2:

(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.

Reviewers' Feedback	Aligned
<p><b>2.2 First Review:</b> Describe the process the unit has in place to purposefully recruit and admit candidates to diversify the educator pool in California.</p> <p>Describe the process that will be used for the proposed program, including 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>Describe how these structures and practices will be used to support and retain candidates who represent diverse populations within the proposed program.</p> <p>Describe the process the unit has in place to provide support, advice, and assistance to promote candidates' successful entry and retention in the profession.</p> <p>Describe the process that will be used for the proposed program.</p>	<p>More Information Needed</p>

**Link(s) to Institution's Response to 2.2 First Review:**

**Unit Efforts to Purposefully Recruit and Admit Candidates to Diversify the Educator Pool in California:**

The Kremen School of Education and Human Development has developed multiple structures to support and retain candidates from diverse backgrounds in an effort to diversify the educator pool in California. Two efforts come in the form of [targeted residency programs](#) for Multiple Subject candidates. Both of these also provide stipends to candidates to offset their expenses during the credential year.

- The Madera Residency Program includes the opportunity to earn both a Multiple Subject credential and a Bilingual Authorization in Spanish, with the goal of supporting more educators who are multilingual in earning their bilingual authorization to expand the number of dual language immersion classrooms. The candidates enrolled within this program all identify as Latina.
- The Rural Residency Program, a collaboration of four rural districts, specifically targets individuals who are interested in teaching in a rural context. The majority of the candidates within the Rural Residency also identify as Latina. Additionally, many are from rural districts and have the desire to return to the communities where they live to educate the next generation of children.

Although the PK3 Early Childhood Education Specialist Instruction program is not currently offering a residency option, we hope that this will be a possibility in the future. We know that the stipends offered by residencies help to offset the costs associated with completing a credential, which is often a barrier for first-generation students. We also know that the support provided through the residency model leads to higher levels of retention in the profession.

**Program-Specific Recruitment Efforts:**

The proposed PK3 Early Childhood Education Specialist Instruction program has developed multiple recruitment materials and engaged in numerous recruitment efforts in order to advertise the proposed program. In particular, the program is targeting existing early childhood education professionals who will be potentially displaced by the creation of universal TK.

The program has shared [flyers](#) advertising information sessions about the proposed program with current Fresno State Liberal Studies and Child Development undergraduates and with early childhood education partners throughout the region. At the information sessions, information is presented about the proposed PK3 program through [this slideshow](#). At the end of the

information session, attendees complete [a survey](#) where they provide details about their background and indicate if they would like to receive additional advising. Program advisers then review the responses and meet one-on-one with those individuals who indicated they have specific questions or would like additional advising.

Currently, program advisers are also visiting undergraduate courses in the Child and Family Studies department to advertise the program.

Upon program approval and into the future, the program intends to continue with these efforts in order to ensure that all potential program candidates have knowledge about the program.

### **Structures and Practices the Unit has in Place to Provide Support, Advice, and Assistance to Promote Candidates' Successful Entry and Retention in the Profession**

The Kremen School of Education and Human Development partners with Fresno State's Career Development Center to support candidates in the Teacher Education Programs as they transition into the profession. In particular, the Kremen Teacher Education leaders and the Career Development Center partnered to provide a one-day interview and resume workshop for candidates in their final phase of the credential programs. The event included a morning session where candidates learned how to effectively prepare their resumes and had the opportunity to practice their interview skills. In the afternoon, Human Resources representatives from local districts spoke to candidates about their hiring processes.

Coaches also support candidates as they prepare to transition into the profession at the end of their final semester of clinical practice by guiding them through the development of their Individual Development Plans (IDP). The completed IDP is shared with the district that employs the candidate and provides an outline of areas for the candidate's ongoing growth and development once they have entered the profession.

### **PK3 Specific Efforts**

Within the PK3 Early Childhood Education Specialist Instruction program, structures are being created to support program completers transition into the profession.

- Field experts, or early childhood educators identified as experts, will be invited to visit courses 5-6 times per semester to share their experiences from the field with candidates. The hope is that, by hearing first hand about some of the challenges

Reviewers' Feedback	Aligned
<p>experienced by early childhood educators and then hearing how they have navigated these challenges, completers will be better equipped to navigate the challenges themselves when in the profession.</p> <ul style="list-style-type: none"> <li>- Additionally, program faculty will collaborate with local/regional district Induction leaders to help them better understand the specific aspects of the PK3 Early Childhood Education Specialist Instruction credential so that they are better equipped to support program completers through the Induction process.</li> </ul> <p>Early efforts have already been started in this area. On February 13, 2024, the program hosted a one-day <a href="#">conference</a> for administrators throughout the region and state to educate them about the PK3 credential and about developmentally-appropriate practices, with the hope that they will be better informed for how to support their future PK3 teachers.</p>	
<p><b>2.2 Second Review:</b> Describe, and provide any supporting documentation, on how the unit purposefully recruit and admit candidates for the proposed program to diversity the educator pool beyond a potential residency pathway.</p>	<p>More Information Needed</p>

Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 2.2 Second Review:</b></p> <p>Updated information available on <a href="#">this website</a> under 2.2</p> <p>In addition to reaching out to individuals employed currently as early childhood educators, program leaders have been providing information sessions (<a href="#">slidedeck</a>) about the proposed program at local community colleges, each of which serves students from a range of racial, ethnic, and socioeconomic backgrounds:</p> <ul style="list-style-type: none"> <li>● Clovis Community College (<a href="#">demographics</a>) • April 3, 2024 <ul style="list-style-type: none"> <li>○ <a href="#">Flyer Announcing Informational Session</a></li> <li>○ Attendees: Child Development and Early Education major students and staff/faculty from CCC including academic counselor and Dean</li> </ul> </li> <li>● Merced College (<a href="#">demographics</a>) &amp; Fresno City College (<a href="#">demographics</a>) • April 5, 2024 <ul style="list-style-type: none"> <li>○ Attendees: 7 Merced College students (perhaps up to 9); 2 Merced College Faculty 7 students from Fresno city college; 2 Fresno City Faculty</li> </ul> </li> <li>● Fresno City College (<a href="#">demographics</a>) • date to be determined</li> </ul>	
<p><b>2.2 Third Review:</b> Met.</p>	Yes

*CS Element 2.3:*

(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.



Reviewers' Feedback	Aligned
<p><b>2.3 First Review:</b> 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>	<p>More Information Needed</p>
<p><b>Link(s) to Institution's Response to 2.3 First Review:</b></p> <p>The Fresno State Teacher Education Programs are in the process of revising the Teacher Education handbook so that all programs use the same handbook. Having a common handbook will help to ensure consistency in policies across programs.</p> <p>The handbook includes a list of and contact information for all <a href="#">key personnel</a> who support candidates in all TE programs, including the program coordinators, the admissions analyst, the Center for Advising, the credential analyst, the Office of Clinical Practice, the Residency Coordinator, and the department chairs, among others.</p>	
<p><b>2.3 Second Review:</b> 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>More Information Needed</p>

**Link(s) to Institution's Response to 2.3 Second Review:**

Updated information available on [this website](#) under 2.3

The Teacher Education Program, as a whole, has recognized the need for clear and explicit guidelines for students that detail who to contact at what point in their journey to becoming a credentialed teacher. The Teacher Education Program is in the process of preparing this [Draft Teacher Credential Support document](#), which will be included in the revised Teacher Education Handbook and included on the Teacher Education website. Additionally, moving forward, this document will be included in the Opening Session of the [Teacher Education Program's Induction/Orientation](#) event, held for new candidates at the beginning of each semester.

Recognizing that many candidates in the PK3 program may be returning to the university setting after time away, the program leadership has created two positions to provide additional support for candidates:

**Early Childhood Education Navigator:**

The Early Childhood Education Navigator will serve as a support to both those students transferring from area Community Colleges and CSUFresno students that are working to obtain an ECE Specialist PK-3 Credential and/or a MA in Early Childhood Education. The ECE Navigator should be a clear communicator and willing and able to speak to large groups as well as work with individuals providing information needed for the advance of their education. He/she will need to have a working knowledge of the transfer process and the application process into the credential program or graduate program. He/she will be willing to work with the individual to gain all needed information to assist the student in a smooth and successful transition to CSU Fresno.

Duties may include but are not limited to the following:

- 1-Establish rapport with ECE staff/administrators on Community College Campuses.
- 2-Promote the pathways available to the ECE Specialist PK-3 Credential at CSU, Fresno
- 3-Schedule and facilitate information sessions both on site at the campuses and over zoom that will provide both general and specific information regarding the pathways that can be taken to obtain the PK-3 Credential and/or a MA in Early Childhood Education.

4- Hold one on one information sessions to help candidates navigate the admissions/application process.

### **PK-3 ECE Specialist Instruction Credential Program Candidate Advocate**

'Candidate Advocate' is grounded in a care-centered philosophy that prioritizes supporting and promoting the well-being and success of our PK-3 candidates. Through various information sessions and one-on-one advising meetings we have conducted, we have observed that a significant number of individuals expressing interest in this credential program are women with extensive experience in the Early Childhood Education (ECE) field. While holding Bachelor's degrees, they have been out of a university learning environment for a considerable period. Many of these individuals, who often have families, aim to balance their professional commitments while completing the credential program. Through these interactions and insights into potential candidates' backgrounds and experiences, we strongly recognize the importance of embodying values such as empathy, compassion, and equity. To this end, we propose the introduction of a 'Candidate Advocate' role, specifically designed to meet the unique needs and concerns of our candidates.

The implementation of the Candidate Advocate role within the project aims to deliver comprehensive support to candidates throughout their journey. The anticipated outcomes include:

#### **1. Navigating School Work:**

- The Candidate Advocate will help candidates navigate various aspects of their school work, including writing, technology use, and research methodologies.
- Candidates will receive assistance in locating necessary resources, including information on financial aid opportunities and access to tutoring services.
- The Candidate Advocate will offer guidance and support to enhance candidates' study skills and provide tutoring assistance as needed.
- Through personalized sessions, the Candidate Advocate will assist candidates in developing effective organizational and time management skills, ensuring a smooth academic experience.

#### **2. Listening & Social-Emotional Support:**

Reviewers' Feedback	Aligned
<ul style="list-style-type: none"> <li>○ The Candidate Advocate will serve as a supportive listener, offering candidates a safe space to express concerns, share experiences, and seek guidance.</li> <li>○ The Candidate Advocate will play a crucial role in providing social-emotional support, including encouragement, self-care techniques, and strategies for dealing with feelings of overwhelm or burnout.</li> </ul> <p><b>3. Transition to the Job Market and Teaching:</b></p> <ul style="list-style-type: none"> <li>○ As candidates progress, the Candidate Advocate will facilitate a seamless transition to the job market and the teaching profession, providing insights and support throughout this pivotal phase.</li> </ul> <p>By addressing these areas of support, the project aims to foster a supportive and nurturing program climate, ensuring the well-being and success of candidates in their academic and professional pursuits.</p> <p>Candidate Advocate's Job Description:</p> <ul style="list-style-type: none"> <li>● Experience in the education field, relating to the demands of the teaching profession.</li> <li>● Understanding of the requirements of the PK-3 Credential program, including Teaching Standards, Teacher Performance Expectations, Clinical Practice Placements, and Equivalency Options.</li> <li>● Open communication skills, with the ability to listen and discern the support the individual may need.</li> <li>● Ability to work with individuals, in small groups, and large groups.</li> <li>● Knowledge of resources available to promote the social-emotional health of educators.</li> <li>● Excellent planning, organization, and time management skills.</li> <li>● Experience in facilitating support/learning groups, such as groups that meet to explore social-emotional supports, completing a book study, or other study groups.</li> <li>● Experience as a mentor/master teacher, supporting teachers through the induction phase.</li> </ul>	

Reviewers' Feedback	Aligned
<b>2.3 Third Review:</b> Met.	Yes

*CS Element 2.4:*

(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.

Reviewers' Feedback	Aligned
<p><b>2.4 First Review:</b> 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>	More Information Needed

Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 2.4 First Review:</b></p> <p>The Fresno State Teacher Education Programs are in the process of revising the <a href="#">Teacher Education Handbook</a> so that all programs, including the PK3 ECE Specialist Instruction credential, use the same handbook. Having a common handbook will help to ensure consistency in policies across all Teacher Education (PK3, MS, SS, and ES) programs.</p> <p>The Teacher Education Handbook includes <a href="#">a section that describes how candidates who need additional support</a> will be identified and supported.</p> <p><b>Clinical Practice Support:</b></p> <p>The TE Handbook also details the <a href="#">support systems in place for candidates during their Clinical Practice</a>.</p> <p>Included within this section is also a link to the <a href="#">protocol for teacher candidates</a>, which provides guidance for students in a clinical practice course. Teacher Candidates may experience or cause difficulties which present themselves during the semester(s). These difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings or other circumstances. When these difficulties are identified, faculty members meet to consider the nature of the problem, possible avenues of improvement, and procedures for notifying persons concerned. The Team Leader will inform these Teacher-Candidates in person and/or in writing about the decisions and recommendations of the faculty team. This process will provide Teacher-Candidates with timely information so that they may respond positively and successfully complete the credential program. If progress is not satisfactory, these Teacher- Candidates may be removed from the program.</p> <p><b>Informing Candidates:</b></p> <p>All candidates will be sent a link to the Teacher Education Handbook prior to the beginning of their program by the PK3 ECE Specialist Instruction coordinator prior to the beginning of the program.</p> <p>In addition, as with all of our Teacher Education programs, PK3 ECE Specialist Instruction program candidates will participate in a program orientation. At this event, they will again receive a link to the Teacher Education Handbook. They will also attend sessions led by the PK3 program coordinator, the Office of Clinical Practice, and the FAST Coordinator, providing them opportunities to meet key personnel and learn more about the specific expectations of the program (<a href="#">Fall 2023 Induction &amp; Orientation Program</a>).</p>	

Reviewers' Feedback	Aligned
<b>2.4 Second Review:</b> Met.	Yes

*Common 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 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.

*CS Element 3.6:*

(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.

Reviewers' Feedback	Aligned
<b>3.6 First Review:</b> Met.	Yes

*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.

CS Element 4.1:

(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.

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.\*

*\*Note to IPR team to double-check if any feedback is needed for IPR CS element 3.5 above.*

Reviewers' Feedback	Aligned
<b>4.1 First Review:</b> Provide a brief narrative describing how the proposed program will be included in the unit's continuous improvement process.	More Information Needed



Reviewers' Feedback	Aligned
<p><b>Link(s) to Institution's Response to 4.1 First Review:</b></p> <p>All coordinators of Fresno State's educator preparation program meet monthly to discuss program practices and support one another in programmatic and unit-wide data collection and analysis. The coordinator of the proposed PK3 ECE Instructional Specialist credential already participates in these discussions.</p> <p>A key point of discussion in <a href="#">recent sessions</a> has been how candidates are tracked through the programs and how data are collected from candidates across each phase. Program coordinators have shared the different approaches they use as they learn with and from one another.</p> <p>Efforts have also been made to develop common instruments for data collection to be used across programs. An example of this is a common <a href="#">Exit Survey</a> that is administered to completers of all credential programs at the time program completion. The survey includes items common to all programs, along with program-specific items. Candidates in the PK3 program will be asked to respond to the survey when they complete the program. Data from the completers will be used to inform both unit-wide and program-specific practices.</p> <p>Additionally, in Spring 2024, programs will administer a common survey to employers of program completers and a common survey to individuals who completed the program one year ago. Like the Exit Survey, these surveys will include both items that are common across all programs and program-specific items.</p> <p>The PK3 ECE Instructional Specialist Credential Program will also be included in all Teacher Education-specific data collection and analysis activities, including the annual <a href="#">Teacher Education Summit</a>, which brings together faculty, coaches, and mentor teachers to look together at program-specific data, discuss program strengths and areas for growth, and make recommendations for program improvements.</p>	
<p><b>4.1 Second Review:</b> Met.</p>	Yes

*Common Standard 5: Program Impact*

CS Element 5.2:

(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.

Reviewers’ Feedback	Aligned
<p><b>5.2 First Review:</b> The response provided notes how the institution is currently evaluating and demonstrating that the educator preparation programs are having a positive impact, please describe how this process will apply to the proposed program.</p>	<p>More Information Needed</p>
<p><b>Link(s) to Institution’s Response to 5.2 First Review:</b></p> <p>As discussed in response to Standard 4, as a unit, we are developing a survey to send to employers of all program completers, including future PK3 credential completers, to evaluate how well our programs prepared them for their first year as credentialed educators.</p> <p>Additionally, the Kremen School of Education and Human Development convenes key stakeholders from throughout the region to gather their input on the work we are doing as an institution to support their needs, including whether or not the programs are having a positive impact. These include:</p> <ul style="list-style-type: none"> <li>(1) the President’s Commission on Teacher Education, which convenes regional district and county office of education leaders that is held each fall and spring (<a href="#">Spring 2024 agenda</a>, which includes an item to discuss the development of the PK3 credential)</li> <li>(2) the Kremen Administrative Leadership Committee, which convenes local superintendents that is held 3-4 times each academic year (<a href="#">January 2024 agenda</a>)</li> </ul> <p>Leaders from the PK3 ECE Specialist Instruction credential also regularly participate in multiple regional workgroups related to Early Childhood Education, including regional partners (Fresno County Local Planning Council, The Fresno County Higher Education ECE Workforce Roundtable, The 21CLSA UPK Collaborative Network) and CSU partners (CSU PK-3 ECE Credential workgroup). Being in these spaces allows program leadership to hear feedback from regional educational leaders about the impact of our programs.</p>	

Reviewers' Feedback	Aligned
5.2 Second Review: Met.	Yes