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## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Arizona State University**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Arizona State University’s responses to the Common Standards for consideration and possible Provisional Approval by the Commission.

**Recommended Action:** That the Commission grant Provisional Approval to Arizona State University and set the Provisional Approval period to be three years.

**Presenter:** Hart Boyd, Consultant, Division of Standards, Accreditation, and Workforce Investment

#### **Strategic Plan Goal**

##### ***Educator Preparation and Advancement***

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

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## **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Arizona State University**

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### **Introduction**

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Arizona State University's (ASU) responses to the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the process would be the review of ASU's responses to the Preliminary PK-3 Early Childhood Education Specialist Instruction, Preliminary Multiple Subject, and Preliminary Single Subject program standards by BIR review teams. When the reviewers determine that the program standards are aligned for each program, the proposed programs will be considered for Initial Program Approval by the Committee on Accreditation (COA). Then, at that time, if approved, the institution may offer the programs for the three-year provisional period as specified by the Commission.

### **Background**

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first satisfactorily complete five stages to be approved as a program sponsor.

The submission of Common Standards is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer educator preparation programs once the program standards are found to be aligned by a BIR team and the proposed programs are subsequently approved by the COA in Stage IV.

### Five Stages of the Initial Institutional Approval Process

ASU is seeking approval of Stage III in order to be eligible for Stage IV as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility	<i>Stage III – Provisional Approval</i>	Stage IV – Initial Program Approval	Stage V – Full Approval
<b>Purpose</b>	Ensures legal eligibility of institution in California  Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	<i>Ensures institution meets all Common Standards</i>	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
<b>Institutional Requirements</b>	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: <ul style="list-style-type: none"> <li>• 12 Eligibility Criteria</li> <li>• Initial Program Preconditions</li> <li>• General Precondition #9</li> </ul>	<i>Submit responses to:</i> <ul style="list-style-type: none"> <li>• <i>Common Standards</i></li> </ul>	Submit responses to: <ul style="list-style-type: none"> <li>• Program-Specific Preconditions</li> <li>• Program Standards</li> </ul>	Institution Must: <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Host provisional site visit</li> </ul>
<b>Reviewed By</b>	Staff	Staff	<i>BIR</i>	<b>Preconditions:</b> Staff <b>Program Standards:</b> BIR	Site Visit Team & COA
<b>Authority</b>	Staff	Commission	<i>Commission</i>	COA	Commission
<b>Decision</b>	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	<i>Provisional Approval:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
<b>IIA Status*</b>	Not Approved	Not Approved	<i>Provisional Approval**</i>	Provisional Approval***	Full Approval

\*At conclusion of stage \*\*Institutionally approved but cannot offer programs \*\*\*May begin offering approved program

## **Arizona State University**

Arizona State University (ASU) was founded in 1886 as a normal school and has grown into a comprehensive institution offering over 400 undergraduate and 450 graduate degrees. ASU has an established presence in California, including its California Center in downtown Los Angeles and locations in Chula Vista and Long Beach. ASU's Mary Lou Fulton College for Teaching and Learning Innovation (MLFC) is a nationally recognized educator preparation institution serving approximately 8,000 students. MLFC offers degree programs across many fields including early childhood, elementary, secondary, and special education. MLFC currently collaborates with over 90 schools and districts across California for candidates seeking an Arizona credential, providing a broad range of fieldwork opportunities in both urban and suburban communities.

ASU completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [October 2025](#) meeting. This action allowed ASU to move forward to Stage III in which responses to the Common Standards were submitted, as linked in this item.

Currently, ASU seeks Provisional Approval from the Commission. If approved, ASU will seek COA approval of the following credential programs:

- PK-3 Early Childhood Education Specialist Instruction
- Preliminary Multiple Subject
- Preliminary Single Subject

### **Stage III: Review to Determine Alignment with Common Standards**

In keeping with the Commission's process for IIA, ASU submitted its responses to the Common Standards. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of ASU's responses to the Common Standards are included in this agenda item. [ASU's complete Stage III Common Standards submission](#) is available on their website.

It is an important reminder that although the responses to the Common Standards in this agenda item can provide some indication of the design of the programs the institution proposes to offer, detailed program information will be provided in the institution's responses to the relevant program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review teams have determined that the responses are aligned to the program standards, an agenda item will be brought to the COA for consideration of Initial Program Approval for the proposed programs. If approved, the Provisional Approval period will begin, and the institution may begin offering the programs.

## Common Standards Responses

*All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from ASU's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.*

### **Common Standard 1 – Institutional Infrastructure to Support Educator Preparation**

The Mary Lou Fulton College for Teaching and Learning Innovation (MLFC) at Arizona State University is committed to preparing highly qualified educators through a research-based, equity-centered framework grounded in the concept of Principled Innovation. Program learning outcomes will serve as the foundation of curriculum and course design, ensuring that all educator preparation pathways are aligned with current research, standards-based instruction, and California's adopted curricular frameworks. The overarching goal will be to equip program completers with critical thinking abilities and learner-centered strategies necessary to foster equity, inclusion, and academic success for every student they serve.

Faculty engagement with P-12 partners will be treated as a core institutional responsibility, not a peripheral or optional activity. All faculty and instructional personnel teaching in California educator preparation programs will be required to actively participate in the California public school system at least once every three academic years. This expectation will be embedded into faculty workload structures, annual goal-setting processes, and formal evaluation systems to ensure consistent and meaningful engagement. Tenure and tenure-track faculty follow a 40/40/20 allocation across teaching, scholarship, and service respectively, while career-track faculty are assigned 80% to teaching and 20% to service. In both cases, service must include documented collaboration with P-12 partners, professional organizations, and university or college committees directly connected to the improvement of educator preparation. ASU's MyEducation Service Hub will support this further by centralizing service opportunities such as accreditation workgroups, curriculum task forces, and community outreach initiatives that help build and sustain teacher pipelines.

Program faculty will be evaluated annually across teaching, scholarship, and service with a minimum rating of "Position Responsibilities Fulfilled" required in each area to remain in good standing. Faculty who do not meet performance expectations may be placed on a Faculty Development Plan (FDP), which provides structured support to address areas of concern and realign performance with institutional standards.

ASU's MLFC invests significantly in the ongoing development and professional growth of its faculty. New employees participate in university orientation and receive mentorship from graduate strategists and area leads, supported by a comprehensive onboarding checklist available through the MyEducation Hub. This onboarding experience covers MLFC's mission, teaching and learning expectations, inclusive excellence practices, and Principled Innovation frameworks. Beyond initial onboarding, faculty benefit from an array of ongoing professional development opportunities, including monthly graduate educator preparation program meetings, monthly division and pathway meetings, and weekly Professional Experience Strategist office hours. At least one all-college meeting is held per semester, and

weekly "Just an Hour" sessions provide a consistent forum for faculty to engage with timely and relevant topics such as pedagogy, AI integration in teaching and learning, university and district partnerships, evolving state and federal education policy, grant development, and strategies for expanding the reach of educational scholarship. These sessions reflect MLFC's commitment to keeping faculty informed, connected, and continuously growing as both educators and scholars.

At the institutional level, ASU and MLFC provide robust and coordinated support for educator preparation programs through committed financial allocations, qualified personnel, instructional resources, and dedicated facilities. ASU supplies enterprise-level funding, digital learning infrastructure, student services, and campuswide instructional technologies, while MLFC contributes unit-controlled operational budgets, faculty lines, advising and clinical staff, and program-specific resources. EdPlus, ASU's digital learning and innovation hub, plays a particularly important role in supporting MLFC's online programs through instructional design services, analytics, student support, and digital platform management — extending the university's reach and reinforcing its capacity to deliver high-quality educator preparation at scale.

Candidates entering MLFC's proposed California educator preparation programs will be required to complete an Interactive Plan of Study during their first semester, which will serve as a formal agreement outlining the specific coursework and academic milestones required for credential recommendation. Each California program will be assigned a unique plan code to ensure students follow the correct course sequence and meet all credentialing requirements. In their final semester, candidates will be evaluated by advisors and the certification and compliance team for eligibility for the credential recommendation upon successful completion of all required coursework and field experience. Additionally, MLFC will develop a dedicated webpage and certification checklist to guide California candidates through this process, mirroring the support structures already established for Arizona-based programs.

### ***Common Standard 2 – Candidate Recruitment and Support Preparation***

MLFC is committed to ensuring that prospective candidates have clear and accessible pathways to program information and admission. Admission requirements, supplemental application materials, and program-specific details will be housed on both the MLFC graduate students webpage and the ASU Online website, providing multiple access points for prospective applicants. If approved by the Commission, each California program will have a dedicated webpage, and the ASU Online Graduate Programs page will be updated to reflect available programs. Additionally, application deadlines will be posted on the MLFC Graduate Program Application Deadline webpage.

Recruitment efforts for the proposed programs will be designed to diversify California's educator workforce. MLFC currently partners with organizations serving diverse communities, such as City Year and Teach For America, and plans to expand these partnerships upon Commission approval to actively recruit California candidates. Key recruitment strategies will include targeted outreach and partnerships, digital campaigns, and webinars and informational sessions to help prospective candidates make informed decisions about their career pathways.

Upon admission, candidates will be welcomed into a well-structured support system. The Graduate Advising Team will serve as the primary point of contact throughout the program, providing candidates with a program-specific new candidate checklist, advising orientation, and registration guidance. The Office of Academic and Career Success will further support candidates through personalized advising, licensure guidance, and career readiness resources, accessible through scheduled appointments, virtual drop-in hours, and email consultations.

Candidate academic progress will be monitored throughout the program. Faculty will proactively identify candidates who may need additional support through early performance indicators and academic status reports, and candidates must maintain a minimum 3.0 GPA. Those requiring intervention will be added to tracking systems and referred for an Individual Growth Plan. MLFC's advocate platform will enable coordinated case management and real-time reporting to ensure timely, individualized support. Candidate competency development will be tracked through TPE-aligned coursework, clinical practice logs, and performance assessments, with supervisors providing ongoing feedback during clinical practice as candidates build evidence toward the Teaching Performance Assessment (TPA).

MLFC's support will extend well beyond program completion. Program completers will have access to the New Teacher Resource Portal, the MLFC Induction Professional Learning Network, and the ASU Professional Educator Learning Hub, all of which are designed to support early-career educators and promote long-term retention in the profession.

### ***Common Standard 3 – Course of Study, Fieldwork and Clinical Practice***

MLFC's Career and Professional Experience Services (CAPES) oversees all field experience placements and will ensure that candidates are placed in California public schools that reflect the full diversity of the state's cultural, linguistic, and socioeconomic landscape. Through three semesters of site-based clinical experiences, candidates will progress from observation to tutoring to teaching, applying research-based instructional strategies in real classroom settings. All placements will be evaluated against a detailed Placement Criteria Chart to ensure alignment with Commission standards, including inclusive practices, special education support, and opportunities to work with diverse student populations. Placements will be documented and tracked through SONIA, a secure placement management system, and formalized through Student Placement Agreements.

Mentor teachers (i.e., site-based supervisors) will be carefully selected through a structured process managed by Career and Professional Experience Services (CAPES). Each candidate will be assigned a placement coordinator who oversees the placement process, verifies district eligibility, and collaborates with school and district staff to identify qualified mentors. Mentor teachers must hold a clear California credential in the appropriate content area, have a minimum of three years of effective teaching experience, and be recommended by their administrator for exemplary practice. All mentor teachers will complete a required online orientation training that covers program expectations, effective coaching practices, observation and feedback strategies, and communication protocols. Completion of this training will be tracked through a centralized training log.

Mentor teachers will play an active and influential role in candidate development. Responsibilities will include engaging candidates in ongoing reflective discussions about teaching practice, assisting with goal-setting, modeling high-quality instruction, providing personalized feedback, and collaborating with MLFC supervisors on candidate progress. Mentor teachers will complete three progress reports per semester, and their effectiveness will be evaluated through candidate feedback surveys and MLFC supervisor input. In recognition of their contributions, mentor teachers will receive professional development certificates, letters of acknowledgment, and eligibility for ASU tuition waiver credits.

Candidate performance will be assessed through a structured, TPE-aligned evaluation process. Candidates will document their teaching through video recordings, which they will annotate to reflect on their practice. Supervisors will review and tag these videos, providing targeted feedback on strengths, areas for refinement, and actionable next steps. If a candidate falls below the minimum performance benchmark, an Individual Growth Plan will be developed to provide structured support. Additionally, candidates will have the ability to raise concerns about their placement directly with their supervisor or through a Supporting Our Students (SOS) form, ensuring that issues are addressed promptly and transparently.

Career and Professional Experience Services (CAPES) will maintain strong, ongoing partnerships with schools and districts through formal placement agreements, regular feedback surveys, and clear communication protocols. This comprehensive system of placement coordination, mentor preparation, candidate evaluation, and continuous feedback will ensure that clinical experiences are meaningful, equitable, and directly aligned with California's teaching standards.

#### ***Common Standard 4 – Continuous Improvement***

MLFC currently employs a comprehensive, multi-tiered assessment and continuous improvement cycle designed to ensure that all educator preparation programs remain data-driven, evidence-based, and responsive to candidate and program needs. The system operates across multiple timelines, combining semester-level course feedback with long-term program evaluations such as academic program reviews conducted every seven years.

At the course level, each program will include one to three common assessments per course, aligned to program learning outcomes and scored using standardized rubrics in Canvas and implemented consistently across all course sections. Aggregated data will be disaggregated by program, campus, modality, and student demographics, enabling equity-focused analysis and longitudinal tracking of candidate mastery. Annual assessment reports will summarize findings and guide curricular and instructional decisions, while program completers will take an end-of-program survey to provide additional feedback on program effectiveness.

Clinical practice will be assessed through the edTPA, a multiple-measures assessment that evaluates candidate readiness to teach diverse learners. edTPA data will be used to inform iterative improvements to curriculum, clinical experiences, and candidate support services,

ensuring that fieldwork remains closely aligned with program standards and candidate development needs.

The Continuous Improvement Topical Action Group, in collaboration with the Office of Data Strategy, program directors, and the University Office of Evaluation and Educational Effectiveness, will lead the analysis of all assessment data. Fifteen to sixteen outcomes will be tracked per program through an automated assessment system that benchmarks performance across four domains:

1. Education Design and Decision Making
2. Professional Growth and Leadership
3. Educator Scholar
4. Integrative Knowledge

MLFC will draw on a broad range of data sources to inform its continuous improvement efforts. These will include candidate perception measures such as end-of-course and end-of-program surveys, candidate success measures such as teacher certification pass rates, program completion surveys, edTPA pass rates, and external measures including state program reviews, post-graduation employer surveys, and Program Reviews upon approval. Alumni surveys and ASU's First Destination Survey will provide longer-term insight into graduate/program completer career outcomes and program relevance. Partnership meetings, held at least once per semester with MLFC partners, will further support ongoing evaluation of both candidate outcomes and the quality of collaborative relationships.

Findings will be discussed during division and program area meetings and published on the MLFC MyEducation Hub for transparency and faculty access. When program learning outcomes are not being met, action plans will be developed and implemented in the following academic year.

Taken together, this integrated system of assessments, feedback loops, and data analysis will ensure that MLFC continuously refines its educator preparation programs in ways that are responsive, equitable, and aligned with both institutional goals and the evolving needs of California's educational landscape.

### ***Common Standard 5 – Program Impact***

Candidates in MLFC's proposed educator preparation programs will engage in a rigorous combination of coursework and a minimum of 700 hours of clinical experience, all explicitly aligned with the TPEs. Throughout the program, candidate development will be tracked through a structured performance assessment process that mirrors the edTPA framework, evaluating candidates' planning, instruction, and assessment practices. Candidates will reflect on their teaching through structured assignments and video analysis, complete a student work analysis tied to recorded lessons, and receive targeted feedback from supervisors who also establish individualized growth goals.

In addition to performance assessments, common assessments will be embedded in coursework to evaluate candidate proficiency in key areas including instructional design, differentiated instruction, and culturally responsive teaching. These assessments will be aligned to both program learning outcomes and the TPEs, and the data they generate will be used to inform ongoing program improvement. MLFC will utilize data dashboards to monitor candidate progress across courses, track performance on common assessments, and ensure consistent alignment with TPE expectations.

Program impact will be evaluated through multiple aligned measures, including common assessments, teaching performance assessments during clinical practice, and end-of-program surveys. Program completion rates and credential recommendation data will further validate candidate readiness and overall program effectiveness. To assess the program's broader impact on teaching and learning in California schools, MLFC will collect feedback from employers, mentor teachers, and site administrators through structured surveys and interviews. Employment and retention data will be tracked to monitor completers' long-term contributions to the profession, and reports from partner schools will document collaborative efforts to support teacher development and student achievement. Regular dialogue with district leaders will help ensure that preparation remains aligned with the evolving needs of schools and communities.

### **Staff Recommendation**

The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned. Therefore, staff recommends that the Commission grant Provisional Approval to Arizona State University.

Granting Provisional Approval would allow ASU's proposed programs to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV. The Provisional Approval period would begin once the COA grants Initial Program Approval for all proposed programs at the conclusion of Stage IV.

Staff recommend that if Provisional Approval is granted to ASU by the Commission, the period of Provisional Approval be set to three years. After three years, ASU will have had an opportunity to have a cohort complete the programs and the institution will have accumulated three years of data that includes completers of the program. A provisional site visit would occur and the report of the visit will be brought to the Commission for consideration of full institutional approval for ASU in Stage V.

### **Next Steps**

Staff will take appropriate next steps based on the Commission's action.