

RELAY / GSE

Initial Institutional Approval

Stage III: Provisional Approval

Common Standards

November 18, 2022

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INTRODUCTION

Relay Graduate School of Education is pleased to submit this response to the Common Standards as a part of its Stage III: Provisional Approval proposal for Initial Institutional Approval.

As was described in Stage II, Relay proposes to offer the following credential programs through both the Intern and Student Teaching pathways:

- Preliminary Multiple Subject
- Preliminary Single Subject
- Preliminary Education Specialist: Mild to Moderate Support Needs

Through its Intern programs, Relay aims to support partner LEAs in expanding and diversifying the pool of potential teacher candidates in communities that have struggled with teacher shortages, providing an accessible, affordable, and supportive option for individuals such as career changers, those with family obligations, and those who reside outside of urban centers.

The Residency model holds long-term promise for alleviating these shortages. A growing body of research indicates that high-quality teacher residencies can prepare effective teachers who stay in the profession; provide financially feasible pathways for candidates; and can help to diversify the teacher profession¹. California has recognized the role of teacher residencies, and, prior to COVID-19, appropriated \$75 million to launch the Teacher Residency Grant Program to create and grow more strong residency programs in the State.² Like other teacher residencies, Relay's Residency program pathway offers a gradual, supportive on-ramp into the teaching profession for candidates who are employed full-time while earning their credentials. In deep collaboration with TK-12 partner schools, the Relay Teaching Residency offers an additional approach to building a strong local teacher pipeline—with the intent of lowering the number of “emergency style” permits issued over time. Notably, 86% of Relay Residents over the past five years have been hired as lead teachers by Relay's partners, demonstrating high levels of partner satisfaction with Relay's programming and candidates' preparation.

As elaborated on in Relay's responses to the Common Standards and Preconditions, Relay's teacher preparation programs are:

- **Accessible and affordable.** Relay's Intern programs will be offered online, and thus accessible to a broad range of candidates, for whom commute times to attend an in-person program would otherwise be prohibitive. Relay also works to ensure its programs are affordable; of all of the Master's

¹ Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers*. Palo Alto, CA: Learning Policy Institute.

² Yun, C., & DeMoss, K. (2020). *Sustainable strategies for funding teacher residencies: Lessons from California*. Palo Alto, CA: Learning Policy Institute.

degree-granting programs in Teacher Education in the most recently updated data, Relay has the **lowest median student debt** and the **second-lowest mean student debt**.³

- **Supportive.** From admission to completion, Relay supports candidates in meeting their educational and career goals. Relay provides subject-matter exam support for prospective candidates, including test-specific online synchronous workshops and general exam prep workshops, helping applicants to break through a major barrier to entry into the profession. During the program, through supportive clinical experiences, supervised by Clinical Mentors and Relay faculty, coursework aligned to the Teaching Performance Expectations, and the structured support of an academic advisor, Relay ensures that all candidates are prepared to pass the Teacher Performance Assessment, meet the requirements of the Preliminary Credential, and enter an Induction program.
- **Diverse.** Relay is deeply committed to partnering closely with TK-12 schools to develop a pipeline of strong, diverse teachers—especially in high-needs grades and subjects. At a time when there is an acute need in California for more educators whose race and ethnicity reflect the TK-12 student population, we are proud that 69% of Relay’s total student body identify as people of color.⁴ Relay’s efforts to expand diversity in the field extend to its own faculty as well, with 50% of Relay’s full-time faculty self-reporting as a person of color.

A Note for Reviewers

Please note that some attachments are referenced multiple times throughout this document. The attachment is numbered according to the Common Standard with which it is first associated. Subsequent mentions of the same attachment may include the hyperlink only.

Relay Graduate School of Education thanks the Board of Institutional Reviewers for their review and the California Commission on Teacher Credentialing for their consideration of this response to the Common Standards.

³ <https://data.ed.gov/dataset/college-scorecard-all-data-files-through-6-2020/resources>

⁴ <https://edtrust.org/educator-diversity/>

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:

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

The mission of Relay Graduate School of Education is to *teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life*. In service of its mission, Relay uses research-based teaching and learning strategies to develop within all candidates the ability to build a culturally responsive and inclusive learning environment, understand content and curriculum, and teach all learners. Relay's commitment to empowering educators to cultivate the academic and socioemotional development of all students aligns with the California Commission on Teacher Credentialing's vision to ensure that *all of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators*.

In response to the needs and interests of California local education agencies, Relay seeks to offer two pathways into the teaching profession in California—the **Relay Teaching Residency** and the **Relay Intern Program**—and the following credentials: **Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild to Moderate Support Needs**.

Relay's educator preparation program curriculum employs learning science, child development theory, and research-based pedagogical practice to prepare candidates to *inspire and achieve the highest potential* in all students across all of Relay's credential programs and pathways, including: Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild to Moderate Support Needs. Through carefully sequenced coursework and clinical experiences, aligned to the Teacher Performance Expectations (TPEs), candidates build efficacy in effective teaching within their discipline. As described in [Attachment 1.a.1. Relay 2.0 Pedagogical Framework](#),⁵ all coursework focuses on equipping candidates to demonstrate the knowledge, skills, mindsets, and dispositions necessary for Building a Culturally Responsive & Inclusive Learning Environment, Understanding Content and Curriculum, and Teaching All Learners, represented as three integrated spheres of teacher development in the conceptual model.

⁵ Relay's curriculum is referred to as "Relay 2.0" in the pedagogical framework and other curricular materials. Relay 2.0 refers to Relay's recently redesigned curriculum, slated to be implemented in Summer 2022.

Building a Culturally Responsive and Inclusive Learning Environment

Candidates build the knowledge and skills needed to meet the needs of culturally, linguistically, and academically diverse student populations and demonstrate in their work with students, families, and communities. As candidates develop skills, mindsets, and dispositions around culturally responsive and inclusive practices, they also work toward meeting *California Teaching Performance Expectation 2: Creating and Maintaining Effective Environments for Student Learning*.

Understanding Content and Curriculum

Candidates develop deep and flexible understanding of academic content and foundational, cross-curricular skills required to support all TK-12 learners in making meaningful connections throughout the curriculum and to real-world contexts.⁶ Such knowledge and skill development support candidates in meeting *California Teaching Performance Expectation 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy*.

Teaching All Learners

Candidates cultivate the instructional practices of content-specific assessment, planning, and instructional strategies in coordinated and engaging ways. This includes both core practices in the teaching and learning cycle, and content-specific practices, which represent the differences in pedagogical approaches across subjects and grade levels.⁷ As candidates build content-specific instructional proficiency, candidates also build knowledge and skill aligned to *California Teaching Performance Expectation 1: Engaging and Supporting All Students in Learning*, *Teaching Performance Expectation 4: Planning Instruction and Designing Learning Experiences for All Students*, and *Teaching Performance Expectation 5: Assessing Student Learning*.

⁶ Loewenberg Ball, D., Thames, M., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5) 389–407.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.

Hill, H.C., Rowan, B., & Loewenberg Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal* 42(2), 371–406.

⁷ Burn, K., Childs, A., & McNicholl, J. (2007). The potential and challenges for student teachers' learning of subject-specific pedagogical knowledge within secondary school subject departments. *Curriculum Journal*, 18(4), 429–445.

Loewenberg Ball, D., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497–511.

Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review* 57(1), 1–23.

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Finally, competencies specific to Technology Literacy, Information Literacy, and Developing as a Professional are integrated across the three categories preparing teachers for *Teaching Performance Expectation 6: Developing as a Professional*.

Altogether, the full set of competences were selected through review of contemporary research on teaching and learning in the interdisciplinary field of learning science, and informed by state, national, and professional subject-specific teaching standards. Throughout the program, Relay assesses candidates on key program learning outcomes, which reflect the integration of theory (e.g., culturally responsive instruction, developmentally appropriate instruction, nationally recognized standards) and practice (e.g., instructional plans, instructional videos, portfolio curation) in its programs, ensuring candidates develop and demonstrate the knowledge and skills to educate and support TK-12 students in any of California's public schools in meeting state-adopted content standards (i.e., Common Core State Standards). See [Attachment 1.a.2. Program Competency and Learning Outcome Alignment to the TPEs](#) for a high-level overview of the alignment of Relay competencies to the California Teaching Performance Expectations.

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

As an institution, Relay is deeply committed to continuous improvement and actively seeks feedback from multiple stakeholder groups throughout its program design, implementation, and review processes. Relay has established a shared governance structure that involves faculty and relevant stakeholders in the organization, coordination, and decision-making for all educator preparation programs. These structures are not only avenues for decision-making but also as a means of informing cycles of continuous improvement.

Some of the avenues for faculty and stakeholder engagement in decision-making are:

Advisory Councils

Relay seeks diverse perspectives on each committee and welcomes participation across all levels and departments across the institution, and among its students and alumni. Advisory councils meet regularly throughout the academic year. Advisory councils stand, but membership varies year over year as stakeholders opt in to advisory councils via an annual process. The executive sponsor is responsible for representing the perspectives of the advisory council. All advisory councils include standing members with the opportunity for any staff members to attend/engage (e.g., through “public comment” structures, through written input or protocols during the meetings, etc.).

Standing Governance Bodies

Relay has established a set of standing governance bodies that convene year after year, regardless of institutional priorities or structure. Membership of roles remains steady unless necessary changes are determined and include representatives from both faculty and staff. Additional ad hoc committees may be proposed as needed in response to institutional changes or priorities.

See [Attachment 1.b.1. Governance and Advisory Structures](#) for details about the Relay Advisory Councils and Standing Governance Bodies including purpose, leadership, and meeting cadence.

Board Committees

Relay’s Board of Trustees relies on standing and ad hoc committees to undertake Board work. The Board committees include: Executive, Committee on Trustees, Finance, Audit and Compensation, Academic and Student Affairs, and External Affairs.

See [Attachment 1.b.2. Relay Board of Trustees and Executive Team Organizational Chart](#) for more details on Relay’s board members and committee membership.

Surveys

Relay utilizes surveys to regularly hear from relevant stakeholders and inform continual improvement.

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See [Attachment 1.b.3. Feedback Surveys](#) for information about Relay's Staff, Student, Alumni, and Employer Surveys.

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.

Relay prizes opportunities for faculty to collaborate with colleagues in TK-12 settings, college and university units, and members of the broader educational community for the purpose of continuous improvement.

Faculty roles at Relay include: Deans, Program Directors, Professors, Assistant Professors, Instructional Fellows, and Adjunct Instructors. See [Attachment 1.c.1. Faculty Job Descriptions](#) for job descriptions for the aforementioned roles. Relay's internal Talent team oversees recruitment, selection, and placement of Relay faculty. The Talent team conducts formal hiring searches for each faculty member, seeking specific qualifications such as academic credentials, a demonstrable record of achievement in a TK-12 classroom setting, and experience coaching novice teachers. Relay particularly prioritizes potential faculty who themselves were high-performing TK-12 teachers, and often hires full-time and adjunct faculty from TK-12 schools similar to or representative of those where candidates teach. Expectations for faculty engagement with partners, community stakeholders, and the field at large are monitored and reinforced by faculty members' direct supervisors through annual performance reviews.

Mutually Beneficial Clinical Partnerships

Relay Graduate School of Education's approach to educator preparation is rooted in collaborative, co-constructed clinical partnerships. Relay prioritizes shared responsibility for candidate supervision and continuous improvement, and considers TK-12 schools as full partners in this work. Relay's Program Director serves as the primary instructional liaison between Relay and clinical partners, and leads engagement with partners in the co-construction of its clinical preparation for the mutual benefit of TK-12 schools, candidates, and the institution.

For example, the Program Director and State Director will lead initial meetings with prospective partners to develop a shared vision for the partnership and align on priorities for the clinical preparation for candidates. Partners are asked to share their instructional vision, standards for teacher evaluation, and curriculum, and with the Program Director work to identify points of convergence and opportunities to adapt the clinical experience appropriately.

As partnerships develop, the State Director will ask partners to identify a point person for communication and begin to discuss candidate recruitment, while the Program Director will engage in conversations around clinical placements and candidate supports. A sample scope and sequence overview for Program Directors and State Directors engaging in these initial conversations with prospective residency partners can be found in [Attachment 1.c.2. Prospective Partner Engagement](#).

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Once a partnership has been established, the Program Director will typically hold check-ins with the partner point-person, clinical mentors and school leaders, at least once per term. Agendas will prioritize data stepbacks to review survey data on candidate experience, candidate performance, and programmatic and professional persistence, alongside discussions of candidate support and case management. A guide to topics that would typically be discussed during regular check-ins with a residency partner can be found in [Attachment 1.c.3. Residency Partner Check-Ins](#).

The Program Director or designated faculty member also communicates with TK-12 partners via a monthly newsletter. The newsletter reviews educational theory covered in coursework and previews the content of upcoming classes, therefore modeling consistent integration and application of educational theory with the practice of novice teachers. It also provides school-based clinical mentors with tangible strategies for supporting candidates in their application of theoretical topics covered in coursework.

The Program Director also supports partners in clinical mentor selection, orientation, and ongoing training and development, leveraging the [Clinical Mentor Selection, Training, and Support Toolkit](#) (Attachment 1.c.4.). Additional details regarding this collaboration may be found in the response to Standard 3 - Course of Study, Fieldwork and Clinical Practice. Finally, the Program Director will lead an annual data stepback with each partner, focusing on cohort trends and the development of agreed-upon next steps for both Relay and partners to support candidate outcomes.

All clinical faculty responsible for candidate observations will collaborate with TK-12 partners through co-observation, norming, and debrief. Co-observation allows Relay and partners to align the coaching and support candidates receive from Relay with their school environment. All instructional faculty are responsible for familiarizing themselves with the curriculum used in the schools of the candidates that they teach to aid in supporting candidates in bridging theory and practice and applying key concepts in coursework to the material that they teach.

Relay's Board of Trustees and California Educator Preparation Advisory Board

Relay's Board of Trustees include members from the broader educational community including David Steiner, Executive Director of the Johns Hopkins Institute for Education Policy and member of the Practitioner Council at the Hoover Institute, Stanford University, and Alex Hernandez, President of Champlain College and former Dean of the School of Continuing and Professional Studies at the University of Virginia. A full listing of Relay's Board of Trustee membership is available at <https://www.relay.edu/leadership>. The board leverages their individual and collective expertise to provide guidance and oversight in the design, delivery and evaluation of Relay's programs.

In support of lasting and locally grounded partnerships, Relay has established Educator Preparation Advisory Boards (EPABs) in many of the locations in which the institution operates an approved educator preparation program. In 2021, in support of Relay's engagement in the Initial Institutional Approval process, Relay

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convened a local advisory board in California. The board serves as an important venue for strengthening Relay's partnerships with local schools and includes a diverse group of stakeholders representing LEAs, community organizations and professional associations.

The initial goals of the board include:

1. To lend their context-specific expertise to provide feedback on program design, curriculum, clinical experiences, instruction, advisement, and student services.
2. To facilitate a deeper understanding of the context and needs of California LEAs - from the assets of students and communities, to common systemic challenges faced, to the day-to-day needs of teacher candidates and beginning teachers.
3. To inform understandings about human capital needs at their LEAs or in their broader networks
4. To build relationships and facilitate introductions to leaders in their own organizations or at other LEAs, and to other stakeholders in the broader education community.

In addition to the goals above, once Relay has obtained Initial Program Approval, the board will also:

1. Review data on candidate quality and performance for the purpose of informing on continuous improvement efforts, and ensuring that Relay's programs meet the needs of California LEAs,
2. Collaborate and advise on the co-construction of clinical partnerships and best practices in candidate support,
3. Share opportunities for further engagement in the California education community.

Relay asks advisory board members to commit to meeting 2-4 times per year, which may include both full board and individual or small group meetings. The full board will meet at least one time per year in the pre-launch phase, and more frequently as a full board post Initial Program Approval. Relay also has an open door policy for any off-cycle input or discussions. Meetings will take place via Zoom video conference with an agenda provided beforehand and minutes will be taken. If a board member is not able to attend the meeting, asynchronous opportunities for participation will be provided (e.g. reading materials, viewing a recording of the meeting, sharing thoughts and feedback via collaborative technology tools such as Nearpod, Google Surveys, etc.)

Relay's California Educator Preparation Advisory Board had eight confirmed members in the 2021-2022 academic year. Three members of the board transitioned from their roles for the 2022-2023 academic year, and Relay is both working with their former organizations to determine if there is potentially an interested replacement member, as well as continuing outreach to other LEAs, community organizations and professional associations to invite new members.

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The Board is led by the Dean, Dr. Alice Waldron. The Program Director, once hired, will also participate, and other full-time faculty are encouraged to participate as well. A list of California EPAB members can be found in [Attachment 1.c.5. California Educator Preparation Advisory Board Membership.](#)

California Educator Preparation Advisory Board Meetings

The first California advisory board meeting was held on August 27, 2021. The agenda and minutes ([Attachment 1.c.6. EPAB Initial Meeting Agenda and Minutes](#)) provide an example of the type of collaboration that will occur during ongoing meetings with members providing input on Relay’s proposed program design with a focus on building local relationships and integrating local context.

In consideration of ongoing pandemic disruptions, the second EPAB convening, in early 2022, was held as a series of 1:1 meetings between Dr. Alice Waldron and individual EPAB members. The agenda and minutes, which include themes from across the 1:1 meetings, can be found in [Attachment 1.c.7. - January - March 2022 EPAB Agenda and Notes.](#)

The first meeting of the 2022-2023 academic year was held as a series of interviews led by Dr. Waldon. The interviews focused primarily on establishing a deeper understanding of human capital and recruitment needs at the member’s LEAs and trends in teacher recruitment across the state. Participants responded to the following questions and were given the opportunity to share any other thoughts they had about trends that they were seeing in teacher recruitment and retention.

- Where are the gaps in your [your LEA/school] staffing? How are you experiencing the teacher shortage locally?
- What are the trends in who is staying and who is not? How are novice teachers doing? What about your more experienced teachers?
- What supports do you think are making - or would make - a difference for retaining teachers?
- If your LEA/school were to partner with Relay, which pathways (residency or Internship) would be most valuable?

A full board meeting is being scheduled for February 2023. Table 1 below provides an overview of meetings held to date and attendees.

Table 1. California Educator Preparation Advisory Board Meetings - AY21-22 and AY22-23

Academic Year	Meeting Type & Focus	Meeting Date	Participants
AY 21-22	Full Board	August 27, 2021	<ul style="list-style-type: none">● Giannina Murphy, ACE Charter Schools● Elizabeth Barrett, Alpha Public Schools● Nicole Medina Do, Education for Change Public Schools

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			<ul style="list-style-type: none"> ● Kenneth Bonner, West Contra Costa Unified School District ● Justin Steiner, Wonderful College Prep
	Individual Meetings	January - March 2022	<ul style="list-style-type: none"> ● Giannina Murphy, ACE Charter Schools ● Elizabeth Barrett, Alpha Public Schools ● Nicole Medina Do, Education for Change Public Schools ● Gerardo Loera, Los Angeles Unified School District ● Kenneth Bonner, West Contra Costa Unified School District ● Emily Battin, Westlake Charter High School
AY 22-23	Individual Interviews	July - August 2022	<ul style="list-style-type: none"> ● Elizabeth Barrett, Alpha Public Schools ● Emily Battin, Westlake Charter High School ● Nicole Medina Do, Education for Change Public Schools ● Gerardo Loera, Los Angeles Unified School District
	Full Board	Planned for February 2023	

Professional Development & Engagement with the Broader Educational Community

Faculty members are encouraged to pursue external professional development opportunities as described in [Attachment 1.c.8. Faculty Personnel Policies](#), excerpted from the Faculty Handbook for Academic Year 2021-2022, accessible via login on Relay’s Support Center website.

Finally, as an institution, Relay invests in collaborative activities with the broader education community with the goal of improving educator preparation at Relay and in the field at large. A sampling of ways in which Relay faculty have engaged in the field includes hosting the [Relay Partner Symposium](#) (formerly the Residency Partner Symposium), membership in [Deans for Impact](#), co-hosting the [Educator Summit](#) with [Character Lab](#), collaboration with [Education Analytics](#) to plan and execute studies of Relay’s impact, and participation in a pilot implementation of the [Teacher Prep Data Model](#).

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.

Relay assures there are adequate instructional and support personnel budgeted to ensure the effective operation of the proposed California educator preparation programs. The proposed operational budget for Relay's California educator preparation programs ([Attachment 1.d.1. Proposed Operational Budget](#)), also submitted in Stage II, includes the following resources for coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences:

Direct Expenses

Direct expenses include salaries, benefits, and payroll taxes for faculty and staff who support California teacher candidates in whole or in part including Dr. Alice Waldron, the California State Director (to be hired), a Program Director (to be hired), full-time faculty members overseeing and coordinating each credential area (Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Education Specialist: Mild to Moderate Support Needs), as well as full-time and part-time instructional and clinical faculty.

Shared Services Allocation

The shared services allocation includes funds to support functions such as admission, advisement, student financial services, and technology support.

While many of Relay's faculty and staff support candidates in multiple programs, Relay assures that staff supporting California candidates will specialize in and receive specialized training relevant to the California TPEs and/or certification requirements based on their specific roles. Additionally, academic advisors supporting California candidates will work closely with individual and/or small groups of candidates to understand their needs and tailor supports offered (e.g. providing information on licensure exam preparation resources or convening study groups for licensure exams) to the local context. Finally, the Program Director for Relay's California-based programs will facilitate communication and collaboration between candidates, academic advisors, and other shared services teams and partner LEAs.

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.

Relay Graduate School of Education (Relay) is a single 501(c)(3) non-profit with one Board of Trustees as its governing body. Each of Relay's programs has the support of Relay's President and Board of Trustees.

Relay is governed by: the **Board of Trustees**, who are responsible for oversight of the institution; the **President**, who is responsible for the overall health and direction of the institution; and the **Executive Team**, consisting of the Provost of Teacher Preparation, the Provost of Professional Education, the Chief Financial and Operating Officer, the Chief External Affairs Officer, the Chief Equity Officer, and General Counsel, who are responsible, respectively, for academics, accreditation, assessment, student services, and faculty; human resources, operations, and finances of the institution; external affairs and development; institutional projects and culture; diversity, equity, and inclusion; and legal affairs. See the [Relay Board of Trustees and Executive Team Organizational Chart](#) for an organizational chart showing Relay governance and leadership.

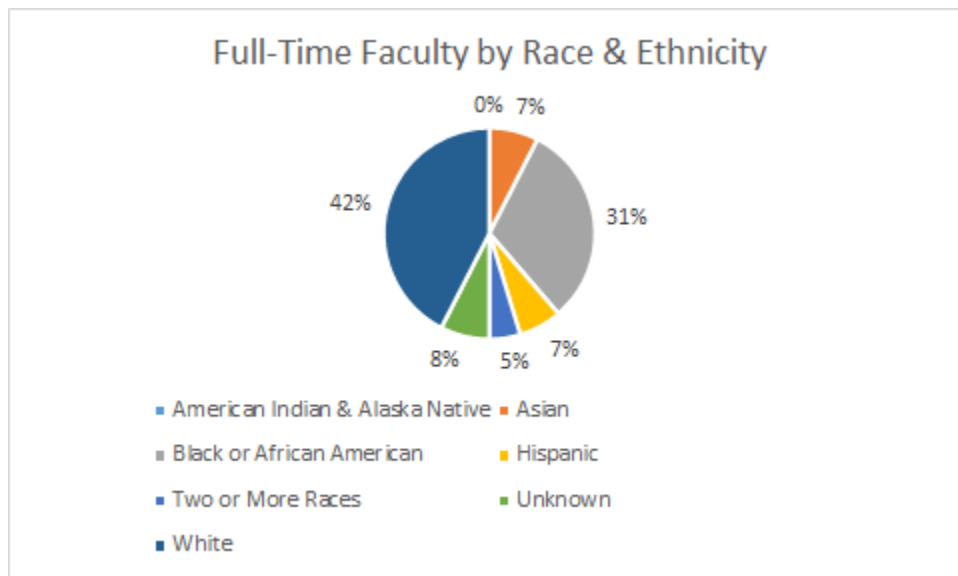
Dr. Alice Waldron will serve as the Unit Head for Relay's California educator preparation programs and will manage the California Program Director (to be hired). Dr. Waldron reports to the Vice Provost of Teacher Preparation, Dr. Rebecca Good. Dr. Good sits on Relay's Senior Leadership Team and reports to the Provost of Teacher Preparation, Dr. Maya Weatherton. Dr. Weatherton sits on Relay's Executive team and reports to the President.

Relay affirms that Dr. Waldron has the authority and institutional support necessary to address the needs of Relay's California educator preparation programs. Dr. Waldron advises key decisions at the institutional level as regards Relay's educator preparation programs and meets with Dr. Good, Dr. Weatherton, and Dr. Hostetter regularly and as needed. [Attachment 1.e.1 Proposed Organizational Chart - California Credential Programs](#) shows the lines of authority between the individuals described above.

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

In alignment with its mission and vision, Relay prioritizes the recruitment, development, and retention of a diverse and well-qualified faculty. This commitment is evidenced by Relay’s faculty demographics (see Figure 1). Compared to national averages for college and university faculty—where roughly 25% of full-time faculty self-report as people of color⁸—**more than 50% of Relay’s faculty self-report as a person of color** (see Figure 1 below).

Figure 1. Relay Full-Time Faculty by Race/Ethnicity



To build a diverse pool of candidates, Relay’s internal talent acquisition team monitors demographic data throughout the hiring process to identify any disparate impact and gaps in representation. Additionally, Relay utilizes various job boards to reach a diverse pool of applicants and leverages sourcing on LinkedIn to expand the talent pool.

Relay’s [statement of commitment to diversity, equity, and inclusion](#) is linked on its public [job board](#) and each job listing states that applicants “must share the Relay community’s commitment to working together to improve student growth and achievement through phenomenal teacher preparation grounded in diversity,

⁸ U.S. Department of Education, National Center for Education Statistics. (2020). *The Condition of Education 2020* (NCES 2020-144), [Characteristics of Postsecondary Faculty](#).

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equity, inclusion, and anti-racism.” Each job posting also includes the following statement with the aim of encouraging members of underrepresented groups to apply for positions:

Relay is committed to diversity, equity, and inclusion in our community, culture, and practices. We recognize that underrepresented groups such as women and BIPOC may be less likely to apply to a role if they don't meet 100% of the listed qualifications. We are committed to continual growth and we encourage you to apply if you meet a majority of the qualifications and this role is aligned with your career trajectory and interests.

Relay also prioritizes retention of a diverse staff, employing methods such as providing employees with access to Employee Resource Groups—structured opportunities to gather with colleagues with shared identity markers; by providing regular trainings, learning sessions, and cultural celebrations around diverse perspectives to all staff; and by creating an equitable performance management and development system to support all staff members in their growth. Additionally, Relay analyzes bi-annual staff survey data that is disaggregated along multiple demographic dimensions to ensure effective and equitable implementation of priorities, policies, and procedures.

Relay faculty model the habits of mind of a culturally responsive and inclusive educator in their planning, instruction, and advisement of candidates. By doing so, faculty foster the understanding that all learners and communities possess assets that should be leveraged to ensure all students meet ambitious academic and social-emotional goals. Through shared professional learning opportunities, described in greater detail in the following response, collaboration, and service, faculty continue to build their expertise to stay current in the field.

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.

Faculty Recruitment and Hiring at Relay

Relay's internal talent acquisition team oversees recruitment and selection of Relay faculty. The talent team conducts formal hiring searches for each faculty member, seeking specific qualifications such as academic credentials, a demonstrable record of achievement in a TK-12 classroom setting, and experience coaching novice teachers. Relay particularly prioritizes potential faculty who themselves were high-performing TK-12 teachers, and often hires faculty from TK-12 schools similar to or representative of those where candidates teach.

Relay's structured interview process helps to ensure that the institution recruits a qualified and diverse faculty to teach courses, provide professional development, and supervise field-based and clinical experiences. It is important that every step of the hiring process is created to evaluate a candidate for the skills specific to the role and systemically reduce biases. When the talent acquisition team launches a search with a hiring manager, a skills scorecard is created for the specific role. The hiring process begins with an application and a phone interview. Candidates who successfully pass these stages are asked to provide a thorough response to a performance task that includes teaching a demonstration lesson, thereby supplying the institution with concrete, tangible evidence of knowledge and skills to evaluate each candidate's functional and technical potential. Internal candidates who successfully pass the application stage are also asked to provide a thorough response to a performance task and/or participate in an interview in order for the hiring committee to assess their knowledge and skills objectively. Performance tasks are scored anonymously using a rubric and interviewers' complete confidential scorecards after final interviews. Interviewers are also asked to complete an anti-bias interview training before participating as an interviewer.

For all job openings, detailed job descriptions exist to provide a clear understanding of the prospective role, including qualifications. For faculty positions in particular, specific qualifications exist related to degrees, state teaching credentials, years of experience, and demonstrated competencies in the field. Each job listing is tailored to the specific role, but in general, Relay seeks faculty members who meet the following qualifications:

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- At least a master's degree in a relevant field, with a strong preference for a terminal degree,
- Experience teaching in a school serving a high-needs community with demonstrated TK-12 student achievement,
- Deep and current knowledge of content, theory, and practice in their area of expertise, including knowledge of educator and student standards in their field,
- A demonstrated passion for eliminating educational inequities and a focus on anti-bias and diversity, equity, and inclusion
- Knowledge of adult learning and experience leading professional development sessions for teachers
- Experience and success in observing, coaching, and developing novice teachers.

Faculty for Relay's California Credential Programs

Faculty roles for Relay's proposed California credential programs include: Deans, Program Directors, Professors, Assistant Professors, Instructional Fellows, and Adjunct Instructors. See [Attachment 1.c.1. Faculty Job Descriptions](#) for job descriptions for the aforementioned roles.

Once Relay has obtained Initial Program Approval, we will begin the search for the California Program Director who will be based in California. This Program Director may manage other California-based clinical faculty members who will be hired or assigned as needed, based on enrollment. As Relay's programs are online, teaching faculty (full-time and adjunct) who are teaching candidates in Relay's California credential programs are not required to be geographically located in California. However, Relay prioritizes hiring faculty, including adjunct faculty, with TK-12 experience and often hires adjunct faculty who are associated with partner schools and LEAs. Upon Initial Program Approval, Relay will begin conversations with its California partners about opportunities to serve as an adjunct instructor for Relay's California programs.

Relay asks that its faculty are committed to ongoing professional development and provides resources and support to ensure that faculty maintain currency in their field. The Program Director will be responsible for ensuring that all faculty members, including adjunct faculty, who are teaching California candidates demonstrate and maintain an up to date understanding of the current context of schooling in the state, including the California adopted P-12 content standards, frameworks, and accountability systems. The Program Director will lead initial and ongoing training for faculty assigned to teach in Relay's California programs, and will direct faculty to additional resources for keeping current with changes in educational research, development, and policy including changes to curriculum, assessments, and societal and economic trends that impact the teaching and learning environment in California schools. The Program Director will also be tasked with ensuring that instructional materials are relevant for California candidates and for tailoring these materials as necessary.

All faculty teaching or otherwise supporting California candidates will be required to meet the requirements of General Precondition 9, and Relay will verify their active participation in the public school system at least once

every three academic years, appropriate to their credential area. Additional details may be found in Relay's response to the General Preconditions.

Faculty Assignments

Faculty are assigned to teach courses that align to their professional and educational experience. Only faculty that have demonstrated knowledge and/or experience in California public schools, and of the state's adopted content standards, frameworks, and accountability systems will be assigned to teach course sections of candidates in Relay's California Educator Preparation Programs.

Relay's curriculum is designed centrally by curriculum-design faculty with expertise in their field of curriculum and tailored to state-specific contexts by the Program Director. Full-time professors are expected to teach a minimum of two sections of students per course taught and engage in further customization of course content to local contexts in collaboration with the Program Director and clinical partners.

Full-time faculty members also fulfill instructional commitments related to course preparation, preview, internalization, practice, student advisement, professional development, and administrative tasks. These hours are not included in semester hours, but Relay recognizes the work. To this end, Relay carefully monitors the time that faculty members spend preparing for classes, teaching classes, advising students, and providing feedback to students. In some circumstances, faculty with large loads may have the opportunity to have a teaching assistant who helps facilitate large group instruction online and who helps with grading assessments. Faculty teaching Clinical Practice courses also have observation responsibilities and may be supported in this role by Field Supervisors.

Adjunct Instructors are part-time faculty members who are primarily assigned to teach sections of Content Pedagogy courses. Adjunct Instructors are practitioners, typically current TK-12 teachers and school leaders, and Relay prioritizes hiring Adjunct Instructors from partner LEAs who are able to provide additional local context through their instruction and student support. Adjunct Instructors must demonstrate the same minimum qualifications as full-time faculty members.

Relay does not operate a faculty tenure system; however, a clear pathway to career progression exists. Professors have earned doctoral degrees. Professors of practice—Relay's clinical faculty members—have earned master's degrees. The path to professor begins with the assistant-professor position, ascending to the associate-professor role, and finally to a full-professor role.

For full-time faculty, promotion can take three forms:

1. A raise for strong performance (based on the annual review cycle described below),
2. A promotion to a different, more senior role (e.g., moving from instructional fellow to assistant professor),
3. A promotion from one rank of professorship to the next (e.g., from assistant professor to professor)

Faculty Evaluation and Retention

Relay's evaluation systems hinge on three institutional priorities:

1. The teachers and principals we train and develop will have meaningful impacts on TK–12 students.
2. Our graduate students will have a meaningful experience at Relay.
3. As an institution, we will create meaningful tools and systems to help shape US TK–12 and higher education.

Using these three priorities as the starting point, location and program leaders lead a goal-setting process at the beginning of the academic year.

Faculty also set goals at the beginning of the academic year. The following is typical guidance provided to faculty members during that process:

- In collaboration with their managers, faculty will pick three goals from the shared goals to measure performance management.
- Those three goals should be picked and restated to represent (a) faculty role/performance and (b) success of students.
- The fourth goal can be chosen in collaboration with their managers.
- All faculty members should have at least one student-level goal and one faculty-level goal.

Leaders and faculty measure their performance to goals across the course of a yearlong review cycle, reporting updates at each quarter and planning for next steps with the most up-to-date data as the point of reflection. These will include observations of teaching performance based on the [Relay Faculty Rubric \(Attachment 1.g.1.\)](#) and potentially a review of student survey results. In August of each year, each faculty member reports final performance-to-goals data as part of their end-of-year review.

Finally, Relay retains faculty through a shared culture of commitment to TK-12 students and continuous improvement. Each year Relay faculty are provided a scope and sequence of differentiated training and development sessions. See [Attachment 1.g.2. 2020-2021 Relay Faculty Development Course Catalog](#) for current offerings. In addition to these formalized and centrally coordinated opportunities for development, faculty—across all departments—have ongoing development opportunities including the observation of experienced faculty prior to their first term of teaching; attending curricular preview sessions where they observe experienced faculty teach upcoming classes, share ideas, finalize materials, and practice key portions of upcoming sessions; and regular support and coaching via observation-debrief cycles with managers and peers. Finally, the Relay Talent Development team manages an annual process by which all full-time Relay employees may request funds to participate in professional development opportunities outside the organization that are aligned to their role and skills.

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Further information on faculty assignments, promotion, retention, and evaluation can be found in [Attachment 1.c.8. Faculty Personnel Policies](#), excerpted from the Relay Faculty Handbook.

The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Systems Overview

Relay clearly defines and communicates requirements for program progression through criteria set forth in its program transition points. Draft transition points and associated criteria for Relay's proposed California Preliminary Credential Programs are described for each program in [Attachment 1.h.1. Transition Points and Criteria](#).

Candidate progress will be monitored by Relay faculty, academic advisors, and the designated Certification Officer for California credential programs, and facilitated by Relay's student lifecycle platforms including [Technolutions Slate](#) (admissions), [Anthology Student](#) (Student Information System) and [Anthology Portfolio](#) (assessment and certification), and their integrations with [Canvas](#), Relay's LMS. The Certification Officer will ensure that all candidates have met legal requirements for a given credential prior to recommendation.

Processes for Monitoring and Verification of Requirements

To be admitted to a California credential program, an applicant first submits an application, including evidence of meeting admissions requirements, into the Technolutions Slate platform. The admissions committee, composed of a prospective student's advisor, the certification officer, and the state director, reviews the application and evaluates whether the applicant meets the criteria for admissions. Successful applicants receive an offer of admissions and enrollment that is signed within the Technolutions Slate platform.

Upon admission, successful applicants are provided with an Anthology Portfolio account, which houses the candidate's licensure portfolio, field placement data, and documentation of licensure requirements from admission through licensure. The candidate can view requirements and due dates, submit evidence of meeting requirements, and view assessment of their progress in their field placement within the Anthology Portfolio system. The Anthology Portfolio system assigns review of submissions to the certification officer for verification. The certification officer uses the reporting features of the system to identify outstanding requirements for candidates throughout the program.

Anthology Portfolio also provides access within the student interface for candidates to link their edTPA credentials, which will grant them access to upload artifacts, collect data, manage, and submit their portfolio directly from the system.

At each transition point, the certification officer verifies that all requirements for that transition point have been met before the candidate moves forward in the program. At times when coursework is required for a

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

transition point, the certification officer verifies grades and completion in Anthology Student, before marking the coursework requirement complete in Anthology Portfolio. If a candidate has not met all transition point requirements, the certification officer alerts the student's advisor, who will work with the student to determine their next steps.

For Intern candidates, prior to recommendation for an Intern Credential, the certification officer will review the licensure portfolio and confirm that all applicable requirements have been met as defined in [Attachment 1.h.1. Transition Points and Criteria](#).

At program completion, the certification officer reviews the full licensure portfolio, including evidence of meeting assessment requirements, as well as field placement and academic records for each candidate to ensure all applicable requirements have been met before issuing the institutional recommendation for a Preliminary Credential.

Common Standard 2 – Candidate Recruitment and Support

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

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

Relay is committed to supporting California LEAs' goals to recruit, support, and retain high-quality, diverse educators and as such, publishes clear criteria for admission that include multiple measures of candidate qualifications. Relay's Prospective Students team shares information about the application process and supports candidates for admission through the [Prospective Students website](#). California programs will be added to the Prospective Students website after Program Approval by the Commission.

To apply to a Relay program, applicants must complete the admissions process, which includes the following components:

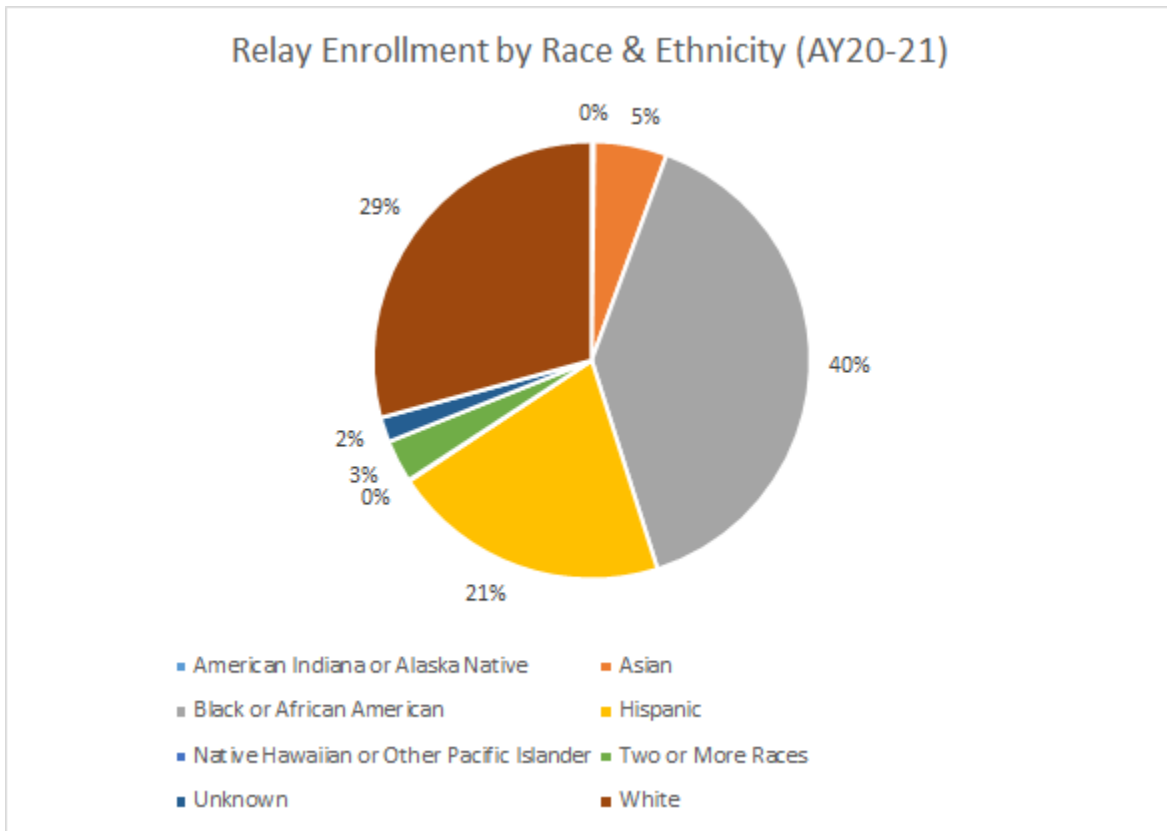
- An online application including personal, educational, and employment information;
- An up-to-date and polished resume;
- A short essay on your commitment to teaching;
- Contact information for at least one recommender, to whom Relay will reach out;
- Transcripts from all colleges and universities attended, including an official-degree conferred transcript evidencing an earned bachelor's degree or higher from a regionally accredited IHE;
- Proof of meeting state- and/or program-specific admissions requirements.

See [Transition Points and Criteria](#) for admissions requirements specific to California Preliminary Credential Programs.

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.

Candidate diversity is central to Relay’s mission to transform the nation’s teaching force (see Relay’s commitment to diversity, equity, and inclusion on the [Relay website](#)). Relay is deeply committed to partnering closely with TK-12 schools to develop a pipeline of strong, diverse teachers—especially in high-needs grades and subjects. At a time when there is an acute need nationally—and in California specifically⁹—for more educators whose race and ethnicity reflect the TK-12 student population, we are proud that **69% of Relay’s currently enrolled student body identify as people of color.**

Figure 2. Relay Enrollment by Race & Ethnicity (AY20-21)



Relay employs a multi-pronged approach to recruiting a diverse candidate pool through including LEA partnership development, community partnerships, direct outreach, and direct applications.

⁹ <https://edtrust.org/educator-diversity/>

Common Standard 2: Candidate Recruitment and Support

The primary way Relay recruits candidates is by developing partnerships with LEAs who share Relay's commitment to diversifying the teaching force. Through these partnerships, Relay admits candidates who have been hired into lead teaching or teaching resident roles, many of whom are recruited directly from the communities that the partner schools serve.

Relay collaborates with LEA partners throughout the recruitment and admissions process, providing materials and information about Relay's programs, hosting information sessions and inviting prospective candidates to observe class sessions, and connecting prospective students with faculty, current students, and alumni. Relay's Prospective Student's team actively promotes key aspects of Relay's programs including: affordability, the opportunity to earn a salary or stipend while pursuing a credential, and the opportunity to join Relay's community of diverse faculty, students, and alumni.

To support its efforts to build relationships with California LEAs and increase awareness of Relay's proposed programs, Relay is collaborating with the [California Center on Teaching Careers](#) (The Center). Relay and The Center signed a MOU in July 2021 which was renewed in September 2022 ([Attachment 2.b.1. California Center on Teaching Careers MOU](#)) codifying Relay and The Center's shared commitment to recruiting a diverse and qualified pool of teacher candidates for California schools and interest in building relationships with local LEAs who have demonstrated needs for new teachers. The Center has a long and successful history collaborating with entities such as institutions of higher education, like Relay, and others such as community colleges, LEAs, county offices and other community organizations. As an institute of higher education, Relay will partner with The Center in supporting prospective teacher candidates in California.

Second, through community partnerships and direct outreach, Relay creates pipelines into the profession for candidates from diverse backgrounds. For example, Relay has placed an emphasis on developing relationships with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to create an awareness of Relay's academic programs among prospective students who identify as people of color. Relay seeks to build other local and national partnerships to promote its programs, such as AmeriCorps, that attract diverse, mission-oriented prospective teachers.

To ensure that all prospective candidates have a supportive experience during the recruitment and admissions processes, Relay has established a team of Prospective Student Advisors. When a prospective candidate expresses interest in Relay's California programs, they will be assigned a Prospective Student Advisor who specializes in guiding applicants through the [admissions process](#). These advisors support applicants as they complete Relay's admissions application, seek employment with partner schools, if not already secured, and work toward meeting subject-matter competence and other state-specific requirements for admission. The prospective student advisement model embodies an approach that is proactive, differentiated, and culturally responsive to our incoming candidate needs. The goal of Prospective Student Advisors is for individuals to be informed, excited, engaged, and prepared for their Relay program.

Common Standard 2: Candidate Recruitment and Support

Upon enrollment, each candidate is assigned an Academic Advisor. Academic Advisors have been trained to provide culturally responsive academic advisement and provide candidates with the necessary support, information, and action steps they will need to complete in order to successfully complete the program. Advisors are available via email, phone, or video conference.

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

Relay candidates are supported by programmatic and national team members, dedicated to guiding candidates toward successful program completion.

Support offered by Relay's national academic, student affairs, and student service teams are described in [Attachment 2.c.1. Relay Offices](#), excerpted from the Relay Student Handbook. In addition, candidates in Relay's California educator preparation programs will be supported by a designated Program Director, State Director, and Certification Officer:

- **Program Director:** Program Directors manage and lead Relay's educator preparation programs. They teach, observe, coach, and grade assessments for candidates and train, oversee, and develop supports for school-based Clinical Mentors.
- **State Director, California:** Responsible for managing local TK-12 partnerships and recruitment, program budgets, community relations, organizing cohort-building and celebration events.
- **Certification Officer:** Responsible for supporting candidate progress toward their credential throughout the student lifecycle (admissions, enrollment, completion, and alumni), including the verification of credential requirements and submission of credential recommendations on behalf of the program.

Relay also supports candidates' attainment of program requirements through its technology platforms and published materials. [Attachment 2.c.2. Candidate Resources](#) describes and provides links to the following resources: Relay's Admissions Process, Canvas, Relay Connect, Relay Website, Support Center, and the Relay Library.

In their first term of enrollment, all candidates will complete the resource course *EDU-500: Your Rights and Responsibilities as an Educator*. This course will cover institutional policies, program transition points and completion requirements, and the legal and ethical responsibilities of educators.

Finally, as shared in response to *Common Standard 1: Institutional Infrastructure to Support Educator Preparation*, Relay is in the process of implementing two new student lifecycle platforms, [Anthology Student](#) and [Anthology Portfolio](#) (formerly Chalk & Wire) and associated student portals, which will allow candidates to view program requirements and track their own progress toward program completion.

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.

Program progression criteria are organized into a set of program transition points that provide a structure for guiding and monitoring candidate progression from program admission through completion. Each transition includes multiple criteria for progression including measures such as minimum GPA requirements, key assessments, completion of clinical experiences, and demonstration of content knowledge. Details can be found in [Attachment 1.h.1. Transition Points and Criteria](#).

Academic advisors, faculty, and the designated certification officer for California programs will work in close coordination, monitoring candidate advancement from program admissions through program completion. Data collection and communication will be facilitated via Relay's SIS, [Anthology Student](#), and [Anthology Portfolio](#), and their integrations with [Canvas](#), Relay's LMS, providing Relay faculty, candidates, and partners with a robust and comprehensive look at candidates' progress and performance.

Each candidate is assigned to an academic advisor who will communicate with candidates on a regular schedule and as needed throughout the program to monitor candidates' progress in their coursework and clinical experiences and offer support through program transition points. Advisors are expected to meet with their advisees at least three times per term to ensure that candidates (a) are on track to complete program requirements, (b) have the necessary information, tools, and resources and (c) candidates are supported in navigating challenges that may arise. Additional meetings are scheduled as necessary.

Academic advisors will also work closely with faculty members and use the institution's learning management system to monitor candidates' grades in each registered course. Academic progress is reviewed by academic advisors who perform mid-term and end-of-term progress checks. Candidates are formally advised of their academic progress at the close of each term.

Advisors are charged with the responsibility of proactively intervening to support any candidates who are at risk of ending the term with an unsatisfactory academic standing. Interventions could take the form of referrals to the institution's student success center, work time with the faculty member, or 1:1 tutoring.

When necessary, advisors will work with candidates to create and implement a formal academic plan in which the candidate and advisor collaborate to plan and track action steps to meet requirements for good academic standing. Advisors encourage candidates to share their academic plans with their instructors and school leaders and clinical mentors as is appropriate and relevant.

Common Standard 2: Candidate Recruitment and Support

End-of-Term Academic Plans ([see template in Attachment 2.d.1.](#)) are required for all students on probation at the beginning of a term. Midterm Academic Plans ([see template in Attachment 2.d.2.](#)) are also suggested for all students in danger of dismissal at the end of the term based on midterm academic progress. Academic plans are strongly encouraged for students who struggle with time and task management as well as students who are in danger of probation at the midterm. Finally, academic plans are required for students who were dismissed at the end of the previous term but who have successfully petitioned to reenroll.

Academic advisors also work closely with the registrar's office, bursar, and student financial services teams to ensure that candidates are enrolled in the correct courses, receive accurate billing statements, and avoid being placed on bursar holds. In the event that challenges arise for candidates in any of these areas, the advisor works with the candidate and the appropriate team to identify a favorable outcome.

Faculty also have a significant role in advising students. They schedule office hours, make classroom visits, and are accessible via phone, video conference, and email. Relay faculty strive to proactively provide support and to resolve academic and professional issues before they begin to affect program progress and academic performance. Finally, the Relay Support Center website provides a one-stop shop of additional resources, guidance, and continual support and communication with candidates. As needed, faculty members are encouraged to direct candidates to these resources.

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.

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.

Pedagogical Framework

Relay Graduate School of Education utilizes a practice-based approach, grounded in research, to building candidate proficiency across the three integrated spheres of teacher development: 1) building a culturally responsive and inclusive learning environment, 2) understanding content and curriculum, and 3) teaching all learners ([Pedagogical Framework](#), p. 2). Through synchronous and asynchronous instructional experiences, candidates learn the research, theory, and practice of instruction. During synchronous instructional experiences, clinical practice, and extension activities, candidates practice applying newly learned knowledge and skills to their instructional planning, execution, student data analysis, and reflection. Then, as part of formative and summative course assessments, candidates perform new learning in their classroom work with TK-12 students.

Relay's practice-based approach supports candidates in developing key research-based competencies, teaching beliefs and mindsets, and content knowledge that are aligned with Relay's *Theory of Action* ([Pedagogical Framework](#), p. 7) and are consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. The Relay curriculum is based on a set of evidence-based competencies curated from professional teaching standards, learning theory, and research. Candidates learn to apply the knowledge and skills encompassed in these competencies to reflect

culturally responsive and inclusive beliefs and mindsets and discipline-specific content knowledge. At Relay, we explicitly support our candidates in developing the habits of mind of a culturally responsive and inclusive educator who promotes equitable outcomes for all students. Ultimately, Relay seeks to ensure candidates reflect the belief that all learners and communities possess assets and the mindset that those assets should be leveraged to ensure all students meet ambitious academic and social-emotional goals. The competencies, teaching beliefs and mindsets, and content knowledge guide candidate development in cultivating a positive TK-12 student experience, social-emotional development, and academic achievement.

Course of Study

Courses are organized into four categories: Foundations, Major, Clinical Practice, and Flex. Although each course category emphasizes specific Relay competencies and corresponding TPEs, the overall progression spans across course categories.

Foundations Courses

As implied by the name, Foundations courses introduce concepts that are foundational to success with learners across grades and content areas, and include specific coursework on students with disabilities and multilingual learners. These concepts are then reinforced in Major, Clinical Practice, and Flex courses. Course codes for Foundations courses begin with EDU, TEL (Teaching Exceptional Learners), or CLD (Culturally and Linguistically Diverse).

Major Courses

In Major courses, candidates apply their foundational understanding of learners to their content and grade-specific contexts. In these courses, candidates build knowledge of their specific content area, and leverage that knowledge through repeated practice of the cycle of plan, teach, assess, and reflect. The course code for all Major courses indicates the content area and are as follows: ELEM for elementary; ELA for English Language Arts; MATH for mathematics; SCI for science; SS for Social Studies; and TEL for Teaching Exceptional Learners or special education. These courses may generically be described as “*MAJOR-501, MAJOR-502*” throughout this application or specific course examples may be provided.

Clinical Practice

Clinical Practice courses offer an opportunity for instructional application, providing candidates with on-the-ground practice with the key knowledge, skills, and mindsets developed within their Foundations and Major courses. Grounded in continuous improvement and reflection, course activities include classroom observations and debrief, protocol driven seminars, and opportunities to practice instructional practices and concepts aligned to the TPEs. The course code for all Clinical Practice courses begins with “CLIN.”

Flex Courses

Flex courses focus on more specialized topics and may vary by program and/or candidate. Including Flex courses into the Relay program model allows us to have a cohesive, consistent structure across programs, while also retaining the flexibility needed to adjust for the specific context of the program or an individual candidate.

Culturally Responsive and Inclusive Teaching

With a mission to teach teachers how to develop in *all students* the academic skills and strength of character needed to succeed in college and life, Relay is committed to developing candidates' ability to plan and implement culturally responsive and inclusive instructional experiences through its coursework and clinical experiences. Candidate clinical experiences, whether as a Teaching Resident or Intern, offer opportunities for critical field-based learning, the application of theory and instructional skills, as well as for feedback from both program and site-based supervisors to develop the knowledge, skills, and dispositions to meet the needs of culturally, linguistically, and academically diverse student populations.

To prepare candidates for clinical experiences in diverse settings, all candidates will take the Foundations course *EDU-501: Building a Culturally Responsive and Inclusive Classroom for Diverse Learners* in their first term. This course provides an introduction to key tenets of culturally responsive teaching and inclusive learning approaches from the Universal Design for Learning framework. In subsequent terms, candidates will build on their foundational understanding of culturally responsive and inclusive practices as they learn, practice, and apply approaches to building a positive, inclusive classroom culture for all of their TK-12 students within the context of their intended credential. In this way, clinical experiences correspond to candidates' in-class learning to offer companion opportunities for candidates to apply their knowledge, skill, and dispositions around cultivating a positive culturally responsive and inclusive classroom culture.

Relay builds further on the integration of theory with practice by introducing candidates to educational theory and research-based strategies through coursework and then coaching them in their application of the theory through Clinical Practice seminars. Candidates in the Teaching Residency program will participate in weekly Clinical Practice seminars while Intern candidates will engage in monthly seminars. These practice seminars complement and support Relay's coursework, leveraging practice protocols in lesson planning, looking at student work, lesson internalization and rehearsal, problems of practice, and approaches to individual student support. For example, candidates may learn about the latest research on effective classroom culture in their Major coursework and then practice responding to common classroom scenarios by applying techniques and strategies they learned in their coursework. Candidates review instructional videos, engage in short segments of practice in which they focus on particular teaching skills, and practice delivering portions of upcoming lessons. Throughout the practice session, Relay faculty members provide ample individual feedback to candidates, asking them to apply that feedback and log their reflections to increase effectiveness over time.

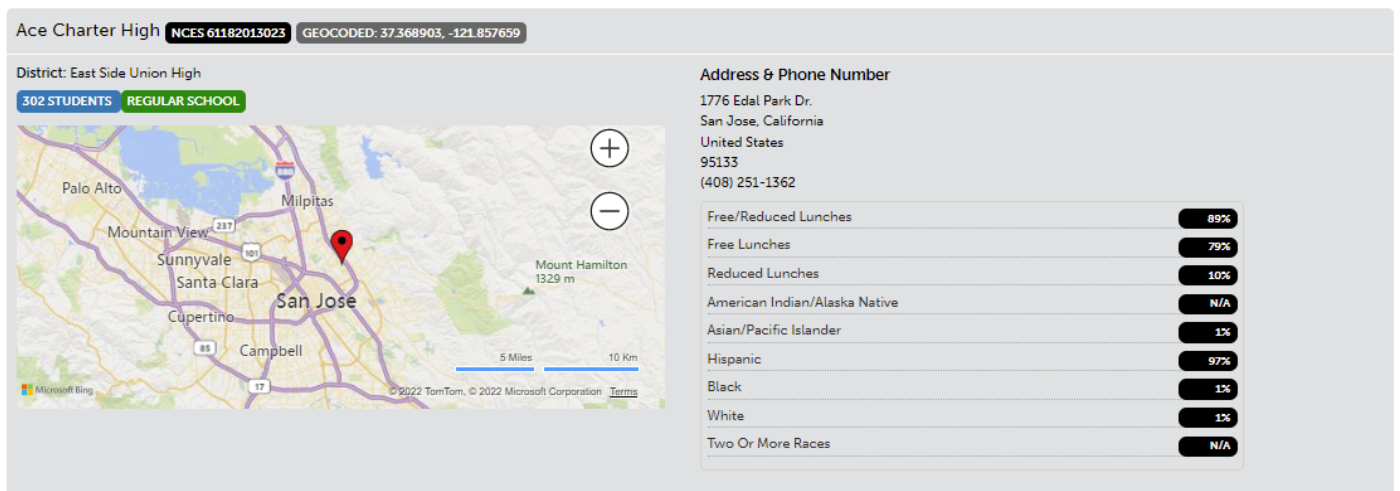
This feedback is also used to align support with site-based supervisors and guide candidates toward meeting the TPEs.

Clinical Placements

Given the important interdependencies between Relay coursework and clinical experiences, Relay proactively pursues clinical partnerships with TK-12 partners that serve a diverse cross-section of TK-12 students and will provide a supportive environment for candidate development. Relay ensures that all candidates will experience a diverse school setting that reflects California’s public schools through partner conversations during the MOU process and a review of the demographics of partner schools prior to approving a clinical practice placement. When establishing a partnership with an LEA, Relay will work with the partner to determine which school sites are appropriate for a clinical placement, considering diversity in race, ethnicity, socioeconomic status, languages spoken, and the inclusiveness of the school for students with disabilities.

Prior to approving an individual clinical practice placement, the Certification Officer will look up the school in Anthology Portfolio, which pulls diversity data from the National Center on Education Statistics (NCES), and confirm that the placement will provide the candidate with experiences in a diverse school setting. See Figure 3 below for an example of the data reviewed. The candidate can use this data to proactively plan for a positive, inclusive classroom culture. The candidate is asked to reflect on the impact of their planning and instruction throughout the placement, referring to diversity data specific to the classroom. If a candidate’s intended placement does not meet the diversity criteria, the candidate may be directed to an alternate placement. If the candidate’s intended placement is lacking in only one or two criteria, their clinical experiences may be supplemented with fieldwork outside of their primary placement setting.

Figure 3. Sample NCES Demographic Data on Clinical Placement Sites in Anthology Portfolio



Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.

Relay strongly believes that all clinical personnel must be experienced teachers, have deep background in their relevant content areas, and demonstrate a history of effective teaching and positive impact on students. As such, Relay works closely with TK-12 partners to establish mutually agreed upon criteria in the selection of high-quality site-based supervisors, which Relay refers to as Clinical Mentors.

Each year, Relay initiates conversations with TK-12 partners' school leaders to collaboratively identify and select Clinical Mentors. Clinical Mentors must, in alignment with Commission criteria for site-based supervisors: 1) hold the corresponding clear credential to the one sought by the candidate that they will support, 2) have at least three years' experience, and 3) be recognized as an excellent teacher by their school and school system. Additionally, Relay seeks Clinical Mentors with a demonstrated track record of TK-12 student achievement in their classrooms and an interest in mentoring novice educators. Additional criteria may also be agreed upon by Relay and the school partner.

[Relay's Clinical Mentor Selection, Training, and Support Toolkit \(Attachment 1.c.4.\)](#), described in more detail below, includes an overview of Clinical Mentor qualifications and responsibilities (pp. 3-5).

The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.

Selection Process and Criteria

Recognizing the unique landscape and priorities of each school site, Relay works closely with the leaders of each clinical partner to customize the Clinical Mentor screening, recruitment, and selection process. Leveraging Relay’s [Clinical Mentor Selection, Training, and Support Toolkit](#), and specifically the Readiness Assessment on pp. 5-9, Relay works collaboratively to align the clinical mentor selection process and criteria with each partner’s school-based priorities. As shown in the Readiness Assessment, Relay recommends the selection of clinical mentors with strong skills in four essential categories: Content, General Pedagogy, Self and Other People, and Organization and Capacity and encourages schools to consider using an application process to further ensure that prospective Clinical Mentors are invested in the work of developing new teachers.

The expected timeline and process for collaborating with clinical partners on clinical mentor selection is as follows:

- **Spring:** In early spring, Relay faculty serving as program supervisors will share the toolkit with clinical partners and engage in a feedback and revision process to design and launch the search for prospective clinical mentors.
- **Spring - Summer:** Partners, with the support of program supervisors, engage in the mentor selection process at their school with all mentors selected by August. Partners provide Relay with the names of selected clinical mentors. Relay verifies eligibility in alignment with Commission criteria.
- **Late Summer:** Clinical mentor professional development programming begins prior to the school year with an orientation for new mentors followed by additional training offered throughout the school year.

Mentor Retention

Program supervisors share recommendations for the continued service of any current clinical mentors that have expressed an interest in continuing their role as a mentor for the upcoming school year. Criteria considered in Relay’s decision to recommend a mentor for continued service include mentor attendance and completion of professional development and training opportunities; timely completion and communication within role requirements; and ongoing eligibility under Commission criteria for site-based supervisors. Additional factors consulted are teacher candidate survey responses—administered twice annually at the institutional level and informally administered quarterly at the program level—to monitor candidates’ overall level of satisfaction with their clinical mentor and their perception of their mentor’s development of key skills, knowledge, and dispositions.

Ensuring Effective and Knowledgeable Support

The supervisory relationship between Relay faculty members serving as program supervisors and clinical mentors is a collaborative one. Clinical mentors are invited to co-observe with program supervisors and to participate in debriefing sessions, providing opportunities to share and receive feedback on their coaching

practice from Relay faculty. Program supervisors also communicate frequently with clinical mentors on candidate progress via two-way trackers that document clinical mentor and program supervisor feedback to the candidate.

Relay provides all mentors with robust training opportunities to encourage and support their success in the role, described in greater detail below. These trainings provide mentors with tangible skills that they can transfer to their coaching of candidates. Additionally, clinical mentors are invited to Clinical Practice seminars. Ensuring seminars are open to Clinical Mentors supports bridging theory and practice, ensuring that mentors have opportunities to provide feedback to Relay on its Clinical Practice coursework, and to participate in protocols and discussions to deepen their own practice.

This close communication between program supervisors and clinical mentors ensures that candidates are able to bridge theory and practice and apply key concepts from their coursework to the material that they teach and ensures that candidates receive aligned, developmental feedback. Ultimately, clinical mentor effectiveness is measured by feedback from candidates. In the 2020-21 school year, end-of-year survey data showed that 86% of Residents in Relay programs agreed or mostly agreed that “My Resident Advisor¹⁰ contributed to my ability to lesson plan,” and 91% agreed or strongly agreed that “My Resident Advisor contributed to my overall development.” See [Attachment 3.c.1. Spring 2021 Resident Survey Results](#) for additional outcomes.

¹⁰ The term “Resident Advisor” is specific to school-based mentors for Relay Teaching Residents. For consistency across program types the term Clinical Mentor will be used for all proposed California programs.

Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

For all Clinical Mentors, Relay will provide an initial program orientation of at least 10 hours, including synchronous and asynchronous online sessions and written materials for review. Orientation provides Clinical Mentors with an introduction to the program curriculum and assessments and of the roles and responsibilities of candidates, Clinical Mentors, faculty, and program administration. See [Attachment 3.d.1. Mentor Orientation](#) for a sample slide deck used for orientation for Clinical Mentors in the Teaching Residency program in AY 2020-2021.

At orientation and throughout the year, Relay collaborates with TK-12 partners to provide professional development on specific skills relevant to coaching candidates, leveraging partner check-ins, data stepbacks, Educator Program Advisory Board recommendations, and the annual [Relay Partner Symposium](#) for insight and co-construction of offerings. Based on previous recommendations and historic need, topics for Clinical Mentor professional development may include:

- Building coaching relationships and working across lines of difference
- Norming on transition points and Gateway assessments
- Effective observation and feedback
- Real-time coaching
- Reviewing student work to drive coaching
- Instructional planning support
- Adult learning theory and coaching practices
- Content-specific pedagogy

Professional development sessions will be designed to support school-based Clinical Mentors in strengthening their own practice and implementing practices into their coaching of candidates. Sessions will leverage video analysis, live practice, consultancies, and consistent feedback to support and retain high-quality Clinical Mentors. In addition to co-constructing topics for Clinical Mentor trainings, Relay and LEAs will review participant feedback from professional development trainings to improve the quality of trainings and follow-up support offered to mentors.

Relay also integrates theory with practice for Clinical Mentors; for example, through the monthly Clinical Educator Bulletin, distributed by email. The bulletin reviews educational theory covered in coursework and previews the content of upcoming classes, therefore modeling consistent integration and application of educational theory with the practice of novice teachers. It also provides Clinical Mentors with tangible strategies for supporting candidates in their application of theoretical topics covered in coursework.

Common Standard 3: Course of Study, Fieldwork and Clinical Practice

Clinical Mentors are evaluated on multiple indicators to assess their efficacy on a yearly basis. Criteria for evaluation will be revisited each year by Relay and the Educator Preparation Advisory Board, but at minimum will include a measure of candidate satisfaction. In Relay's approved programs outside California, candidates have historically been surveyed twice a year on their overall level of satisfaction with their Resident Advisor and their perception of their mentor's development of key skills, knowledge, and dispositions. See [Attachment 3.d.2. Resident Experience Survey](#) for an example.

Clinical Mentors will also complete an annual survey to provide feedback on their experience and to inform program design and implementation. See [Attachment 3.d.3. Resident Advisor Survey](#) for an example.

All programs effectively implement and evaluate fieldwork and clinical practice.

Relay provides candidates with organized and sequenced clinical experiences that allow them to observe, practice, and demonstrate content knowledge, pedagogical knowledge, and pedagogical content knowledge. All candidates, regardless of pathway, enroll in at least two Clinical Practice courses that are co-requisites with courses specific to the credential sought and thus are aligned in content and competencies. Central topics in credential-specific coursework serve as areas of focus in Clinical Practice seminars in which candidates observe other teachers, practice applying key knowledge and skills, and deepen their toolbox through practice protocols and feedback.

Clinical Practice courses follow the pattern of a) setting an area of focus for the term, aligned to credential-specific coursework, b) observing this area of focus executed by other teachers in the clinical setting, c) practicing in their own classrooms and in clinical practice seminars, d) formal observations from clinical personnel, and e) continuous improvement reflection. For instance, a candidate learning about close reading in ELA coursework might set a goal to improve their close reading practice in Clinical Practice, then work with clinical personnel to observe other teachers executing close reading. Candidates would then work with their Clinical Mentor to identify or create opportunities for candidates to practice close reading in their clinical setting while the EPP-based faculty member would provide feedback on close reading planning and execution during Clinical Practice seminar protocol practice.

Each term, in collaboration with their clinical mentor and program supervisor, candidates will construct a month by month map of their planned clinical experiences to support their own development. See [Attachment 3.e.1. Professional Development Plan and Clinical Experience Map](#) for a draft template.

Each map will include 3 distinct categories, namely:

- **Teaching Opportunities:** Each candidate will plan out their teaching opportunities. This includes responsibility for lesson planning, delivery, monitoring student progress, assessment of students, and reflection.
 - For Residents this means a gradual on-ramp of teaching activities where responsibility for instruction grows over time, culminating with a minimum four weeks of solo or co-teaching, where the candidate maintains primary responsibility for instruction (see [Attachment 3.e.2. Residency Gradual On-Ramp Guide](#)).
 - For Interns, there will still be a sequence of teaching opportunities shared, including early field experiences, though they will assume responsibility for instruction at the beginning of the year.

Common Standard 3: Course of Study, Fieldwork and Clinical Practice

- **Supervision:** Each candidate will spend five hours per week with a district-employed supervisor; this might include co-planning, looking at student work, lesson reflection, internalizing content, PLCs, grade level or department meetings, observation, problem-solving or guided or supervised teaching.
- **Field Experiences in Range of Credential:** Each candidate will also plan out a series of experiences each term in their range of licensure area. This includes observations, interviews, meetings, and other meaningful experiences with teachers, staff, students, and families.

A hallmark of Relay's Clinical Practice courses is structured support of candidate development through feedback. Each term, Clinical Practice courses and clinical experiences create space for continuous improvement through reflection and feedback from multiple sources, to allow for multiple perspectives on a candidate's impact on students.

Program supervisors will conduct a minimum of six observations with formal evaluation aligned to the TPEs (live or via video platforms) each term that a candidate is enrolled in the preparation program. Program supervisors will also evaluate candidates once each term using the [Danielson Framework](#) to ground observation expectations, data collection, and feedback. Clinical Mentors will be invited to co-observe with the school-based Clinical Mentor and EPP-based clinical faculty member whenever possible, with ample time to debrief feedback and determine next steps for the candidate. In addition to formal observations, candidates will also receive survey feedback from TK-12 students once per year. This anonymous feedback creates opportunities for candidates to hear directly from students and their perception of candidate efficacy, including impact on academic and socioemotional learning and classroom culture.

The culminating assessment for Clinical Practice courses each term is the submission of a [growth portfolio \(Attachment 3.e.3.\)](#) While the focus of the portfolio varies by term, candidates submit artifacts and reflections that demonstrate their own development and continuous improvement. While candidates can select from a variety of options for artifacts, at least one artifact must include feedback from their program supervisor, Clinical Mentor, a school leader, or students and families.

Finally, all candidates must take and pass the [Teaching Performance Assessment \(TPA\)](#) in order to be recommended for their Preliminary credential(s). The TPA portfolio includes a range of artifacts, including data analysis, lesson design, classroom culture, instruction, work with students with a full range of academic needs, and connection to theory. Throughout their clinical experiences, candidates will engage student learning, analyze student results, reflect on their practice and adjust their instruction in order to become more rounded and effective teachers. During their student teaching or internship, candidates will collect artifacts that demonstrate their readiness to teach through the use of lesson plans that address the needs of and support students from all backgrounds.

Common Standard 3: Course of Study, Fieldwork and Clinical Practice

To facilitate the edTPA preparation and submission process, Relay will utilize [Anthology Portfolio](#), an approved integrated platform provider that pre-loads the system with current handbooks and tasks and allows candidates to prepare their responses and transfer their edTPA to Pearson for official scoring.

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.

Relay proactively pursues clinical partnerships with TK-12 partners that serve a diverse cross-section of TK-12 students. In California, Relay seeks to establish clinical partnerships with diverse LEAs that are geographically disparate, such as those in rural areas of California, through our online teacher preparation programs. The online modality also offers the opportunity to work with schools and districts of different sizes—and with LEAs that serve different student populations. Across the counties where Relay has identified TK-12 partners or prospective partners, 72-84% of TK-12 students identify as people of color (see [Attachment 3.f.1. County-Level Data](#) for details).

To track clinical experiences, Relay will utilize [Anthology Portfolio](#), which provides coverage reporting offering detailed insights about clinical placements including diversity exposure. This will help Relay to ensure that all candidates have significant experience in California public schools with diverse student populations. Relay will evaluate private school placements on a case-by-case basis and will ensure that all candidates will have substantive clinical experiences in diverse school settings reflective of California’s public schools.

Furthermore, Relay prizes opportunities in field experience to apply content and pedagogical knowledge in settings reflective of the grade span and specialty area in which the candidate is being prepared and inclusive of all learners. Candidates will engage in ongoing field experiences, conducting a minimum of three observations of teaching in varied settings (e.g., varied grade bands and settings serving diverse learners) per term. Candidates will reflect on observations during coaching sessions with their program supervisor and/or clinical mentor.

Clinical Practice seminars will devote significant time to the application of key pedagogical and content skills and knowledge. Leveraging protocols such as lesson study, lesson rehearsal, or analyzing student work, candidates will be asked to practice across their grade span and specialty area, receiving feedback from their peers and faculty.

Finally, as described in the [Professional Development Plan and Clinical Experience Map](#) draft template, candidates will select particular clinical experience activities aligned with both their own development goals and coursework from a menu of options for engaging with diverse student populations and the full range of students identified in the program standards, including:

- Engaging in a lesson study protocol with a particular emphasis—the full grade span of your licensure area, learner variability, or linguistic diversity

Common Standard 3: Course of Study, Fieldwork and Clinical Practice

- Tier 2 or Tier 3 observations that include students with IEPs or ELLs
 - At a different grade level
 - Of students with specific classifications
 - In a variety of settings—self-contained, inclusion
- Engaging in a lesson internalization protocol with a particular emphasis—the full grade span of your licensure area, learner variability, or linguistic diversity
- Observing your own student with an IEP or ELL classification in another class
- Observing a student study or IEP process
- Analyzing student data to understand specific barriers or misconceptions and to understand the work of varied learners
- Designing a re-teach aligned with evidence-based practices for students with a disability

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.

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.

Relay's quality assurance system (QAS) provides the structure for the institution to regularly assess its effectiveness in its courses of study, clinical experiences, and candidate support services. The QAS comprises multiple measures that allow the institution to monitor operational effectiveness and review key data for continuous improvement. [Attachment 4.a.1. Quality Assurance Handbook](#), which was submitted as part of Relay's CAEP self-study, describes the QAS used for Relay's current programming in further detail.

Course of Study

Relay assesses the effectiveness of its coursework and programs of study through analysis of candidate performance on program key assessments, state-required assessments (e.g., RICA), and the Teaching Performance Assessment (TPA), as well as feedback from program completers and employers of completers. Please see subsequent responses to Common Standard 4 for details on: (1) Relay's assessment system and Assessment Committee, which evaluate the effectiveness of coursework and (2) the Alumni Survey and Employer Survey, which collect feedback on the effectiveness of Relay's courses of study to prepare candidates for professional service.

Clinical Experiences

In assuming shared accountability for candidate outcomes, Relay will establish mutually agreed upon goals during initial meetings with school partners and during yearly stepbacks. This collaborative goal setting ensures that goals are mutually beneficial and drive toward meaningful candidate outcomes. During regular partner meetings, agendas will prioritize data stepbacks to review survey data on candidate experience, in addition to candidate performance on transition point criteria and programmatic and professional persistence. While the data stepbacks will focus on cohort trends and agreed upon next steps for both Relay and partners to support candidate outcomes, these agendas will also ensure there is ample time set aside for individual candidate case management to monitor candidate progress and design effective systems of support for each candidate.

Candidate Support Services

Relay has formal processes in place to assess the effectiveness of its candidate support services. Relay surveys all candidates twice annually via an anonymous Student Survey in which candidates are asked to share feedback on their experience with multiple aspects of Relay’s program including support services. Relay also operates a Student/Alumni Advisory Council whose purpose is to solicit candidate feedback on a variety of topics including candidate support.

In addition, Relay collects information about student satisfaction with its support services through its student support platform, Zendesk. This platform collects continuous quantitative and qualitative data on the responsiveness of Relay’s student support teams and student satisfaction with the support they receive. Relay’s support services team members set annual goals around these metrics, review their progress toward meeting these goals on a weekly basis, and make adjustments to approaches, policies, and practices as needed based on data collected via Zendesk.

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.

In the time since Relay's initial submission of the Stage III: Provisional Approval proposal for Initial Institutional Approval in August of 2021, Relay faculty, staff, and administration maintained a commitment to continuous improvement based on the results of inquiry, evidence gathering, and evaluation. In that spirit, in early 2022, Relay launched an institution-wide initiative to establish and implement an expanded quality assurance and continuous improvement system based on the [Theory of Change model](#). In collaboration with cross-departmental leaders, faculty, and staff, the Research team facilitated the creation of an expanded continuous improvement foundation based on the Theory of Change model. During the discussions of the Theory of Change and its potential implementation at Relay, the Relay community articulated specific standards of excellence, and the definitions and outcomes that support the assessment and achievement of the standards as seen in [Attachment 4.b.1. Relay United Theory of Change](#).

The Theory of Change model allowed Relay to establish a strategy for assessing the relationships between Relay's programs and Relay's articulated key outcomes while incorporating data-informed decision-making to support recurring and iterative cycles of program and institutional continuous improvement. The initial stage of implementation of the Theory of Change model focuses on continuous improvement for the teacher candidate experience, specifically in the realms of advising, curriculum and certification support. The data collected to support the assessment of Relay's student services include participant achievement, sustained (or alumni) achievement in teaching expectations, and the ongoing impact of Relay alumni within their professional experience. A common measurement framework is used across all programs and components to ensure consistency over time, and to create longitudinal data to better support data-driven continuous improvement decisions.

Ultimately, Relay's system-wide continuous improvement strategy has the following mission:

"In service of program improvement and effectiveness, we will enhance progress monitoring of key data by linking participant outcomes to program inputs."

Using the above mission as the guiding principle for the continuous improvement process includes broad collaboration between cross-departmental faculty, staff, and leaders to support their focus on making data-informed decisions, improve existing systems to make data accessible and understandable, connect key outcomes to related program inputs/efforts, and develop solutions that can positively influence programs and

outcomes. A continuous improvement scope and sequence is employed for each program and the Plan, Do, Study, Act (PDSA) protocol is used to guide the process.

While Relay continues its expansion of continuous improvement through the Theory of Change model, Relay will continue to regularly and systematically reflect on the effectiveness of our programs and continue to improve upon our programs, as outlined within the [Quality Assurance Handbook](#).

Relay's current quality assurance and continuous improvement process allows for active reflection and action on the following continuous improvement measures throughout our institution, including: (1) an assessment system that measures program-level outcomes (e.g., key assessments); and (2) institution-level operational effectiveness goals.

Assessment System

Relay's Quality Assurance System (QAS) includes an assessment system that comprises multiple measures for assessing candidates' progress, completer impact, and programmatic success. When shaping the QAS, Relay built out a set of metrics that are based on: key assessments of academic performance, candidate and alumni reports of their self-efficacy in the classroom and their satisfaction with Relay's preparation, candidate licensing, and the impact of Relay-prepared teachers on their TK-12 students' learning. Tables 1 and 2 of [Relay's Quality Assurance Handbook](#) (pp. 7-10) provide further details on Relay's assessment system.

Operational Effectiveness Goals

Relay sets operational effectiveness goals for each assessment. These goals represent the quantitative targets the institution strives for candidates to achieve on each assessment and gives the institution a concrete mechanism by which to analyze its effectiveness.

Both at the institutional and program level, Relay regularly and systematically collects, analyzes and uses candidate and program completer data as well as operational effectiveness data to improve programs and services.

Data Collection

Relay utilizes the following data storage systems to collect, store, analyze and report candidate and completer data, ensuring that all faculty and staff have access to data enabling them to make data-driven decisions to improve the programs and services:

- *Anthology Student*: Anthology Student is Relay's Student Information System (SIS). Data housed in Anthology Student includes candidate demographic data, program and course enrollment data, and GPA. Faculty and staff can access data about individual candidates through their profile page or download reports on groups of candidates using various demographic or programmatic indicators.

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- *Canvas*: Canvas is Relay's learning management system housing candidate assessment scores and course-level data.
- *Anthology Portfolio*: Anthology Portfolio is an assessment, accreditation and licensure tracking tool used by Relay to collect candidate data and artifacts assessed at designated transition points. Relay also collects data related to clinical placements including school demographics, clinical mentor information, and data from observations. Finally, the tool collects data on candidate performance on key assessments through integration with Canvas.
- *Alchemer*: Program completer, alumni, and employer surveys are administered on the survey tool Alchemer. All data is stored in our operational data system which is linked to Power BI data dashboards for easy access and use.

Data Analysis

Relay's Continuous Improvement Working Group, facilitated by the Research team and composed of faculty and program leadership from across the institution supports an aligned process for continuous improvement across Relay teams, informing the creation of measures, protocols, artifacts, and moments that foster a culture of continuous improvement that drives high-quality program outcomes.

These processes are executed at the program, institutional and executive levels and utilize descriptive analyses and reporting, Power BI data dashboards, content analysis of open-ended survey questions, and multivariate statistical models estimating the effect of the program on TK-12 student outcomes for data analysis. The Academic Performance Dashboard is an example of a tool developed by the Continuous Improvement Working Group and used to support data analysis conversations (see p. 1-2 of [Attachment 4.b.2. Assessment Committee Meeting Artifacts](#)). This easy-to-use, interactive dashboard populates assessment data from Canvas and disaggregates data at the rubric row level as well as by many other important dimensions including campus, race, gender, licensure area, and school placement.

Relay's survey and enrollment dashboards are also utilized by faculty and program leadership in analyzing candidate and completer data. These include student and alumni survey dashboards that show candidate and alumni survey data on satisfaction and self-efficacy disaggregated by demographics, program, cohort, and campus, and employer survey dashboards that display data on the satisfaction of employers of current candidates and alumni with Relay's programs and preparation. The Student Attrition Dashboard is used by program and institutional leaders to understand candidate attrition, including the reasons that candidates leave Relay, the variance of attrition by year and term, and descriptive data about satisfaction among candidates who left their program compared with those who completed their program.

At the program level, faculty meet at the end of each term to review candidate data. During these meetings faculty members use data to identify areas of improvement for course curriculum and curricular implementation. This analysis of assessment data by program, course, candidate demographic information,

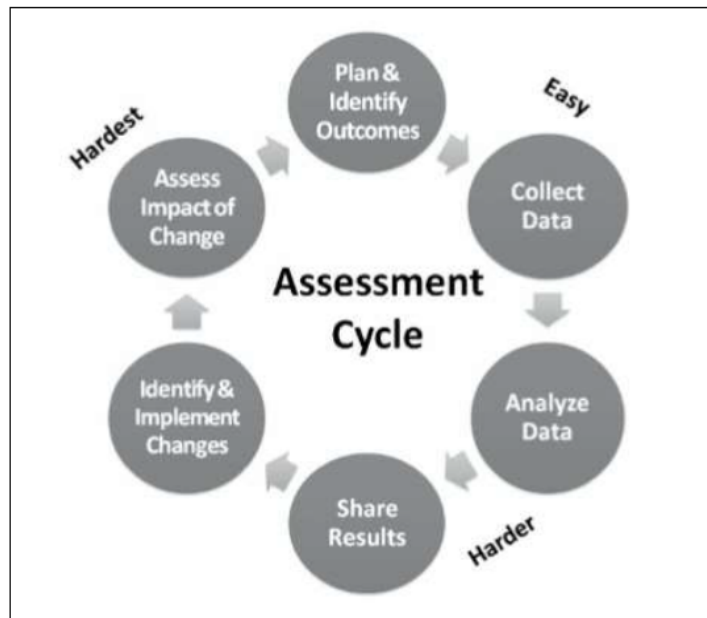
and advisor demographic information also informs faculty’s approach to candidate advisement in both the short and long term.

At the institutional level the Assessment Committee, formed of faculty and program leaders, reviews key assessment data using the Academic Performance Dashboard, and identifies and recommends curricular improvements in support of equitable candidate outcomes and a strong candidate experience. Pages 3-6 of [Attachment 4.b.2. Assessment Committee Artifacts](#) shows the data protocol used by the committee and recommendations generated in response to candidate performance on a final portfolio assessment at Relay’s New York campus.

Finally, the Executive Team is the highest-ranking decision-making body at Relay and regularly reviews performance data from across the institution, both quantitative and qualitative, as well as recommendations made by the program leaders, faculty, curriculum designers, advisors, support staff, and the Assessment Committee. The Executive Team looks for broad trends across the institution and takes action in collaboration with program leaders.

Use of Data Insights:

A key focus of Relay’s continuous improvement efforts are to assess candidate preparation for professional practice and use the data evaluation insights to inform program modifications. Candidate and program completer data inform faculty and staff discussions at the candidate, course, and program level utilizing the following assessment cycle framework:



Common Standard 4: Continuous Improvement

The last two stages of this cycle, identify and implement changes and assess impact of change, ensure that Relay pays particular attention to the use of data evaluation insights. At faculty meetings and Assessment Committee meetings, participants use data protocols to identify trends, gaps, strengths, and weaknesses in the data. Participants will then use a centralized institutional template to document the curricular and programmatic changes they wish to make based on their evaluation of the data insights. This template outlines the parties responsible for implementing the change and the parties responsible for tracking the impact of the change and leading a discussion on the impact at a future meeting. For example, after evaluating final assessment data and identifying that candidates were not adequately prepared to analyze TK-12 student data, members of the Assessment Committee may decide to increase the amount of instruction provided on this topic and create a formative assessment to measure candidates' readiness to engage in data analysis prior to the final assessment.

Examples of Relay's regular and systematic use of candidate and program completer data to help inform improvements to Relay's programmatic structures and curriculum include:

- **Course Level Data.** Course level data is analyzed to understand the strengths and opportunities for improvement in our curriculum. Faculty considers where candidate performance is lower than expected on individual course level outcome rubrics, as well as places where candidate performance is strong. Faculty identify the instructional strategies that have been built into the curriculum around knowledge and skills that candidates are performing well on, and then consider opportunities to replicate these successes around the knowledge and skills that candidates are struggling with within a course. This leads to centralized revisions of course modules, opportunities for formative feedback within a course, and revisions to assessment directions and templates.
- **Term Level Data.** Term level data is analyzed to understand the experiences and performance of candidates across courses in a given term. Faculty consider whether candidates are able to build upon skills learned in one course to apply them in a subsequent course, whether candidates are on pace with their certification requirements, and any barriers to candidates remaining in strong academic standing over the course of a term. This analysis informs decision making about how to strengthen approaches to academic advisement and revisions to our programs of study, including revisions to course level outcomes, sequence of courses, etc.
- **Program Completion.** Program completer data is analyzed to understand the experiences and performance of candidates across their entire Relay program. Faculty consider whether or not candidate performance on key assessments demonstrates mastery of key program level outcomes, program standards, and the Teaching Performance Expectations and seek to understand trends that impact program completion and licensure rates. Faculty also identify barriers to completion that candidates are facing, as they relate to satisfactory academic progress, clinical experiences, and the teaching performance assessment. This data informs revisions to the assessment system, program of study, and candidate supports.

Examples of concrete recommendations for improvements generated by the Assessment Committee in response to data on candidate performance on the final portfolio assessment from the course SGA-301 ([Attachment 4.b.2. Assessment Committee Artifacts](#)) include:

- Re-visit the approach to score norming and the systems in place across campuses with the goal of creating a centralized strategy. Incorporate a review of candidates' work.
- Shift assessment design earlier in the course to provide candidates more opportunities to demonstrate mastery of the topic.
- Norm on where students are accessing information in Canvas and how they are submitting assignments on Canvas.
- Revisit fidelity in implementation of policies like late submissions.

Another example comes from Relay's initiative to update its teacher preparation curriculum, focusing on culturally responsive and inclusive practices which are embodied in the performances, essential knowledge and critical dispositions in both InTasc Standard 2: Learner Development & Learning Differences and InTasc Standard 3: Learning Environments, which in turn align with California Teaching Performance Expectation 2: Creating and Maintaining Effective Environments for Student Learning.

To understand strengths and opportunities for growth in this area, Relay faculty examined data points from key assessments that were aligned with key aspects of Standard 2 and Standard 3. One key opportunity for growth emerged in the final portfolio assessment for SGA-300, which is the first key assessment teachers complete in the current Relay program.

Analyzing these data, side by side with the performances, essential knowledge and critical dispositions in both InTasc Standard 2: Learner Development & Learning Differences and InTasc Standard 3: Learning Environments the conclusion was drawn that the current coursework a) emphasizes interactions of compliance between teacher and student and b) does not emphasize culturally responsive practices in defining expectations or the classroom environment. As a result, Relay faculty determined to ensure that 1) focusing on building relational trust between students and teachers and 2) teaching culturally responsive practices for establishing classroom culture needed to be a clear focus of the updated curriculum. Documentation of this analysis can be found in [Attachment 4.b.3. Relay 2.0 Case Study Data](#).

The resulting improvements to the curriculum include revising the introductory course, SGA-300: Foundations of Effective Teaching, now renamed as EDU-501: Building a Culturally Responsive & Inclusive Classroom for Diverse Learners, to focus on how to use culturally responsive and inclusive practices to build classroom culture at the beginning of the school year. The written assessment for EDU-501 asks teachers to reflect on what they have learned related to culturally responsive and inclusive practice so that we are able to evaluate the impact of the redesigned content on teachers' beliefs and mindsets.

Common Standard 4: Continuous Improvement

Finally, as Relay continues to execute the current quality assurance process, including implementing data-driven decision making to improve the Relay student experience, programs, and institutional effectiveness, the Relay community will simultaneously continue to make progress in the implementation of the Theory of Change model. The Relay leadership anticipates the hours dedicated to the Theory of Change implementation will serve as the expanded foundation for data-driven continuous improvement, as well as serve as a successful framework for incorporation into any potential and future Quality Assurance and Continuous Improvement Handbook iterations.

The continuous improvement process includes multiple sources of data including

- 1) the extent to which candidates are prepared to enter professional practice; and
- 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

Relay's assessment system forms the foundation of its quality assurance system and comprises multiple measures that monitor candidate and program completer progress and performance.

Data sources that measure the extent to which candidates are prepared to enter professional practice include:

- Performance on key assessments
- Dispositional data
- Performance on licensure exams
- Academic progress data
- Student surveys
- Alumni surveys
- Evidence of TK-12 student growth
- Classroom observations of students and alumni

Relay has also created multiple structures and initiatives to engage stakeholders in its quality assurance program and to solicit feedback from these stakeholders about the quality of preparation. These include the Educator Preparation Advisory Board (EPAB), discussed in response to Common Standard 1, school leader surveys (for employers of current candidates), and employer surveys (for employers of program completers).

See tables 1 and 2 of [Relay's Quality Assurance Handbook](#) (pp. 7-10) for further details on the sources of data that comprise the assessment system and tables 3 and 4 on pp. 10-12 for evidence of how the institution measures, collects, and reviews the data for continuous improvement. Finally, see [Feedback Surveys \(Attachment 1.b.3.\)](#) for an overview of the purpose, audience, and cadence of Relay's student, alumni, and employer surveys.

Common Standard 5 – Program Impact

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. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

Relay’s educator preparation program coursework and clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectations (TPE). Through spiraled and scaffolded performance-based assessments, candidates will demonstrate proficiency with [Relay competencies as aligned to the TPEs](#) and prepare for the Teaching Performance Assessment (TPA).

The framework for the assessment system for the updated “Relay 2.0” curriculum is described in [Attachment 5.a.1. Relay 2.0 Assessment System Framework](#). As described in response to *Common Standard 4: Continuous Improvement*, Relay’s assessment system comprises multiple measures for assessing candidates’ progress, completer impact, and programmatic success. The course-level assessments described in the attachment serve a multi-faceted purpose to: 1) ensure alignment of learning outcomes to both asynchronous and synchronous coursework, 2) communicate learner progress and development for faculty and candidates, 3) stimulate reflection, and 4) inform instructional adjustments. Furthermore, Relay’s authentic practice-based assessments situate demonstration of competencies in the context of teaching and learning and encourage candidates to infuse culturally responsive and inclusive practices into standards-based, data-informed plans and content-rich instruction.

Embedded in Relay’s coursework for the Preliminary Multiple Subject and Preliminary Single Subject programs are a set of mutually agreed upon key assessments that provide an opportunity to assess the progression of candidate development across the program. Together, these key assessments demonstrate robust coverage of the TPEs and provide an opportunity to assess the progression of candidate development across the program. For example, the final assessment for *MAJOR-501* assesses a candidate’s ability to select instructional methods that are supportive of student mastery of content (tools of inquiry), and then in the final for *MAJOR-502*, candidates must demonstrate the ability to facilitate academic discussions and support students in using academic vocabulary, as well as address student misconceptions. High-level alignment of program key assessments to the Teaching Performance Expectations can be found in Table 1 below.

Table 2. Key Assessment Alignment to the California Teaching Performance Expectations - Preliminary Multiple Subject / Preliminary Single Subject Programs

	MAJOR-501: Final Teaching Event	MAJOR-502: Midterm Portfolio	MAJOR-502: Final Teaching Event	TEL-500: Final
TPE 1: Engaging and Supporting All Students in Learning	X	X	X	X
TPE 2: Creating and Maintaining Effective Environments for Student Learning	X	X		
TPE 3: Understanding and Organizing Subject Matter for Student Learning	X	X	X	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	X	X	X	X
TPE 5: Assessing Student Learning	X	X	X	X
TPE 6: Developing as a Professional Educator	X	X	X	

The final assessment for *MAJOR-501* specifically assesses the knowledge and skills necessary to educate and support effectively all students in meeting state-adopted academic standards, requiring students to plan, implement, and assess and reflect on a standards-aligned lesson. See [Attachment 5.a.2. ELEM-501 Final Teaching Event](#) for a sample key assessment from this category.

A separate set of key assessments apply to the Preliminary Education Specialist: Mild to Moderate Support Needs program (the final assessments for *TEL-602: Teaching the Whole Learner*, *TEL-612: Assessment and Instructional Planning II*, and *TEL-613: Methods in Foundational Literacy Intervention*). Dual credential candidates are required to pass both sets of key assessments. These special education key assessments address the Teaching Performance Expectations for the Preliminary Education Specialist: Mild to Moderate Support Needs credential and are administered at key points in the program enabling faculty to assess candidates' developing competency and skills on a developmentally appropriate timeline. For example, the final assessment for *TEL-602* assesses a candidate's ability to plan scaffolds and choices aligned to a small group of students' strengths in order to support these students' access to grade-level content, and then in the

Common Standard 5: Program Impact

final for *TEL-613*, candidates must demonstrate the ability to apply what they know about literacy intervention and their students' development to design Tier 1 scaffolds that provide access to grade-level texts and Tier 2 instructional supports that build their students' literacy skills.

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.

Relay evaluates its programs' impact on candidate learning and on teaching and learning in schools using multiple measures and with a focus on continuous improvement, as discussed in response to *Common Standard 4*. Relay's Research team is responsible for compiling raw assessment and survey data and synthesizing those data into user-friendly reports to enable Relay leadership, faculty, and staff to monitor candidate performance, monitor EPP operational effectiveness, and make regular adjustments to institutional practice. These measures of program impact are described below:

Assessment of Candidate Learning

As described in response to *Common Standard 1*, Relay's educator preparation curriculum is designed around a set of competencies and learning outcomes aligned with the California Teaching Performance Expectations (See [Program Competency and Learning Outcome Alignment with the TPEs](#)). Candidate learning against these standards and competencies is assessed at multiple points during the program through a set of key assessments. Using the [Academic Performance Dashboard](#) Relay is able to disaggregate data at the rubric row level as well as many other important dimensions including program, race, gender, licensure area, and school placement. Candidate performance on key assessments is evaluated by program faculty to inform individual candidate supports (described in response to *Common Standard 2*) and by the Assessment Committee in support of equitable candidate outcomes and a strong candidate experience (as described in response to *Common Standard 4*).

Candidate Performance on the edTPA

Since 2015, 1,486 Relay candidates have attempted the edTPA in the fields aligned to Relay's proposed California programs (Elementary Education, Secondary ELA, Secondary History/Social Science, Secondary Math, Secondary Science, and Special Education) with 81% passing on their first attempt and 87% passing overall (first and subsequent submissions). See edTPA data by handbook field in [Attachment 5.b.1. edTPA Performance Data 2015-2021](#).

Completer Satisfaction

Relay collects feedback from program completers through its annual Alumni Survey. The Alumni Survey includes a set of questions that are intended to measure completer satisfaction with the quality of teacher preparation they received at Relay. See [Attachment 5.b.2. Alumni Survey Overview](#) for a description of the survey's administration and purpose, validity and reliability, and findings. The survey questions related to completers' satisfaction with the quality of teacher preparation they received are part of the Beginning Teacher Survey—an instrument that was designed and validated in collaboration

with Deans for Impact (DFI), a consortium of deans from schools of education that share best practices and data with each other. DFI vetted the validity of these questions through a multi-step process.

Overall, 81%, 76%, and 77% of completers responded “Agree” or “Strongly Agree” to the question, “Overall, I am very satisfied with the preparation I received at Relay” in 2018-19, 2017-18, and 2016-17, respectively. Findings further indicated that 80% or more (responding “Well” or “Very Well”) of completers were particularly satisfied with how well Relay prepared them to:

- Analyze student performance data (86% responded “Well” or “Very Well” in 2018-19);
- Create an environment of high expectations for all students (84% responded “Well” or “Very Well” in 2018-19);
- Improve my teaching based on feedback and reflection on practice (83% responded “Well” or “Very Well” in 2018-19);
- Maintain a purposeful and effective learning environment (81% responded “Well” or “Very Well” in 2018-19);
- Measure and analyze student growth and achievement (87%, 85%, and 87% responded “Well” or “Very Well” in 2018-19, 2017-18, and 2016-17, respectively);
- Set challenging and appropriate goals for student learning and performance (82% responded “Well” or “Very Well” in 2018-19);
- Use knowledge of student learning and curriculum to plan instruction (80% responded “Well” or “Very Well” in 2018-19).

The Alumni Survey also includes a set of questions that ask completers to share employment-related milestones they have achieved. Of the completers that took the 2018-19 Alumni Survey (N = 607; response rate = 22%), 237 alumni respondents that work in TK-12 school settings indicated that they had been promoted since completing Relay’s program.

Employer Satisfaction

Relay’s Employer Survey measures employer satisfaction with its teacher preparation program. This survey is sent to a sample of school leaders who employ Relay completers. Findings from the most recent survey administration demonstrates that the majority of school leaders are satisfied with the preparation that Relay completers received. Highlights from the 2021 spring survey administration include:

- 95% of school leader respondents reported that Relay alumni contributed to an expected level of student learning growth in their classroom.
- 94% of school leader respondents reported that Relay alumni were well prepared or very well prepared to implement well-structured lessons.
- 86% of school leader respondents reported that Relay alumni were well prepared or very well prepared to make adjustments to practice based on assessment data.

TK-12 Student Outcomes

The ultimate measure of program effectiveness is the impact of candidates and program completers on TK-12 student outcomes. Relay has historically measured student outcomes with a focus on academic achievement. In response to a growing body of research that demonstrates the interconnected nature of academic achievement, social and emotional well-being, and a positive and affirming school experience,¹¹ Relay is revising its impact measurements to focus on three outcomes—academic achievement, social-emotional learning, and student experience—simultaneously with the aim to equip its candidates to support their TK-12 students’ holistic growth and achievement in service of their academic and life goals. Through the [assessment system](#), Relay will systematically collect and analyze assessment evidence of student outcomes as part of the narrative of growth and development and use student experience evidence to guide reflections on implementation. Details follow:

Academic Achievement

Since 2016, Relay has entered into several agreements with partner school districts and state departments of education that employ the largest number of Relay completers to obtain student achievement data to analyze the impact that Relay-prepared teachers have had on their students' learning. Each partner school district shares with Relay (via a secure file transfer protocol or FTP) the state standardized P-12 exam data and teacher employment data of Relay completers. In addition, each partner organization shares data for non-Relay-prepared teachers in their district for comparison purposes. Exam data are limited to the tested grades and subjects (determined by the state), which at minimum includes grades three through eight and English Language Arts (ELA) and Mathematics. Relay then works with a subcontractor, Ed Analytics (EA), to conduct statistical modeling of Relay completers’ impact on P-12 student achievement. Ed Analytics is a non-profit organization that provides data analysis, reporting, and visualization support to educational organizations.

Social-Emotional Learning

Relay’s impact on TK-12 students’ social-emotional learning will be measured via course assessments focused on building positive relationships with TK-12 students and supporting candidates' instructional development of TK-12 social-emotional development.

Student Experience

Candidates will be evaluated in multiple summative assessments on the extent that they have created a positive classroom culture. Relay is also exploring the possibility of using TK-12 student surveys to assess students' experience of classroom culture.

¹¹ Jackson, C.K., Porter, S., Easton, J., Blanchard, A., & Kiguel, S. (2020). School effects on socioemotional development, school-based arrests, and educational attainment. *American Economic Review: Insights*, 2(4), 491–508.

Common Standard 5: Program Impact

Relay is proud of the impact of its programs and program completers across the nation and is committed to evaluating and demonstrating its positive impact on candidate learning and competence in schools that serve California's students. [Attachment 5.b.3. Our Impact SY2020-21](#) provides a summary of Relay's impact nationally. Highlights include:

- In three rounds of data collection and analysis (AY 2016-2017, 2017-2018, 2018-2019), Relay found that 1st- and 2nd-year Relay-prepared teachers in New York are leading their students to greater academic growth than closely matched peers, particularly in Math.
- In the 2019-2020 school year, 79% of Relay-prepared teachers in the District of Columbia received an IMPACT ranking of at least Effective, compared to just 60% of traditional novice teachers.¹²
- In Tennessee, program completers have demonstrated a positive impact on student growth and learning as measured by the Tennessee Value-Added Assessment System (TVAAS), TEAM observations, and teacher evaluation performance. Highlights from the 2020 Tennessee Educator Preparation Report Card data include:¹³
 - Relay Nashville was ranked third in the state for the percentage of its completers (28.6) whose student growth scores (TVAAS) were at least a Level 4 (Above Expectations) or above.
 - Relay Memphis ranked second in the state for the percentage of its completers (77.8) who received a Level 4 or above on their TEAM observation.
 - Relay's Memphis campus was ranked tenth in the state for the percentage of its completers (61.1) who received at least a Level 4 on their annual teacher evaluation.

¹² District of Columbia Public Schools 2019-2020 Relay Teaching Residency Effectiveness Final Evaluation Report

¹³ All data was pulled from Tennessee's Educator Preparation Report Cards here: <https://teacherprepreportcard.tn.gov/>

LIST OF COMMON STANDARDS ATTACHMENTS

[Attachment 1.a.1. Relay 2.0 Pedagogical Framework](#)
[Attachment 1.a.2. Program Competency and Learning Outcome Alignment to the TPEs](#)
[Attachment 1.b.1. Governance and Advisory Structures](#)
[Attachment 1.b.2. Relay Board of Trustees and Executive Team Organizational Chart](#)
[Attachment 1.b.3. Feedback Surveys](#)
[Attachment 1.c.1. Faculty Job Descriptions](#)
[Attachment 1.c.2. Prospective Partner Engagement](#)
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[Attachment 1.c.4 Clinical Mentor Selection, Training, and Support Toolkit](#)
[Attachment 1.c.5. California Educator Preparation Advisory Board Membership](#)
[Attachment 1.c.6. EPAB Initial Meeting Agenda and Minutes](#)
[Attachment 1.c.7. January - March 2022 EPAB Agenda and Notes](#)
[Attachment 1.c.8. Faculty Personnel Policies](#)
[Attachment 1.d.1. Proposed Operational Budget](#)
[Attachment 1.e.1. Proposed Organizational Chart - California Credential Programs](#)
[Attachment 1.g.1. Relay Faculty Rubric](#)
[Attachment 1.g.2. 2020-2021 Relay Faculty Development Course Catalog](#)
[Attachment 1.h.1. Transition Points and Criteria](#)
[Attachment 2.b.1. California Center on Teaching Careers MOU](#)
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[Attachment 3.c.1. Spring 2021 Resident Survey Results](#)
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