



PRESS RELEASE

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Teacher Credentialing Programs Find Tools for Improvement through Accreditation

SACRAMENTO – A recent report from the Commission on Teacher Credentialing’s Committee on Accreditation (COA) shows teacher credentialing programs are benefitting from a revamped accreditation process implemented just two years ago.

[*2009-10 Annual Accreditation Report to the Commission on Teacher Credentialing by the Committee on Accreditation*](#) shows more than half of the programs reviewed during the 2009-10 accreditation year were awarded full Accreditation. An increase of approximately 50% from the 2008-09 accreditation year in which one third of programs reviewed were awarded full Accreditation.

“The focus of the accreditation framework is program improvement,” says Dr. Gary Kinsey, Co-chair of the COA and Associate Dean of the College of Education at California Polytechnic University, Pomona. “The activities of the 7-year cycle – biennial reports, program self-assessment – enable programs to identify and address areas of need early, years before the site visit.”

In 2007-08, the Commission on Teacher Credentialing (Commission) adopted a new *Accreditation Framework*, launching a 7-year cycle of accreditation activities for the [140 California institutions](#) that provide educator preparation programs. These new accreditation activities include ongoing data collection and reporting, culminating in an on-site visit by an accreditation team of trained evaluators comprised of Commission staff and other education professionals with expertise from K-12 through postsecondary education.

The 2009-10 academic year was only the second full year of implementation of the biennial report component of the revised accreditation system. Biennial reports consist of competence and performance data on programs and their teacher preparation enrollees. From the standpoint of the COA, the focus of the biennial reports activity is to provide institutions with constructive feedback on their submission which would assist the institution in developing and refining the institutional assessment system.

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“Institutions have taken very seriously the opportunities for program improvement this new system affords them and are working hard to ensure high quality programs for our future educators,” added Dr. Kinsey.

Programs not awarded full Accreditation have one year to address stipulations identified by an accreditation team during which time they work constantly and closely with the COA. Of the programs that fell short in 2008-09, nearly three-quarters addressed deficiencies and attained Accreditation within one academic year or less. The remaining programs, just three in this case, have minor, technical issues left to address and have been given a brief extension to reach their goal of Accreditation as soon as possible.

The Commission is responsible for ensuring that educators – from teachers to principals – are fully prepared to serve the needs of California’s students from prekindergarten through high school and adult education. Accreditation is the primary means of ensuring quality in the programs that prepare California’s professional educators. The COA is appointed by the Commission to accomplish this task.

For more information on the Committee on Accreditation or the accreditation process visit the Commission’s website at <http://www.ctc.ca.gov/educator-prep/program-accred.html>.

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