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Information

Professional Services Committee **Report on Results of Field Survey and Accreditation Review Activities**

Executive Summary: This agenda item addresses three areas related to accreditation of educator preparation programs. It contains the findings from the field survey on the proposed changes to the *Accreditation Framework*, it identifies possible next steps the Commission might take at a future meeting in relation to consideration of the proposed revised accreditation system, and it provides an update on activities related to the Commission direction that the Committee on Accreditation and the Accreditation Study Work Group continue to consider standards-related issues.

Recommended Action: This item is for information only.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.

Report of Results of Field Survey and Accreditation Review Activities

This agenda item covers three topics related to accreditation of educator preparation. The three sections are for information only.

1. Report of findings from the field survey on proposed changes to the *Accreditation Framework*
2. Possible next steps the commission might take at a future meeting in relation to the accreditation system
3. Update on activities the Committee on Accreditation and the Accreditation Study Work Group were asked to complete

Part 1: Report of Findings from the Field Survey on Proposed Changes to the Accreditation Framework

Introduction

This portion of the agenda item presents the results of the field survey conducted from December 6, 2005 to February 10, 2006 on the proposed revisions to the Commission's accreditation system. The agenda item seeks direction from the Commission as to the manner in which to proceed.

Background

Over the past few years, the California Commission on Teacher Credentialing (Commission) and stakeholders have been engaged in significant discussions related to the review of its accreditation system adopted in 1993. This process began with a review of the system conducted by the American Institutes for Research that was completed in spring of 2003. This review, although important, was limited in focus to the system in place, and was not designed to propose modifications to alter the current system. As a result, the Commission sought to conduct a broader review.

The purpose of this review was to determine whether the existing system responds appropriately to the current educational and policy environment. Since the Commission's current accreditation system was adopted, numerous changes have taken place such as the adoption of K-12 academic content standards and related assessments, the passage of SB 2042, an increased focus on use of data for program improvement and student achievement, and the move towards greater accountability in education.

In January 2004, the Commission directed the Committee on Accreditation (COA) to meet with stakeholders to identify options for establishing a process for the review of the Commission's *Accreditation Framework* that would be open, inclusive of key stakeholders, and consultative. At its meeting in May 2004, the Commission authorized the formation of an Accreditation Study Work Group comprised of key stakeholders representing a broad spectrum of the education community. The Accreditation Study Work Group was composed of representatives from all three segments of higher education: University of California, California State University and Independent Colleges and Universities. The Work Group had representatives from the Association of California School Administrators (ACSA), California School Boards Association (CSBA), California Teachers Association (CTA), and the California Federation of Teachers (CFT). The Work Group also had members who represented intern programs, induction programs, and subject matter programs and four members of the Committee on Accreditation.

The Work Group and the Committee on Accreditation met from June 2004 through the fall of 2005 developing a proposal for a revised accreditation system and numerous options and recommendations to support the proposed revised structure. Throughout the entire process of development, members of the Work Group were charged with vetting the various options under consideration with their

respective stakeholders and reporting to the group at each meeting the feedback they had received. Modifications were made to the proposal based upon the feedback the members had received. The Commission received the recommendations for revision of the Accreditation System from the Committee on Accreditation (COA) and the Accreditation Study Work Group at its October 2005 meeting. The full report from the Accreditation Study Work Group and the Committee on Accreditation can be accessed on the Commission's website at www.ctc.ca.gov/commission/agendas/2005-10/2005-10-6C.pdf.

The proposed system designed by the Accreditation Study Work Group and the Committee on Accreditation would change the nature of accreditation in California in significant ways. Among these changes are the following:

- Continue to ensure that credential preparation programs adhere to standards, but infuse the system with more data on candidate performance and program effectiveness
- Instill a greater emphasis on using data to improve programs
- Emphasize that accreditation is an on-going process, not a single point in time event
- Require interim reports
- Focus site visits on Common Standards and identified areas of concern
- Allow the Commission greater ability to follow up on areas of concern

The Work Group and the COA propose that all institutions offering educator preparation programs be put on a seven-year cycle that would include biennial reporting, a 4th year program review, and a 6th year site visit focused on the Common Standards. The site visit would also include a review of any areas of concern stemming from the program review, and follow up where necessary is also an important component of the proposed revised system. Below is a brief description of the activities in the seven year cycle for the proposed system.

Proposed Seven Year Cycle of Accreditation Activities

Data Gathering and Analysis: Each program sponsor would be expected to continually and systematically collect data (contextual, demographic, evaluation, and candidate competence data) that would serve as indicators of program quality. The program sponsor would aggregate and analyze these data, use data to evaluate program effectiveness, and make adjustments as appropriate.

Report to the Commission/COA: In years 2, 4, and 6, the program sponsor (institution of higher education or local educational agency such as school districts or county offices of education offering credential programs) would report summary data for each program for the current and prior year to the Commission. Each program would submit information describing how candidate competence is assessed in the program and how the candidates perform on those assessments. In addition, each report would include a brief statement of analysis and an action plan based on the analysis. Each institution or program sponsor would also submit an institutional summary identifying trends across the programs or critical issues. The COA and Commission staff would review the biennial reports. If the report is not submitted, or is incomplete or inadequate, Commission staff would contact the institution/program. Institutions/program sponsors that submit reports with data that do not include standards-based measures of candidate competence or that have other deficiencies would be reviewed by COA and could result in a request for additional information from the institution/program or possibly a site review.

Table 4: Accreditation Cycle and Activities

	Institution or Program Sponsors		Commission on Teacher Credentialing	
	At the Institution	Submit to CTC/COA	Committee on Accreditation and/or CTC Staff will Review	
Year 1	<ul style="list-style-type: none"> Data Gathering & Analysis 			<ul style="list-style-type: none"> Although no formal report is required, institution may be completing follow up from the site visit in Year 6. All institutions/program sponsors will continue data gathering and analysis.
Year 2	<ul style="list-style-type: none"> Data Gathering & Analysis 	Data Report Years 1 & 2		<ul style="list-style-type: none"> Biennial Data Report: Staff review of the report could result in a request for additional information and/or a focused site visit.
Year 3	<ul style="list-style-type: none"> Data Gathering & Analysis Prepare program document updates 			<ul style="list-style-type: none"> No report unless there was follow up from questions generated from the Year 2 Biennial Report. Data gathering and analysis is on-going at the institution
Year 4	<ul style="list-style-type: none"> Submit Program Document(s) Data Gathering & Analysis 	Data Report* Years 3 & 4	Program Review Document (s)	<ul style="list-style-type: none"> Biennial Data Report: Staff review of the report could result in a request for additional information and/or a focused site visit. Program reviewers are assigned to review each program’s documentation and pose questions for institution. Program review teams agree on preliminary findings for program standards.
Year 5	<ul style="list-style-type: none"> Data Gathering & Analysis Prepare Common Standards self-study for site visit 		Response to questions on program review	<ul style="list-style-type: none"> Program reviewers submit preliminary findings and remaining questions or concerns to the COA, with recommendations for any needed follow up at the site visit. COA determines which, if any program(s) need to be included in the site visit and notifies institution at least one year prior to the site visit date.
Year 6	<ul style="list-style-type: none"> Data Gathering & Analysis Complete preparations for site visit Host site visit 	Data Report Years 5 & 6	Common Standards Self-Study	<ul style="list-style-type: none"> Site team is provided with preliminary findings from program review teams and all previous documentation from this cycle. Team is also provided with prior accreditation team report. Site team visits the institution reviewing all Common Standards and program(s) identified by the Program Reviews. Site team submits an accreditation report to COA, with recommendations. COA makes an accreditation decision and specifies required follow up if necessary.
Year 7	<ul style="list-style-type: none"> Data Gathering & Analysis Follow up to site visit if necessary 		Follow up to site visit, if necessary	<ul style="list-style-type: none"> COA reviews follow up, if warranted, asks further questions. Follow up may exceed one year at the discretion of the COA. After completing the seven year cycle, the institution begins the cycle again

* Data related to approved subject matter programs is submitted in Year 4

Program Review: In year 4 of the accreditation cycle, each program that is offered by an institution/program sponsor would submit an updated version of its approved program document including current course syllabi in response to current standards adopted by the Commission. The update would detail all modifications in the program since its prior approval. In addition, the candidate assessments, rubrics, scoring procedures, and other evaluation activities that generated the data gathered over the current year and previous three years would be submitted. Program reviewers (trained members of the Board of Institutional Reviewers) would review documentation submitted by each program. The program review team could raise questions or request additional information. The program would submit additional information and evidence to address the reviewers' questions. Specific time limits would need to be observed by both the program and the reviewers so that the preliminary findings would be submitted to the COA at least one year prior to the scheduled site visit. The program review team would consider all information and agree upon "preliminary findings" for all program standards. The program review team would submit any additional questions or areas of concern to the COA and makes a recommendation to COA whether the issue needs to be further reviewed during the site visit. The COA would consider the recommendation, and in so doing, would determine the nature of the program review (size and composition of the team) that would take place during the site visit.

Site Visit: In year 6, each institution or program sponsor would have an accreditation team visit the site. Prior to the visit, the institution would submit a self-study document that responds to the Commission's Common Standards. The institution would prepare for a site visit that focuses mainly on the Common Standards, but includes students, graduates, and faculty as well as other stakeholders from all programs that are sponsored by the institution. The site review team would be composed of 3 to 6 members that would focus mainly on the Common Standards. If any program areas were previously identified, through the program review, to be reviewed by the COA an additional member or two might be added to the team. Within the site visit, each program in operation would participate fully in the interview schedule. The COA would have discretion to add additional members to the team with expertise in the program area(s) to be reviewed at the site visit. The site review team would submit a report with program findings and an accreditation recommendation to the COA. It is possible that the site visit team may find a program concern or issue not previously identified by the program reviewers. In so doing, the team could recommend a follow up focused program review of the concerns or issues that have arisen. In this event, there would be no accreditation recommendation until after the focused review has been completed. The COA would review the team report and ask questions prior to making an accreditation decision. When follow up is required, the COA would indicate what follow up is required and when.

Follow up to site visit: (Year 7) If necessary, the institution and all its programs would begin to respond to the follow up required by the COA. COA would state the timeline for response from the institution. Institutions/program sponsors would be required to address all stipulations within one year, however, the timeline for COA follow up could extend beyond the one year.

Field Review of Proposed Accreditation System

Before acting upon this proposal for a revised accreditation system, the Commission sought to receive additional feedback about the recommendations from a broad spectrum of the education community. The Commission directed staff to work with the Committee on Accreditation and

the Accreditation Study Work Group to develop and disseminate a web-based survey and report the results at the April 2006 meeting of the Commission.

It is important to note a separate but related Commission action during this period of time. In December of 2002, and, in subsequent action at the March 2004 Commission meeting, the Commission adopted a limited accreditation schedule that postponed all non-National Council for the Accreditation of Teacher Education (NCATE) accreditation visits in order to allow for the full implementation of the new SB 2042 teacher preparation standards and to conduct a review of the Commission's accreditation system. During this same time period, the Commission began experiencing significant budget reductions as a result of the state budget crisis and the hiatus on all non-NCATE visits provided some budgetary relief.

Throughout the accreditation review process, the Commission directed that all accreditation site visits for institutions/program sponsors seeking initial or continuing NCATE accreditation be continued. Since spring 2003, the Commission has conducted accreditation reviews of 10 institutions/program sponsors. Six institutions/program sponsors are scheduled for an NCATE/CTC joint review in 2006-07. It is critical to note that the number of institutions/program sponsors currently offering educator preparation programs in California is 106. The majority of institutions/program sponsors have not experienced a review in a number of years. In addition, a significant number of institutions/program sponsors have never been formally reviewed beyond the initial approval or a formative review. These programs include:

- Antioch University
- Argosy University
- California State University, Channel Islands
- CalState TEACH
- High Tech High School
- Inter-American College
- Orange County Office of Education
- Phillips Graduate Institute
- Sacramento County Office of Education
- San Diego Unified School District
- Santa Barbara County Office of Education
- Stanislaus County Office of Education
- Tuoro University
- University of Phoenix
- Western Governor's University
- William Jessup University

The steps taken to conduct a formal field review of the proposed system are outlined below:
Development and Dissemination of Field Survey Instrument

As directed by the Commission, a web-based survey was developed by staff in consultation with the Committee on Accreditation and the Accreditation Study Work Group to gather stakeholder feedback. This survey was designed to collect information from individuals. Groups such as professional organizations or schools were welcome to provide feedback on the recommendations in the form of a letter to the Committee on Accreditation.

The basic structure of the survey was designed to encourage participation from a broad spectrum of individuals with a wide range of experience in accreditation activities. Individuals were asked to complete a section with broad statements about accreditation and then, if desired, to respond to the specific recommendations from the COA and Work Group.

The survey was posted on the Commission’s web site on December 6, 2005 and remained open through February 10, 2006. Notification of the availability of the Accreditation Survey was disseminated through the Commission’s E-news listserve on December 6, 2005. A second notice was sent through the listserve on February 1, 2006 to remind interested individuals that the survey window would close February 10, 2006. All members of the Committee on Accreditation and the Accreditation Study Work Group were asked to notify their stakeholder groups of the survey and the Commission’s desire to receive feedback on the recommendations regarding the revision of the accreditation system. In addition, an email was sent to all members of the Board of Institutional Reviewers (BIR) notifying them about the review of the accreditation system, the recommendations, and the survey. Directors of the Beginning Teacher Support and Assessment (BTSA) Induction Program discussed the recommendations from the COA and Accreditation Study Work Group and were notified of the survey during their January 2006 cluster meetings. BTSA Induction programs work with first and second year teachers in almost all school districts in California. BTSA Directors were asked to assist in encouraging their stakeholders to respond to the survey.

This dissemination effort resulted in a total of 444 individuals completing an accreditation survey between December 6, 2005 and February 10th, 2006.

Demographic Information for Respondents

The web survey collected demographic information from each respondent. Respondents were self-categorized as affiliated with K-12, an institution of higher education (IHE) or a member of the public, *see Table 1 below*. Within the K-12 respondents, information was collected regarding the role(s) served in the schools such as teacher, site administrator, or school board member. In addition, this section requested information about the type of experience the responder had with approved educator preparation programs and whether they were or had been involved in the hiring of new teachers. Similarly, from the higher education respondents, demographic information was collected including which segment of higher education the individual represented, if the individual was affiliated with a school of education, and the type of educator preparation program(s) the individual works with (multiple subject teacher, single subject teacher, special education, administrative services, or pupil personnel services). Full demographic information on the respondents is provided in **Appendix A**.

Table 1: Responses to the Accreditation System Survey

Role Group	Total respondents in the role group
Institutions of higher education	230
K-12 school system	200
Public	14
Total Responses	444

As Table 1 shows, the respondents represent both the colleges and universities (IHE) and the K-12 public schools (K-12). There were an additional 14 respondents that identified themselves as members of the public.

Respondents’ Experience with Accreditation

In addition to demographic information, the web survey asked the respondents to describe prior experience(s) with accreditation in general. A series of Yes/No statements were provided for response. In addition, if an individual had prior experience in accreditation activities that were not listed, an opportunity existed for the individual to describe these experiences. Each accreditation activity was assigned a point value from 0 to 5 to describe the relevance of the experience to standards-based accreditation of educator preparation programs, see Table 2 below. The purpose of this point system was to allow for disaggregating of the data based on prior experience with accreditation. The statements regarding prior experiences with accreditation and the points assigned are listed below:

- I have been a member of the Commission’s Board of Institutional Reviewers (BIR) and served on one or more teams on accreditation visits for CCTC (5)
- I have served as a member of a NCATE site visit team (5)
- I have participated in the preparations for a CCTC site visit at my institution (3)
- I have been a team member for a BTSA Formal Program Review visit (4)
- I have been a team member for a WASC site visit (4)
- I have participated in the preparations for a WASC visit at a college or university (2)
- I have participated in the preparations for a WASC visit in the K-12 schools (2)
- I have participated in the preparations for a BTSA Formal Program Review visit (2)
- I have participated in another standards-based, education-related accreditation activity (1.5)
- I have participated in other standards-based, non-education related accreditation activity (1)
- I have no prior experience in standards-based accreditation activities. (0)

Therefore for each individual responder a ‘total experience with accreditation activities’ score was calculated. The range of accreditation activities scores is zero to 27. Table 2a displays the distribution of accreditation activities scores. The range, mean scores and standard deviations of the accreditation experience scores are reported in more detail in **Appendix B**.

Table 2a: Distribution of Experience with Accreditation Activities Scores

	0	1-4	5-10	11-15	16-20	21-25	26+
All respondents	85	100	174	62	16	4	1
Percentage of total	19.1%	22.5 %	39.3 %	14.0 %	3.6 %	1.0 %	0.2 %

As Table 2a shows, almost 42% (185 of 444 respondents) of the respondents have had very little or no experience with standards based accreditation activities. Fifty-three percent of the respondents (236 out of 444) have an accreditation activity score between 5 and 15.

Table 2b: Distribution of Accreditation Activities Scores across Role Groups

Role	0	1-4	5-10	11-15	16-20	21-25	26+
IHE	32	50	97	36	11	2	1
K-12	47	49	72	25	4	2	0
Public	6	1	5	1	1	0	0

Table 2b displays the accreditation activities scores disaggregated by role group. The data show that all role groups have a range of experience with accreditation activities.

Findings for the General Statements about Accreditation

Throughout the development of the proposed accreditation system, the Accreditation Study Work Group and the Committee on Accreditation recognized that it was critical that agreement be reached on the fundamental qualities, characteristics, or objectives of any accreditation system, and that the design of the Commission’s system should reflect those agreements. Some of these fundamental qualities or characteristics are listed in the introduction of this item, such as the system should focus greater attention on program improvement, that the system should ensure that programs use data to inform their decision making process, that candidate performance is a critical component, and that accreditation should be an on-going process. The field survey sought feedback on whether there was general agreement from a broader audience on these characteristics or qualities that serve as the foundation for the proposed system.

After collecting information related to demographics and the individual’s prior experience with accreditation, the web survey asked the individual to respond regarding his or her general beliefs about the accreditation of educator preparation. The definition of accreditation from the Merriam-Webster Online Dictionary was provided for respondents: “*to recognize (an educational institution) as maintaining standards that qualify the graduates for ...professional practice.*” For each statement, the individual selected from five responses: ‘*Strongly agree*’, ‘*Agree*’, ‘*Neither agree nor disagree*’, ‘*Disagree*’ or ‘*Strongly disagree.*’

The seventeen statements about the accreditation of educator preparation programs were developed from the consensus agreements of the COA and the Accreditation Study Work Group’s work. All of the statements encompass the major themes integrated throughout the recommendations. As agreed to by the work group and the COA, two of the statements (# 7 and # 8) were constructed in the negative. The general statement describes the opposite of the COA and Work Group recommendation. For example, statement 7 says that ‘*one site visit every six years is an adequate method to utilize in accreditation*’ whereas the COA and Work Group’s recommendation is that accreditation activities should be spread across a seven year cycle. Statement 8 is that the reviewers ‘*should look only at the information submitted at the time of the accreditation review*’ whereas the consensus recommendation of the COA and Work Group is that reviewers should have access to the prior accreditation report and COA finding and all reports or information collected since the last accreditation visit.

Table 3 shows the number of respondents who rated each ‘General Statement about Accreditation’ positively or negatively. In Table 3, the responses of “Neither agree nor disagree” and the individuals that did not rate the statement are not displayed.

Table 3: Summary of the Rating on General Statements about Accreditation*

General Statements about Accreditation (n=444)	<i>Do not agree or Strongly do not Agree</i>	<i>Agree or Strongly Agree</i>
<i>1) Accreditation should assure the public that an institution /program sponsor’s programs are of an accepted minimum level of quality.</i>	8	429
<i>2) Accreditation should lead to and encourage program improvement.</i>	7	429
<i>3) One major purpose of accreditation is assuring the public that educator preparation programs adhere to and meet adopted program standards.</i>	11	414
<i>4) All educator preparation programs that lead to a credential or certificate should be reviewed and approved through the accreditation system.</i>	19	389
<i>5) Professional educators should be entrusted with evaluating the quality of educator preparation programs.</i>	15	404
<i>6) A site visit of some kind by educational experts to the institution/program sponsor where the preparation programs are offered is an important component of an accreditation system.</i>	20	394
<i>7) An accreditation system that reviews an institution through a site visit once every six years with no additional review activities is sufficient to meet the public’s need for accountability.</i>	229	144
<i>8) Those reviewing the institution should look only at the information submitted at the time of the accreditation review for the purposes of accreditation.</i>	299	67
<i>9) In order to determine the quality of a program, the reviewers should have access to previous accreditation reports about the institution and its programs, and actions taken by the institution/program sponsor.</i>	23	385
<i>10) An accreditation system should require ongoing data collection on candidate (future teacher) performance and program quality by program sponsors.</i>	48	354
<i>11) An accreditation system should require the accredited institution/program sponsor and its programs to analyze data collected and submit a summary periodically so that data could be reviewed by the accrediting body.</i>	63	325
<i>12) An accreditation system should require the demonstration that the institution and its programs use the analysis of data on an ongoing basis to guide program improvements.</i>	14	384

General Statements about Accreditation (n=444)	<i>Do not agree or Strongly do not Agree</i>	<i>Agree or Strongly Agree</i>
<i>13) Those reviewing an institution /program sponsor should have access to the ongoing data collected by the institution/program sponsor, the analysis of the data, and the program improvements that have been implemented since the previous review.</i>	22	382
<i>14) An accreditation system should include a review of the institution or educational unit as an educational entity.</i>	42	327
<i>15) Within an accreditation system, each program should be reviewed and the results of each program review should be available to the public.</i>	19	369
<i>16) An accreditation system should be systematically evaluated periodically.</i>	3	429
<i>17) Modifications to the accreditation system should be made based on data collected through the systematic evaluation process.</i>	5	405

* Does not include individuals that did not rate the statement or indicated “Neither Agree nor Disagree

Appendix C-1 has the complete distribution of the responses for each of the General Statements about Accreditation. **Appendix C-2** displays the mean and standard deviation for each general statement and shows the disaggregated mean and standard deviation for the IHE, K-12 and Public stakeholder groups.

As noted in Table 3, above, over 400 of the 444 respondents agreed or strongly agreed with six of the statements (# 1, 2, 3, 5, 16, and 17). Over 300 responders agreed or strongly agreed with nine statements (#4, 6, 9, 10, 11, 12, 13, 14, and 15). Two hundred and ninety-nine respondents (81.7%) disagreed or strongly disagreed with statement #8, “*Those reviewing the institution should look only at the information submitted at the time of the accreditation review for the purposes of accreditation.*”

Respondents were more evenly divided on Statement # 7, “*An accreditation system that reviews an institution through a site visit once every six years with no additional review activities is sufficient to meet the public’s need for accountability*” although 61% of the individuals who indicated an opinion disagreed or strongly disagreed with the statement. Overall, respondents showed a general pattern of strong support for the Accreditation Study Work Group and COA’s recommendations for changes in the accreditation system.

In addition, if one reviews the disaggregated data, all three role groups show a similar pattern of support for the General Statements about Accreditation. The responses from K-12 and the Public are as supportive, if not more supportive, than responses from the IHE community. The means for each of the three role groups (IHE, K-12, and the Public) is shown in **Appendix C-2**.

Findings for the Individual Recommendations

As was stated earlier, individuals could choose to respond or not to respond to the specific recommendations regarding the proposed accreditation system in addition to the *General*

Statements about Accreditation. Each recommendation (seventeen recommendations and a number of sub-recommendations) was listed as stated in the “Preferred Option” text in the October 2005 Commission Agenda Item 6C (<http://www.ctc.ca.gov/commission/agendas/2005-10/2005-10-6C.pdf>). There was also a link to the complete section of the October agenda item for that recommendation (including the background information, the rationale and the discussion of the preferred option.)

For each recommendation, the individual selected from five responses: ‘*Strongly support*’, ‘*Support*’, ‘*No opinion*’, ‘*Do not support*’ or ‘*Strongly do not support*’. Of the 444 completed surveys, 178 individuals chose to review and rate the recommendations. Table 5, below, shows the number of respondents who responded positively or negatively for each recommendation. In Table 5, the response of “*No opinion*” and the individuals that did not rate a recommendation are not displayed.

Table 5: Summary of the Ratings* on the Recommendations

Recommendations (n= 178)	<i>Do not Support or Strongly do not support</i>	<i>Support or Strongly Support</i>
1: Purposes of accreditation system	5	164
2: Roles and Responsibilities of the Commission and the COA	20	133
3: Accreditation as an Ongoing Activity	35	126
4a: Series of activities over 7 years	38	114
4b: Annual data collection	41	109
4c: Biennial reports	41	104
4d: Review of Programs in 4 th year	24	103
4e: Site visit in 6 th year	25	105
4f: 7 th year for follow up	15	137
5: Unit Accreditation and Program Approval	12	114
6: Consistency in the system by including all Credential and Certificate Programs	8	153
a: Designated Subjects	3	134
b: Professional Administrative Services	5	130
c: Fifth Year of Study	5	141
d: Induction Programs	17	135
e: Subject Matter Programs	19	123
7: Program Standard Options	23	120
8: Program Findings	4	134
9: Accreditation Decisions-Unit Findings	5	124
10: Selection of COA Members	9	125
11: National Unit Accreditation	9	138
12: National Program Accreditation	12	142
13: Evaluation of the Accreditation System	5	139

Recommendations (n= 178)	<i>Do not Support or Strongly do not support</i>	<i>Support or Strongly Support</i>
14: Training: Board of Institutional Reviewers	5	138
15: Selection of the Review Teams	4	137
16: Selection of Interviews and Site Visits	6	135
17: Data Collection	35	107
Totals	430	3464

* Does not include individuals that did not rate the recommendation or indicated “*No opinion*”

Included in **Appendix D-1** is the complete distribution of the responses for each of the individual recommendations. **Appendix D-2** displays the means and standard deviations for each recommendation disaggregated by role group: IHE, K-12 and public respondents.

As Table 5 above demonstrates, many of the recommendations received very strong support with fewer than 5% of the respondents in the “*Do not support*” or “*Strongly do not support*” categories: # 1, 6, 6a, 6b, 6c, 8, 9, 13, 14, 15, and 16. Another group of recommendations (# 4f, 5, 6d, and 12) had fewer than 10% of the respondents not supporting the recommendation.

The recommendations with the most respondents replying “*Do not support*” or “*Strongly do not support*” are recommendations 4a-4e and 17. These recommendations refer to requirements in the proposed system, yet many individuals commented that the recommendations were too vague or broad for their support.

Interestingly, recommendation 7: *Program Standard Options* had more individuals indicate a lack of support than most of the recommendations. In the comments, many of the individuals that did not support the recommendation stated that all California credential preparation programs should respond to California standards only or that experimental or alternative standards might not be equivalent to the adopted program standards and should therefore not be an option.

Comments Provided by Respondents that Do Not Support the Recommendations

If an individual selected “*Do not support*” or “*Strongly do not support*,” for any of the recommendations, a text box was provided with the following prompt: “*For each recommendation that you do not support or strongly do not support, you'll be asked a follow up question for information as to how you believe the topic should be addressed in the accreditation system.*” A total of 430 ratings of ‘*Do not support*’ or ‘*Strongly do not support*’ were entered across all the recommendations, which is 8.9% of all the ratings across all the recommendations. A total of 231 comments were provided from these 430 ratings. These comments are available on the Accreditation of Educator Preparation Programs web page (<http://www.ctc.ca.gov/educator-prep/program-accred.html>) and will be provided to the COA and the Accreditation Study Work Group. If an individual chose to ‘*Support*’ or ‘*Strongly support*’ a recommendation, no opportunity was made available for additional comments.

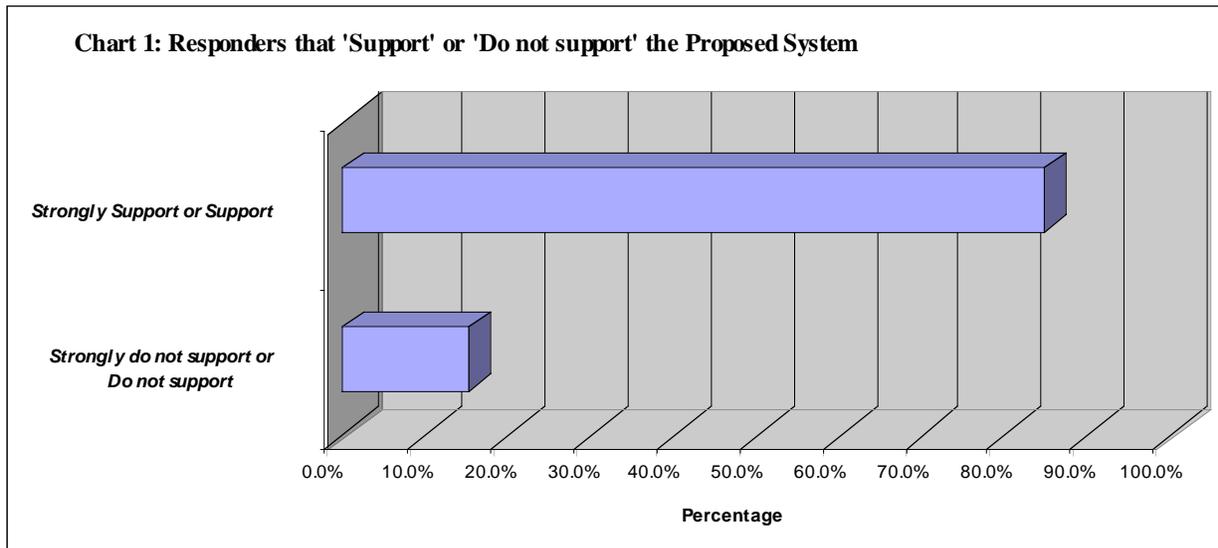
Overall Opinion of Proposed System

After reviewing all recommendations, each individual was asked to rate the proposed system as a whole. The respondents were asked to “Please check the response below that best represents your overall opinion about the proposed new accreditation system.” Table 6 shows the distribution of the ratings of the proposed system. Responses were ‘Strongly support’, ‘Support’, ‘No opinion’, ‘Do not support’ or ‘Strongly do not support.’ Once again, a response of ‘Strongly support’ was assigned a score of 2, ‘Support’ a 1, ‘No opinion’ a 0, ‘Do not support’ a -1 and ‘Strongly do not support’ a -2.

Table 6: Distribution of Ratings of the Proposed System (n=178)

	System as a Whole Rating					
	Did not rate system	Strongly do not support (-2)	Do not support (-1)	No opinion (0)	Support (1)	Strongly support (2)
Number of responses	8	9	14	18	89	40
Percentage	4.5%	5.0%	7.9%	10.1%	50%	22.5%
IHE (n = 104)	6	8	12	8	52	18
K-12 (n = 69)	1	1	1	9	37	20
Public (n = 5)	1	0	1	1	0	2

A total of 129 of the 178 individuals that rated the proposed system selected either ‘Support’ or ‘Strongly support’ the system. This is 72.5% of the respondents. On the other hand 23 individuals, or 12.9%, “Do not support” or “Strongly do not support” the proposed system. As is seen in Chart 1, below, 84.9% of the respondents expressed an opinion in support of the proposed system, while only 15.1% of the respondents had a negative opinion of the proposed system. This excludes those who did not respond to the prompt or responded ‘No opinion.’



Comments Provided by Respondents that Do Not Support the Proposed System

The 23 individuals that indicated “*Do not support*” or “*Strongly do not support*” had an opportunity to describe “*the changes to the proposed system that you would prefer to see implemented or explain what you support in the proposed system.*” These comments are also available on the Accreditation of Educator Preparation Programs web page and will be provided to the COA and Accreditation Study Work Group. These comments were wide ranging in scope, but did not offer any suggested changes to the proposed system. If an individual responded ‘*No opinion*’ ‘*Support*’ or ‘*Strongly support,*’ no opportunity was made available for additional comments.

Additional Information

For all respondents, the final section of the survey was an open ended prompt that stated, “*Please use this space to provide any additional information that you believe should be considered as the Commission reviews and revises the accreditation system.*” Over 200 individuals provided a response to this prompt. The comments were quite varied across the recommendations and other topics. The comments that addressed accreditation and the revision of the accreditation system were organized into nine categories as listed below.

- Global or overarching (29)
- Current system (6)
- National Accreditation: Unit or Program (11)
- Activities or timelines in proposed system (25)
- Implementation issues (28)
- Site visits (7)
- Concern of cost or time to implement the system (36)
- Focused specifically on BTSA Induction programs or process (10)
- No suggestion (5)

Along with each comment, the role group of the responder (IHE, K-12, or Public), if the responder reviewed the recommendations (Yes/No), and the *Experience with Accreditation* score are also provided. Including this information may allow some of the comments to be better understood by knowing a little about the responder. The comments are provided in **Appendix E**.

There were additional comments provided by stakeholders that did not address the revision of the accreditation system. These comments have not been included in this agenda item but are available on the Accreditation of Educator Preparation web page.

Part 2: Possible Next Steps the Commission might take in Relation to the Accreditation System

The Commission staff offer the following options for further action by the Commission at a future meeting:

- 1) Take action to adopt the proposed revisions to the accreditation system, identify an implementation date, and direct staff to begin taking necessary steps for its implementation and transition period.
- 2) Direct staff to conduct additional work or provide additional information at a future commission meeting on one or more aspects of the current or proposed accreditation system. An example might be a detailed budget projection for the system or detailed transition plan.
- 3) Take action to reinstitute the current system of accreditation, and direct staff to conduct further work or provide additional information on the proposed system.
- 4) Reject the proposed revised system and reinstitute the current system of accreditation.
- 5) Reject the proposed revised system, direct staff and stakeholders to conduct further work with different focus and direction.

Part 3: Update on Activities the Committee on Accreditation and the Accreditation Study Work Group were asked to Complete

At the October 2005 Commission meeting, the Commission directed the Committee on Accreditation and the Accreditation Study Work Group to continue working on what was referred to as “Topic 18” in the agenda item. Topic 18 referred to reviewing and possibly modifying standards adopted by the Commission.

In the agenda item, those reviewing the system noted that adopted standards play a central role in accreditation and serve as the basis upon which institutions and program sponsors are reviewed and ultimately, approved for accreditation. The Work Group and the Committee on Accreditation were not charged to review the Commission’s standards since their primary focus was to conduct a review of the accreditation system. However, the agenda item noted that it was difficult, if not impossible, to discuss a revised accreditation system without discussing whether or not some of the current standards were in need of adjustment to align with and support the objectives of the revised system.

The issue related to the need to review certain aspects of the standards was brought before the Commission. The Commission agreed that further work was warranted and directed the members of the Committee on Accreditation, the Accreditation Study Work Group and staff to begin to work on the issues previously identified as related to the standards.

Five standard areas were identified as requiring further review. These areas include:

- 1) Common (Unit) Standards.
- 2) Preconditions
- 3) Experimental Program Standards
- 4) Blended Program Standards
- 5) Teacher Preparation Standards: Questions to consider, factors to consider, or required elements.

Since the October Commission meeting, the Committee on Accreditation and the Accreditation Study Work Group have focused their attention on addressing two of these standard areas, Common (Unit) Standards, and Experimental Program Standards. Subgroups have been formed to address the other standards areas.

Common Standards Revision

The Commission’s Common Standards, initially adopted in 1995, address overarching institutional issues (e.g., resources dedicated by the institution to support credential programs, advising, qualifications of faculty, program evaluation, etc.). The members of the Work Group and the COA identified revised objectives for accreditation and they proposed that a major focus

of a revised system should be program evaluation and candidate competence. During the course of the review, the question was raised as to whether the current common standards are appropriately aligned with and support these objectives.

After the October meeting of the Commission, the Accreditation Study Work Group and the Committee on Accreditation discussed this topic in depth. Consensus was reached that the current Common Standards are not sufficiently aligned with the objectives of the proposed revised system. As previously discussed, these objectives include a greater focus on candidate outcomes and on using data to inform decision making and improving program quality.

The Accreditation Study Work Group and the Committee on Accreditation identified several possible options for considering revisions to the Common Standards. There was general agreement that NCATE Unit Standards are more closely aligned to the objectives of the proposed system than the California Common Standards, however, the discussions about whether the Commission should adopt NCATE standards to serve as California's Common Standards have been intense. Some members believe that the adoption of NCATE standards would bring coherence to California's accreditation system by having one set of common standards that all program sponsors must meet. However, concerns were raised that adopting NCATE Unit Standards outright for California would "force" all institutions to seek NCATE accreditation. It was generally agreed that California's Common Standards require institutions to focus on issues like student advice and assistance in ways that are not addressed by NCATE, and these are areas that have been and remain a priority in California.

The Work Group and the Committee on Accreditation members are in the process of identifying possible language for the Commission to consider in revising the California Common Standards, and would welcome direction from the Commission.

Experimental Program Standards

The Accreditation Study Work Group and COA suggest that the 1988 Experimental Program Standards be updated to assure alignment with the revised system. A subgroup has been asked to review the Experimental Program Standards and report back at a future COA meeting. Some preliminary issues have been identified and discussions are taking place. The Work Group and COA will bring information to the Commission at a future meeting.

**Appendix A
Demographic Information**

IHE Responses
230 responses

Segment of Higher Education	All Responses	Rated Recommendations	Did Not Rate Recommendations
University of California	16	6	10
California State University	138	60	78
Private Colleges and Universities	71	35	36
Community Colleges	3	3	0

Role in Higher Education	All Responses	Rated Recommendations	Did Not Rate Recommendations
Undergraduate students	0	0	0
Graduate students	8	5	3
Staff members	13	4	9
Faculty members	142	55	87
Administrators	35	20	15
Deans	15	9	6
Retired faculty members	9	7	2
Enrolled in preparation program	5	3	2

Department or College	All Responses	Rated Recommendations	Did Not Rate Recommendations
Education	188	82	106
Arts & Sciences	13	8	5
Other	13	5	8

Type of Educator Preparation Program	All Responses	Rated Recommendations	Did Not Rate Recommendations
Multiple Subject Program	122	55	67
Single Subject program	104	50	54
Special Education Program	68	31	37
Administrative Services program	69	39	30
Pupil Personnel Services program	37	21	16

K-12 Responses
200 Responses

Role in K-12 Education	All Responses	Rated Recommendations	Did Not Rate Recommendations
Students	0	0	0
Teachers	51	18	33
Parents	1	1	0
School volunteers	3	1	2
Classified employees	10	2	8
Site administrators	13	3	10
Administrators	60	23	37
Coordinators	41	13	28
Superintendents	6	3	3
Board members	4	1	3
Retired educators	7	3	4

Involvement in Educator Preparation Programs	All Responses	Rated Recommendations	Did Not Rate Recommendations
Intern	31	12	19
BTSA Induction	92	33	59
Administrative Services	15	5	10
Designated Subjects	17	7	10

Involvement in Hiring New Teachers	All Responses	Rated Recommendations	Did Not Rate Recommendations
Human Resources	25	5	20
Site Administrators	24	7	17
Member of Hiring Panel	57	24	33
Superintendents	5	3	2
Other	27	16	11

Appendix B
Experience with Standards Based Accreditations

Individuals indicated all statements that apply

- I have been a member of the Commission’s Board of Institutional Reviewers (BIR) and served on one or more teams on accreditation visits for CCTC (5)
- I have served as a member of a NCATE site visit team (5)
- I have participated in the preparations for a CCTC site visit at my institution (3)
- I have been a team member for a BTSA Formal Program Review visit (4)
- I have been a team member for a WASC site visit (4)
- I have participated in the preparations for a WASC visit at a college or university (2)
- I have participated in the preparations for a WASC visit in the K-12 schools (2)
- I have participated in the preparations for a BTSA Formal Program Review visit (2)
- I have participated in another standards-based, education-related accreditation activity (1.5)
- I have participated in other standards-based, non-education related accreditation activity (1)
- I have no prior experience in standards-based accreditation activities. (0)

Experience with Standards Based Accreditation

	Range	Mean	Standard Deviation
All Responses (n = 444)	0-27	6.1	5.14
IHE (n=230)	0-27	6.9	5.22
K-12 (n =200)	0-22.5	5.3	4.86
Public (n =14)	0-17.5	5.5	6.10
Rated recommendations (n=178)	0-27	8.2	5.65
Did not rate recommendations (n = 266)	0-18	4.7	4.22

Appendix C-1: Distribution of Ratings for Statements about Accreditation

	Number of Individual Responses						Mean (Std Dev)
	No rating	Strongly do not agree (-2)	Do not agree (-1)	Neither Agree nor disagree (0)	Agree (1)	Strongly Agree (2)	
<i>1) Accreditation should assure the public that an institution /program sponsor's programs are of an accepted minimum level of quality.</i>	2	0	8	5	113	316	1.7 (0.59)
<i>2) Accreditation should lead to and encourage program improvement.</i>	2	3	4	6	120	309	1.6 (0.63)
<i>3) One major purpose of accreditation is assuring the public that educator preparation programs adhere to and meet adopted program standards.</i>	3	2	9	16	137	277	1.5 (0.71)
<i>4) All educator preparation programs that lead to a credential or certificate should be reviewed and approved through the accreditation system.</i>	3	4	15	33	121	268	1.4 (0.84)
<i>5) Professional educators should be entrusted with evaluating the quality of educator preparation programs.</i>	2	3	12	23	124	280	1.5 (0.77)
<i>6) A site visit of some kind by educational experts to the institution/program sponsor where the preparation programs are offered is an important component of an accreditation system.</i>	1	6	14	29	160	234	1.4 (0.85)
<i>7) An accreditation system that reviews an institution through a site visit once every six years with no additional review activities is sufficient to meet the public's need for accountability.</i>	3	56	173	68	107	37	-0.2 (1.19)
<i>8) Those reviewing the institution should look only at the information submitted at the time of the accreditation review for the purposes of accreditation.</i>	3	87	212	75	53	14	-0.7 (1.02)

	Number of Individual Responses						Mean (Std Dev)
	No rating	Strongly do not agree (-2)	Do not agree (-1)	Neither Agree nor disagree (0)	Agree (1)	Strongly Agree (2)	
<i>9) In order to determine the quality of a program, the reviewers should have access to previous accreditation reports about the institution and its programs, and actions taken by the institution/program sponsor.</i>	2	2	21	34	215	170	1.2 (0.81)
<i>10) An accreditation system should require ongoing data collection on candidate (future teacher) performance and program quality by program sponsors.</i>	3	9	39	39	215	139	1.0 (0.97)
<i>11) An accreditation system should require the accredited institution/program sponsor and its programs to analyze data collected and submit a summary periodically so that data could be reviewed by the accrediting body.</i>	2	11	52	54	219	106	0.8 (1.01)
<i>12) An accreditation system should require the demonstration that the institution and its programs use the analysis of data on an ongoing basis to guide program improvements.</i>	2	2	12	44	218	166	1.2 (0.76)
<i>13) Those reviewing an institution /program sponsor should have access to the ongoing data collected by the institution/program sponsor, the analysis of the data, and the program improvements that have been implemented since the previous review.</i>	2	4	18	38	221	161	1.2 (0.82)
<i>14) An accreditation system should include a review of the institution or educational unit as an educational entity.</i>	2	8	36	71	222	105	0.9 (0.93)
<i>15) Within an accreditation system, each program should be reviewed and the results of each program review should be available to the public.</i>	3	3	16	53	229	140	1.1 (0.80)

	Number of Individual Responses						Mean (Std Dev)
	No rating	Strongly do not agree (-2)	Do not agree (-1)	Neither Agree nor disagree (0)	Agree (1)	Strongly Agree (2)	
<i>16) An accreditation system should be systematically evaluated periodically.</i>	1	0	3	11	182	247	1.5 (0.58)
<i>17) Modifications to the accreditation system should be made based on data collected through the systematic evaluation process.</i>	2	0	5	32	195	210	1.4 (0.67)

Appendix C-2: General Statements about Accreditation: Means (Standard Deviation)

General Statements about Accreditation	All n =444	IHE n = 230	K-12 n = 200	Public n = 14
<i>1) Accreditation should assure the public that an institution /program sponsor's programs are of an accepted minimum level of quality.</i>	1.7 (0.59)	1.7 (0.63)	1.7 (0.57)	1.8 (0.43)
<i>2) Accreditation should lead to and encourage program improvement.</i>	1.6 (0.63)	1.7 (0.54)	1.6 (0.73)	1.8 (0.43)
<i>3) One major purpose of accreditation is assuring the public that educator preparation programs adhere to and meet adopted program standards.</i>	1.5 (0.71)	1.5 (0.66)	1.5 (0.75)	1.6 (0.87)
<i>4) All educator preparation programs that lead to a credential or certificate should be reviewed and approved through the accreditation system.</i>	1.4 (0.84)	1.5 (0.70)	1.4 (0.99)	1.6 (0.65)
<i>5) Professional educators should be entrusted with evaluating the quality of educator preparation programs.</i>	1.5 (0.77)	1.6 (0.75)	1.5 (0.78)	1.1 (0.92)
<i>6) A site visit of some kind by educational experts to the institution/program sponsor where the preparation programs are offered is an important component of an accreditation system.</i>	1.4 (0.85)	1.3 (0.88)	1.5 (0.81)	1.5 (0.76)
<i>7) An accreditation system that reviews an institution through a site visit once every six years with no additional review activities is sufficient to meet the public's need for accountability.</i>	-0.2 (1.19)	0.0 (1.21)	-0.5 (1.10)	-1.1 (1.07)
<i>8) Those reviewing the institution should look only at the information submitted at the time of the accreditation review for the purposes of accreditation.</i>	-0.7 (1.02)	-0.5 (1.08)	-0.8 (0.95)	-1.2 (0.55)
<i>9) In order to determine the quality of a program, the reviewers should have access to previous accreditation reports about the institution and its programs, and actions taken by the institution/program sponsor.</i>	1.2 (0.81)	1.2 (0.80)	1.2 (0.82)	1.5 (0.65)
<i>10) An accreditation system should require ongoing data collection on candidate (future teacher) performance and program quality by program sponsors.</i>	1.0 (0.97)	1.0 (0.98)	1.0 (0.97)	1.5 (0.66)

General Statements about Accreditation	All n =444	IHE n = 230	K-12 n = 200	Public n = 14
<i>11) An accreditation system should require the accredited institution/program sponsor and its programs to analyze data collected and submit a summary periodically so that data could be reviewed by the accrediting body.</i>	0.8 (1.01)	0.7 (1.04)	0.9 (0.95)	0.9 (1.38)
<i>12) An accreditation system should require the demonstration that the institution and its programs use the analysis of data on an ongoing basis to guide program improvements.</i>	1.2 (0.76)	1.1 (0.82)	1.3 (0.68)	1.5 (0.78)
<i>13) Those reviewing an institution /program sponsor should have access to the ongoing data collected by the institution/program sponsor, the analysis of the data, and the program improvements that have been implemented since the previous review.</i>	1.2 (0.82)	1.1 (0.87)	1.3 (0.75)	1.5 (0.66)
<i>14) An accreditation system should include a review of the institution or educational unit as an educational entity.</i>	0.9 (0.93)	0.7 (1.05)	1.0 (0.75)	1.1 (0.86)
<i>15) Within an accreditation system, each program should be reviewed and the results of each program review should be available to the public.</i>	1.1 (0.80)	1.1 (0.81)	1.1 (0.79)	1.5 (0.52)
<i>16) An accreditation system should be systematically evaluated periodically.</i>	1.5 (0.58)	1.5 (0.59)	1.5 (0.58)	1.6 (0.51)
<i>17) Modifications to the accreditation system should be made based on data collected through the systematic evaluation process.</i>	1.4 (0.67)	1.4 (0.65)	1.4 (0.69)	1.3 (0.75)

Appendix D1: Distribution of Ratings for Individual Recommendations (n=178)

Recommendations	Number of Individual Responses						Mean	Standard Deviation
	No rating	Strongly do not support (-2)	Do not support (-1)	No Opinion (0)	Support (1)	Strongly Support (2)		
1: Purposes of accreditation system	5	0	5	4	66	98	1.5	0.69
2: Roles and Responsibilities of the Commission and the COA	5	6	14	20	73	60	1.0	1.05
3: Accreditation as an Ongoing Activity	5	10	25	12	63	63	0.8	1.23
4a: Series of activities over 7 years	7	12	26	19	73	41	0.6	1.20
4b: Annual data collection	7	7	34	21	70	39	0.6	1.16
4c: Biennial reports	7	9	32	26	73	31	0.5	1.14
4d: Review of Programs in 4 th year	7	3	21	44	70	33	0.6	0.99
4e: Site visit in 6 th year	7	4	21	41	73	32	0.6	1.00
4f: 7 th year for follow up	7	5	10	19	92	45	0.9	0.93
5: Unit Accreditation and Program Approval	11	1	11	41	73	41	0.9	0.89
6: Consistency in the system by including all Credential and Certificate Programs	9	1	7	8	72	81	1.3	0.80
a: Designated Subjects	8	1	2	33	76	58	1.1	0.79
b: Professional Administrative Services	10	1	4	33	66	64	1.1	0.85
c: Fifth Year of Study	9	1	4	23	78	63	1.2	0.79
d: Induction Programs	8	6	11	18	77	58	1.0	1.01
e: Subject matter programs	9	3	16	27	72	51	0.9	1.00

Recommendations	Number of Individual Responses						Mean	Standard Deviation
	No rating	Strongly do not support (-2)	Do not support (-1)	No Opinion (0)	Support (1)	Strongly Support (2)		
7: Program Standard Options	8	3	20	27	72	48	0.8	1.02
8: Accreditation Decisions-Program Findings	8	0	4	32	78	56	1.1	0.78
9: Accreditation Decisions-Unit Findings	11	0	5	38	82	42	1.0	0.78
10: Selection of COA Members	10	3	6	34	80	45	0.9	0.88
11: National Unit Accreditation	11	0	9	20	74	64	1.2	0.84
12: National Program Accreditation	10	3	9	14	77	65	1.1	0.91
13: Evaluation of the Accreditation System	9	2	3	25	86	53	1.1	0.80
14: Training: Board of Institutional Reviewers	10	2	3	25	73	65	1.2	0.83
15: Selection of the Review Teams	10	2	2	27	79	58	1.1	0.81
16: Selection of Interviews and Site Visits	12	3	3	25	76	59	1.1	0.86
17: Data Collection	12	7	28	24	70	37	0.6	1.13
Total responses	232	95	335	680	2014	1450	Total Ratings	
Percentage of total responses	4.7%	2.0%	6.9%	14.0%	41.6%	30.8%	4844	

A response of ‘*Strongly support*’ was assigned a score of 2, ‘*Support*’ a 1, ‘*No opinion*’ a 0, ‘*Do not support*’ a -1 and ‘*Strongly do not support*’ a -2. A total of 178 respondents reviewed the recommendations and provided responses.

Appendix D2: Disaggregated Means and (Standard Deviations) for Recommendations

Recommendations	All responses n = 178	IHE n = 104	K-12 n = 69	Public n = 5
1: Purposes of accreditation system	1.5 (0.69)	1.5 (0.70)	1.5 (0.69)	1.8 (0.50)
2: Roles and Responsibilities of the Commission and the COA	1.0 (1.05)	0.9 (1.15)	1.0 (0.84)	1.3 (1.50)
3: Accreditation as an Ongoing Activity	0.8 (1.23)	0.6 (1.29)	1.1 (1.08)	1.8 (0.50)
4a: Series of activities over 7 years	0.6 (1.20)	0.5 (1.22)	0.8 (1.17)	1.0 (1.41)
4b: Annual data collection	0.6 (1.16)	0.5 (1.20)	0.7 (1.07)	0.5 (1.73)
4c: Biennial reports	0.5 (1.14)	0.4 (1.17)	0.7 (1.06)	0.8 (1.50)
4d: Review of Programs in 4 th year	0.6 (0.99)	0.4 (1.05)	0.9 (0.80)	1.3 (0.96)
4e: Site visit in 6 th year	0.6 (1.00)	0.5 (1.05)	0.9 (0.83)	1.3 (1.50)
4f: 7 th year for follow up	0.9 (0.93)	0.8 (1.00)	1.2 (0.75)	2.0 (0.00)
5: Unit Accreditation and Program Approval	0.9 (0.89)	0.8 (0.95)	0.9 (0.77)	1.8 (0.50)
6: Consistency in the system by including all Credential and Certificate Programs	1.3 (0.80)	1.2 (0.85)	1.5 (0.67)	2.0 (0.00)
a: Designated Subjects	1.1 (0.79)	1.1 (0.80)	1.2 (0.77)	1.3 (0.96)
b: Professional Administrative Services	1.1 (0.85)	1.1 (0.85)	1.1 (0.86)	1.8 (0.50)
c: Fifth Year of Study	1.2 (0.79)	1.1 (0.73)	1.2 (0.89)	1.8 (0.50)
d: Induction Programs	1.0 (1.01)	0.9 (0.96)	1.1 (0.1.10)	1.3 (0.96)
e: Subject matter programs	0.9 (1.00)	0.7 (1.05)	1.2 (0.80)	1.5 (1.00)

Recommendations	All responses n = 178	IHE n = 104	K-12 n = 69	Public n = 5
7: Program Standard Options	0.8 (1.02)	1.0 (1.00)	0.6 (1.02)	1.2 (1.30)
8: Program Findings	1.1 (0.78)	1.2 (0.78)	1.0 (0.79)	1.3 (.50)
9: Accreditation Decisions-Unit Findings	1.0 (0.78)	1.0 (0.77)	0.9 (0.77)	1.0 (1.15)
10: Selection of COA Members	0.9 (0.88)	0.9 (0.88)	1.0 (0.89)	1.5 (0.58)
11: National Unit Accreditation	1.2 (0.84)	1.2 (0.83)	1.0 (0.84)	1.5 (0.58)
12: National Program Accreditation	1.1 (0.91)	1.1 (0.98)	1.2 (0.72)	1.0 (1.73)
13: Evaluation of the Accreditation System	1.1 (0.80)	1.0 (0.83)	1.1 (0.73)	1.5 (1.00)
14: Training: Board of Institutional Reviewers	1.2 (0.83)	1.1 (0.84)	1.2 (0.82)	2.0 (0.00)
15: Selection of the Review Teams	1.1 (0.81)	1.0 (0.85)	1.2 (0.73)	1.8 (0.50)
16: Selection of Interviews and Site Visits	1.1 (0.86)	1.0 (0.93)	1.3 (0.70)	1.8 (0.50)
17: Data Collection	0.6 (1.13)	0.4 (1.16)	1.0 (0.97)	0.8 (1.50)

Ratings for Recommendations

Strongly support = 2

Support = 1

No opinion = 0

Do not support = -1

Strongly do not support = -2

Appendix E:

Additional information that you believe should be considered as the Commission reviews and revises the accreditation system

Role	Rec	Exp	Global or Overarching Comments (29 comments)
K-12	Yes	2	The single most important measure of any teacher prep program should be the success of those being trained once they enter the classroom as teachers. A fully accredited program that turns out teachers who consistently leave the profession early or are doing a bad job of educating their students is not worth having. Therefore the success of any teacher prep program must be measured by their students' performance once they leave the program and learning outcomes of the new teachers' students.
K-12	Yes	5	The new guidelines for accreditation are very strong and should keep California in the forefront of teacher education nationally. The Commission needs to accept these recommendations and start the new system as soon as possible.
K-12	Yes	6	The Commission should also consider requesting the funding of research that evaluates the system on a periodic basis. The field of education needs more statistical information on the success of its credentialing systems and its influence on the success and/or failure of the state's teachers and students.
K-12	Yes	7	I strongly support the idea of accreditation for the preparation programs in the State of California. I am pleased to see that a number of issues are being addressed that I have felt created holes in the process. In particular I support the idea of accreditation being the tool used to monitor continued improvement of the preparation programs. While the snapshot approach was a good first step, the next step is long overdue. Thanks for asking my opinions.
K-12	Yes	7	I strongly support the alignment of the evaluation accreditation systems of all teacher/administrator preparation and credentialing programs. The transitions between pre-service, clear credentialing, and administration must be seamless.
K-12	Yes	8	I support most of these proposals as well as any others that will streamline credential programs. There are too many in the state, and that is confusing to teachers, IHEs, and school districts. I've been in public education for 38 years, and I can't keep up with all of the changes. That seems ridiculous. It also seems ludicrous for programs in one state to be able to pick one of three or more set of standards to use. What would happen to curriculum and achievement in the state if Districts could pick the set of standards they were to teach?
IHE	Yes	8.5	I believe that maintaining accreditation should be an on-going process. I strongly support the general notion of periodic intensive visits, coupled with on-going reporting of data and how the data was used from program improvement. Some items I did not support because more thought and work needs to be done regarding the details of this system. All intermediate data collection should be tailored to provide the institutions with the opportunity to do self review of programs. There could even be some open-endedness to the requirements so that the reporting could fit the needs of the program.
IHE	Yes	11.5	In general, there are several themes that run through the proposed new system. The idea that accreditation is on-going for an institution is not a bad idea, if it can be "imposed" without imposing more costs. It should also be a process that allows an institution to merge program improvement, data collection, state standards, and program philosophy and values. I am fearful that the values piece will be lost, or minimal, in a web-based, top down system. Another theme that is pervasive throughout the document is one of "catching" program sponsors and making sure they correct mistakes. This assumes that accreditation is to keep everyone in line, and punish those who fall short. The part I enjoyed best about being on a BIR team was collegial sharing of ideas and being able to make commendations for aspects of programs that were exemplary. While I know this is still possible in the new system, it is not explicitly stated, and therefore, a more negative approach seems to be underlying the recommendations.
IHE	Yes	12	I concur with the recommendations.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-32

Appendix E

Role	Rec	Exp	Global or Overarching Comments (29 comments)
IHE	Yes	15	I believe that the proposed recommendations would result in a system that more effectively and efficiently will promote program and unit improvement. This system has a much greater emphasis on candidate performance data, its collection, analysis, and use. It requires that institutions collect and use performance data on an annual basis--as they should. Accreditation will be based, to a large extent, on this data and its use--in addition to the site visitors' interviews, reviews, and reports.
K-12	Yes	15.5	While I have been involved in the accreditation process at the university level, I feel that the team does not get a full understanding of how the university is meeting required standards. For example, in a Liberal Arts Program how are the California Standards addressed in the offered course work? There was much debate about academic freedom and little responsibility on the part of the university to prepare teachers to teach to the California State Standards.
Pub	Yes	15.5	It is of critical importance that the Commission take prompt action to adopt revisions to its accountability system and resume the implementation of its system. There are new institutions that have never been evaluated and continuing institutions that have not been evaluated for ten years. The Commission is failing in its responsibility to assure the public that its standards are being met.
IHE	Yes	18.5	The Commission made a fundamental error in its original consideration of how to improve the system. Instead of charging an independent Accreditation Study Work Group, it included the COA. Thus, the options for meaningful change that would exclude the COA are limited.
IHE	No	0	I feel very strongly that accreditation should be a part of improving education. I would love to see all of us work together towards this end. Accreditation standards must be easily accessible to the institution. On-going assessments to result in the summative accreditation would be meaningful; web communication systems could be used to this end.
IHE	No	1.5	The Commission should focus equally on the ability of education programs to promote effective practice during the first 5 years of teaching and teacher retention post-hoc to the preparation process.
IHE	No	2	The fact is that these accreditation exercises are, by and large, a huge waste of everyone's time and energy. This is true of the education ones such as WASC and NCATE but especially of this one. If the institution is accredited, as all of the UC and CSU campuses are, all that is necessary is a quite perfunctory, single document verified by the local campus administration explaining how the various mandates required by law, by Commission regulation, and by the oversight system (such as my CSU Chancellor's Office) are being met. If there seems to be a problem with any of these, continued communication between the institution and Commission or the oversight body with which there seems to be the problem would be expected with a copy to the other body (or bodies) to note. If all is well, as should normally be expected, nothing else should be deemed necessary nor will anything be gained by pretending to search for "excellence" when competent compliance is all that can be expected in spite of all the glowing, but meaningless, words that fill up the associated self-studies, site visits, etc. Again and in summary, nearly all of this is a waste of time. The teacher education program of the University of Texas, Michigan, or anywhere else will prepare prospective teachers as competently as the institutions of higher education within California even though they have no California Commission accrediting of their programs, nor should they.
K-12	No	2	I believe data driven evaluation of the accreditation system should be a requirement.
IHE	No	3	I think it's important that this evaluation of the accreditation process is being done and hope that proposed changes will improve the procedure.
K-12	No	4	Teacher Preparation programs need to be responsive to the needs of schools and the teaching profession. Modifications of the curriculum for new teachers should be an ongoing goal of the program and demonstrated by the changes implemented throughout the 6 year cycle. It should include new methodologies and requirements of the new state standards in all areas.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-33

Appendix E

Role	Rec	Exp	Global or Overarching Comments (29 comments)
K-12	No	4	Accreditation is an important function of the Commission and is necessary to ensure that colleges and universities provide quality candidates. If the Commission is to be required to perform periodic accreditation visits, analyses, and recommendations in order to ensure quality programs and results, then those who determine funding should ensure that adequate funds are available to the Commission to perform these functions. If that means the Commission needs to raise fees to ensure adequate funding for all of its functions, then that should be allowed.
IHE	No	4.5	The questions on the survey, in some instances, are not sufficiently clear to allow me to reply, confidently, to the choices provided. While I may not disagree, or, agree with a statement in its entirety, I could not judge, easily, what the question meant.
K-12	No	5	Given the crucial role that accreditation visits play in program improvement and candidate licensure, it is essential that we adequately fund a comprehensive, systematic review and accreditation system. It is distressing to see dramatic reduction in accreditation visits that has occurred over the past 4-5 years.
IHE	No	7.5	Educator preparation programs must gain access to individual K-12 and teacher data in order to evaluate the effectiveness of their programs. The ultimate test of effectiveness is the teacher's skill in facilitating learning. At this time, such evaluations are impossible due to data access and expense.
K-12	No	8	Since licensure in California is so high stakes, institutions who are recommending individuals for teaching credentials should be held accountable for teachers to meet certain performance standards just as our students do.
K-12	No	8	Try to ensure that the Accreditation process is as data-driven and stream-lined as possible. Avoid processes that will have accreditation teams plowing through lengthy documents that just "blather" on about the merits of the program being reviewed!
IHE	No	9	I believe that each institution is responsible for the quality and improvement of the programs. Accreditation can include site visits, however, the institution can and should develop a robust review process with goals and recommendations. This should occur with rigor periodically whether or not a site visit occurs. I believe that this process ensures the continued examination and improvement of programs and the building of internal community among the institution's educators.
IHE	No	10.5	I feel like the existing accreditation process is already effective but the use of ongoing data can add more rich data that is meaningful to the institutions and will make them more viable.
K-12	No	11	It appears there is an effort to parallel the CTC accreditation process with the WASC process. If that is accurate, it is a step in the right direction. Similar processes, terminology and expectations makes it more easily understood by those who have to prepare for an accreditation self-study and visitation.
IHE	No	12	I worry about any program that has a "one-size fits all" approach. It seems to me that some programs need more oversight and support than others. For example, a new program should have a different level of scrutiny than an established program. Individual programs of an institution might need more support and be in need of significant improvement and so might be visited more often.

Role	Rec	Exp	Current System (6 comments)
IHE	Yes	5	Peer review as provided in the current system is very important.
IHE	Yes	19	Changes should be made only if they are truly needed, not for the sake of change alone.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-34

Appendix E

Role	Rec	Exp	Current System (6 comments)
IHE	No	0	The current evaluation system works. It is of concern that the Commission appears to arbitrarily want to change it. If it works, don't fix it!
IHE	No	3	The accreditation process is a vehicle for communication and program improvement. The current six year cycle provides this opportunity. I would not recommend a more frequent cycle. Currently the time and resources that go into the production of the accreditation process is extensive. If the cycle were more frequent or additional documentation were required existing resources would be diminished. We need to maintain our emphasis on supporting the teacher candidates in our program.
IHE	No	6.5	Each accreditation we have gone through has resulted in improved programs. Reviewers appropriately identified weak areas. The commission provided appropriate assistance throughout the processes. Additionally, performance of graduates is an important factor of program quality. Reasonable steps that include data on program graduates would be helpful. Obviously, financial considerations are important. It will be critical to identify affordable ways to track graduate success.
IHE	No	14	On balance, the CCTC accreditation system does a reasonably good job of assessing program quality. Additional efforts should be directed at refining the job performance quality indicators of program graduates. The ultimate test of program quality should be measured by the performance of its graduates in the field.

Role	Rec	Exp	National Accreditation: Unit or Program (11 comments)
IHE	Yes	4.5	When institutions invest human resources and money and time, the expectation should be the development of human and social capital to improve an institutions capacity to continue to learn and grow over time. I see this happening better with NCATE accreditation than with CA accreditation. I have seen no evidence to suggest that the time and money spent in CA would not be better spent under the direction of NCATE. I see quite a bit of evidence of waste - when policy-makers give faculty and institutions opposing directives.
IHE	Yes	8.5	The Commission could save a lot of time and money by recognizing national accreditations of programs as meeting all standards and requirements. An additional CA accreditation process for units who choose to earn national accreditation is unnecessary.
IHE	Yes	9	In an area such as school psychology if an institution has national accreditation through NASP, then the COA should simply use that as the accreditation, the comparability study of standards indicates that they are very similar and the use of resources to examine those programs is inefficient for everyone
IHE	Yes	9	It is believed having only an NCATE visit would be most productive, and if not just NCATE then a joint NCATE/CCTC visit.
IHE	Yes	10	I hope that we will soon adopt the National Association of School Psychologists standards as the California standards for school psychologists' training.
IHE	Yes	14.5	Many of the revisions might be helpful. However, I strongly believe that programs under another set of standards should not be doing a lot of duplicate work. From personal experience, ASHA requirements for accreditation are harder and higher than ever, and the double load of addressing two sets of standards is extremely heavy.
K-12	No	0	The Commission may also want to accept certain national accreditation systems. For example, the National Association of School Psychologists accredits School Psychology programs in the U.S. Graduates of such programs are given the opportunity to pass an exam in addition to completing the accredited program. These psychologists are designated as "Nationally Certified School Psychologists." Graduates of non-certified schools may also apply for this certification, but the process is more cumbersome. Many states have allowed immediate credentialing of psychologists entering those states with the NCSP. A

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-35

Appendix E

Role	Rec	Exp	National Accreditation: Unit or Program (11 comments)
			psychologist with NCSP certification is considered to have a strong training background with a commitment to ongoing professional development. It may help to expedite the credentialing process for psychologists in California is those with NCSP certification are immediately eligible for a California state credential (after passing fingerprint clearance). For more information on this certification, please see www.nasponline.org
IHE	No	4.5	In my situation since our program regularly submits to ASHA reviews, these reviews should happen simultaneously and only mutually exclusive measures should then be added to the CTC review.
IHE	No	6.5	The accreditation process needs to be coordinated with professional accreditation. In Speech-Language Pathology, the programs are accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The proposed CTC revision of accreditation is similar to that of the CAA. The program standards are almost identical with both requiring that students demonstrate knowledge and skills across the various aspects of professional practice. The paperwork is slightly different. The CTC proposal has alternate year reports; the CAA has annual reports. The current parallel process for CTC and CAA accreditation increases the workload for administrators at the Universities but does not change the program for the student. The CTC could offer programs the option of submitting their CAA approval (plus the CBEST) or allow programs the option of following the new CTC process. Doing both increases costs to the University and to the CTC.
IHE	No	9	It is my understanding that there may not be a CCTC in the near future. It is also my question of why do we need State AND National accreditation. The questions seem to be biased in some respect of making accreditation essential in the State of California for teacher preparation. Thousands of teachers are being given credentials each year from colleges without accreditation and they are being hired. It seems accreditation does not have the weight some wishes it carries.
K-12	No	16.5	Insofar as Speech Language Pathology credentialing is concerned, coordination and reciprocity with national organizations (e.g. ASHA) should continue to be pursued. Joint conferences on accreditation should be continued. In those instances where standards differ, the more stringent requirement should be adopted.

Role	Rec	Exp	Activities or Timeline (25 comments)
K-12	Yes	0	I strongly support revision of the accreditation system, especially to include Induction, DSC programs, AB2913 programs, and all programs that lead to some kind of recommendation for a credential. Currently, in my opinion, there is a great disparity between unaccredited programs across the state in determining how required standards are met and thus, how credentials are recommended. I believe that an accreditation process will help to ensure that all programs are following and continually meeting the same required standards set across the board - in a consistent manner. In addition, I believe that members from the credentialing community (such as CCAC Members) should be included as a part of the accreditation review panel. Since programs are issuing credentials and there are specific standards addressing this (e.g. Standard 6 and 14 for Induction Programs) - it is important to have an accreditation panel to include members that have knowledge of the credentialing process and issues related to it.
K-12	Yes	0	I strongly support the accreditation of any program which upon completion, concludes with the issuance of a credential, i.e. IHE credential program, Induction Programs, DSC Programs. This would, as much as possible, ensure all who are issued these credentials have met the same standards / requirements statewide. Currently, I feel there is a great disparity in the caliber of these programs which translates to a great difference in the quality of recently credentialed teachers throughout the state. I

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-36

Appendix E

Role	Rec	Exp	Activities or Timeline (25 comments)
			would also like to recommend that the "Professional Educators" serving on the Committee on Accreditation include someone with experience in providing advice and assistance in the area of credentialing, perhaps from CCAC.
K-12	Yes	0	All programs and IHE's should be reviewed on an annual basis with data review and three to four year visits onsite for personnel/student input. There should be specific guidelines for data review that is checked annually with focus on specific criteria changed either annually or every two years. It is important to review and revise programs for optimum instruction. There needs to be uniform programs across the board with the ability to approach the same teaching goals in different and unique settings. This way it allows for options on how the student LEARNS and variation on teaching techniques, but still provides the same instructional knowledge and concepts of the CA standards to be implemented in the classroom.
K-12	Yes	3	The accreditation should include a BRIEF survey of employers regarding the quality and qualifications of each institution's graduates.
IHE	Yes	3	Careful attention to the design of the data collection instrument is important and an attempt to coordinate it with the CSU data collection system would be helpful.
IHE	Yes	5	We need a system that can ensure the public that programs meet and exceed the State Standards. Programs in a democratic system should be able to provide evidence of meeting the State Standards in a variety of ways. Data Collection and analysis can be done in a variety of ways. The commission needs evidence that a system is in place and functioning-not to add another whole system of its own that only allows for one official system of accountability.
K-12	Yes	5	I believe that the new guidelines will tighten and clarify the excellent process already in place. I also believe that accreditation under the new system provides on-going review of programs and data instead of relying on an every six year cycle. The new process may be more labor intensive; however the benefits far outweigh the effort put forth. Institutions would have to look at program review as a systemic, on-going process, which I feel is important in training the best possible candidates for the teaching profession. The BIR is essential in this process, as well.
IHE	Yes	6.5	I AGREE THAT MORE ONGOING REVIEW PROCEDURES ARE NECESSARY. SHOW AND TELL IS ONE THING. LIVING THE TRUTH IS ANOTHER.
IHE	Yes	6.5	The new proposed accreditation system for CCTC/NCATE would require frequent contact, on-going submission of reports, program specifications, and interviews with district employers, teacher candidates, etc. rather than just making contact in the last year. This regular contact will provide constant feedback for everyone, instead of sporadic bursts of info. obtained only at the site visits.
IHE	Yes	7	1. We need to make sure that there are enough accreditation visits. A six or seven year cycle is too long between visits. We need two visits and full reviews every seven to eight years. 2. Sending in electronic data reports every year gives the impression of oversight, but is unlikely to provide meaningful feedback except when a more full review is undertaken. Some people might think these proposals as a way to reduce the requirements for oversight (and save money) while giving the impression of increased rigor. 3. Sending in yearly reports could prove to be very burdensome for thinly staffed, thinly budgeted educator preparation programs. They might spend a lot of time, effort, and money on annual reports (that are not reviewed in a meaningful way) and neglect their teaching. Teacher education programs may be cash cows in some colleges and universities; however, teacher education programs done right are very expensive. Think about unintended consequences. 4. Think about unintended consequences. One of the themes in education reform is reaching beyond grasp. That means that we know what we should be able to do (in a rational decision making sense), and thus make policies and promises to stakeholders before we know we have the technology and resources to do so. I'd rather promise less and deliver more. Reaching beyond our grasp leads to cynicism and malaise among those involved and the stakeholders. BE CAREFUL!
K-12	Yes	7.5	An accreditation is a long process that involves a lot of time, people, and work that takes teachers away from their students.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-37

Appendix E

Role	Rec	Exp	Activities or Timeline (25 comments)
			But, accreditation is an important step to make schools accountable for their actions. It should be based on how well the school does, it should not be an automatic six years so that the school doesn't need to worry about anything until the last year before they are up for renewal. Mid-term visits ensures everyone is still on task to meet their goals and recommendations are being addressed. Schools that do not do well on their self-study need more guidance, in a shorter period of time to ensure that issues are being addressed and solutions are developed. A two or three year accreditation would help with that.
IHE	Yes	8	Implementation of the new system should have a longer timeline. The first year should be one of training both reviewers and universities on the data collection process. This would allow universities to get their data into an acceptable format before it is submitted to the Commission. Defining the data to be collected and the form in which it is to be submitted during a transition period would save unnecessary site visits and concerns.
IHE	Yes	11.5	Accreditation is important, and it needs to be started again for the NCATE IHEs and for program sponsors. My responses to items for which I did not support the item would explain certain reservations and concerns I have.
IHE	Yes	12.5	It sounds as if COA is choosing to follow the new WASC strategies for re-accreditation. I see the benefit of this but would also encourage the COA to reassess their position as the WASC process continues to be revised to reflect a more realistic time frame for reporting
K-12	Yes	18.5	The PEER review process is essential and the COA needs to understand this and not overly question decisions that were made on site given the evidence. This leads to no one wanting to serve on a team since someone is second guessing the team's report. Collecting Annual Data is important if something is actually done with it.... Formative and summative are both important and should be included. It gives so much more meaning to the recipients of the report. Every context is a bit different and needs to be considered. If a period of accreditation is to be varied based on the findings, there will a need to have very clear definitions or expect multiple challenges to the process as comparison of length of periods approved are discussed across the state as everything else is.
IHE	Yes	19	I believe the proposed system has the promise of moving accreditation from being only a 'compliance activity' to a 'continuous improvement activity.' It is distressing to know that many educator preparation programs have not already made 'continuous improvement' a central tenet of their on-going activities. In reality, our P-12 programs are moving to continuous improvement modes of operation.
IHE	Yes	22.5	I think that the use of data--especially how the unit analyzed and used the data--will be very helpful in revising the accreditation process. In the old system, there were too many instances of personal preferences being used as the "measuring stick" for programs. This led to too much subjectivity in program review.
K-12	No	0	Accreditation is for the institution and department - not individual candidates (education students) within those programs. Program requirements should not be based on candidate success/performance of those skills.
K-12	No	0	Continue to identify the variables on what standards have been applied to make a program great and what changes the institution has made to do that.
K-12	No	4	Data regarding program quality needs to include a consistent measure across institutions. Without a consistent measure we will continue to see inconsistent program implementation and evaluation. Ongoing data collection, quantitative and qualitative, must be a part of the process. Annual internal reviews of the program data, which leads to a plan for improvement, should be a component in a comprehensive system.
K-12	No	7	Schools are business. It is time we start running them like a business. Schools are in the business of educating children. How do we measure that? How do we measure the success of a classroom teacher? If the state test scores are used to rank schools then why can't we use those student scores as a guideline to measure efficacy of teachers in the classroom? I discourage the growth of the Commission in scope and power, and desire the increase of information available to parents in

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-38

Appendix E

Role	Rec	Exp	Activities or Timeline (25 comments)
			order that they make good choices.
IHE	No	9	Develop accreditation systems for program improvement through the use of collected data on student learning.
IHE	No	10.5	Commission reviews could feasibly be conducted by the submission of qualified documents by the institutions, with the visit taking place only for/if there are individual questions.
K-12	No	13	We need a program that is ongoing to evaluate institutions and their programs. It cannot be a one time visit and then forget about it for six years. Education is too important to not do a thorough job when evaluating a program or institution. Follow up to recommendations made must be done frequently, not an interim only review by 1-2 people. I want excellence not mediocrity. I do not want folks at an institution coming up to me during our visit attempting to bend the facts presented, undermining a colleague who tells it like it is, slanting the information in the report to favor their personal or department view, or blatantly letting me know what they expect me to do to curry favor.
IHE	No	13.5	This process should be cyclical in nature: implementation of program > ongoing collection of data/assessment > accreditation review/recommendations. This allows for maximum goal-oriented growth.

Role	Rec	Exp	Implementation Issues (28 comments)
IHE	Yes	1.5	There are major deficiencies in the quality and accuracy of reviews because reviewers are not given adequate, or in many cases, any training. Any reviewer who has received less than a full day's training (8 hours) should not be allowed to review program documents. Without such training, the written reviews across reviewers is highly inconsistent. Moreover, each program should be reviewed by a minimum of 3 trained reviewers. This should minimize the amount of rewriting of program documents because of poor quality reviews.
K-12	Yes	2	Please keep in mind that future teachers should also be included in the accreditation process.
IHE	Yes	6.5	It is vital that institutions be given sufficient time to prepare the accreditation responses. Currently there is no information as to what information must be gathered. Institutions must have a minimum of 2 years warning before implementing this process.
IHE	Yes	7	Reviews should be focused, preceded by sufficient lead time, ongoing, meaningful, and applied to each credential program, whether university- or LEA-based.
K-12	Yes	7.5	The accreditation process and system should reflect the formative assessment philosophy and process. It should be informed by data collection and analysis and be a collaborative process involving all stakeholders. Provision for assistance to programs engaging in this process should be provided including professional development and training in how to collect and assess data and use it to implement measurable change and program improvement. Additionally, professional development and training should be provided in the facilitation processes utilized for data collection and analysis and in planning and implementation of program improvement changes. Finally, rubrics with clear descriptions of practice must be provided at every step of the process.
K-12	Yes	8	Make more of an effort to include teacher leaders in roles of authority.
IHE	Yes	8.5	There are times that the elements under the standards are redundant. Attempt to reduce the length of the report. There is a need for more orientation meetings for those writing the site reports. All providers should be held accountable to the same

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-39

Appendix E

Role	Rec	Exp	Implementation Issues (28 comments)
			standards. The provision to "test out" devalues the rigorous standards and the accredited programs. Substitute programs, AB 75, do not meet all the standards and therefore should not substitute for the TIER II.
Pub	Yes	10	Thoughtful system. Implementation is key
K-12	Yes	11	Training for reviewers would be good beyond just sending materials to be read. Intensity of visits could be reduced.
IHE	Yes	11.5	Evaluation of the BIR members' performance by others on the team and program sponsors. Don't use the ones that are wasting our time. The role of the CTC consultant.... There is a serious conflict of interest in having the same person advise the program, select the team members and serve as resource to the team on site. CTC staff is good people and high level professionals, but the situation puts them in unacceptable binds. I tend to favor national accred and state program approval-- but I could be talked into national (SPA) approval and state accred. I absolutely don't see how this state can afford to do half of what is being proposed and there is NO way programs can cover more of the costs (except those getting grants from the state for alternative programs). I worry that this very good design will result in the system being a joke-- or the closure of many programs if the costs are to be thrust upon them
K-12	Yes	11.5	Please allow for further notification of Team members in regards to how they can be of service to the COA. This is the first communication I have had with you in 2 years.
K-12	Yes	13	As a member of the Board of Institutional Reviewers, I am in limbo as to my status. I haven't been notified or assigned in several years. Is my time up? Did I do something I shouldn't have at my last review, and have I been dropped? I retired on August 1, 2003 and haven't heard anything since before my retirement. Do you not want retired members on a team? It would be nice if the communication in this area were a little better.
IHE	Yes	13.5	I believe that by mandating that IHE's directly recommend the credentials of those who complete their programs, SB 63 has fundamentally changed the relationship between the IHE's and the Commission. Once the on line application process is fully automated, there will simply be no longer be an independent review of credential requirements by the Commission's CAW division. To ensure that each person recommended for a credential has actually met the mandated standards I feel that that a review of each IHE's credential recommendation process must be included in the accreditation process, as part of both the review of documents and the site visit process. Credential analysts should be included as one of the segments from which members of the new BIR are selected as K-12 and IHE faculty and administrators do not have the knowledge or skills to assess the elements of a credential recommendation process. Every visit should include a credential analyst to cover this area as it is no longer a function CAW can perform. As the only credential analyst who is a member of the current BIR I feel that this change is vital. In addition, one or more of the Common Standards should be modified to reflect the changes in the ability of CAW to review recommendation so that IHE's and districts are clearly held to account for the new authority they have been given under SB 63.
IHE	Yes	14	Restart the accreditation process!
K-12	Yes	15	More pre-training for team members, especially in the area of WASC high school visiting teams. In my experience in recent years, they can be easily dazzled and swayed by administrative hospitality. This is not the situation with the BIR however...
IHE	Yes	22	Extensive steps are necessary to de-politicize the entire accreditation and professional licensure community. Service instead of control ought to be a guiding virtue. Transparency and complete honesty, regarding potential conflicts of interests ought to be enforced at the commission level, the COA level, as well as among the BIR members
IHE	No	1.5	All the stakeholders should be involved in the accreditation process
K-12	No	2	Provide schools with ways to correct short-term accreditations that are due to the negligence of an outgoing administrator. Such situations should not result in an entire school being penalized and made to look as though it is inadequate to meet the needs of students just because one person has not done his or her job properly. In situations such as that, a school should be

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-40

Appendix E

Role	Rec	Exp	Implementation Issues (28 comments)
			allowed a longer than one-year term for accreditation before a revisit. In such instances, valuable time that could be spent focusing on student progress and performance are lost in completing paperwork and compiling reports. When a visiting team can obviously see that previous problems have definitely been corrected, they should have the authority to grant a six-year accreditation term - not be limited by a policy written by a bureaucrat that has never stepped foot into a classroom.
IHE	No	2	The number of hours devoted to the preparation of the program proposal and the collection, selection of accompanying documentation is unnecessarily burdensome to the small number of already overburdened(by work load) faculty in math education at my university. We have spent more time with this process than justified. PLEASE SIMPLIFY!!!
IHE	No	3	One problem I have seen in many years of accreditation is that an individual member of the accreditation team can have a hidden agenda, e.g., a belief that the program on his or her campus should serve as the model for all programs. Reviewers must be open to a variety of program approaches.
IHE	No	3	There are perceived biases in the process when you compare private and public IHE....there should be safeguards against prejudice when teams work with private, religious affiliated universities.
IHE	No	5	Institutional on-line recommendations should be reviewed as part of the Accreditation of the college/unit evaluation by credential analysts.
IHE	No	5	1. It has been my experience that the reviewing team that has visited has done little digging for information beyond that provided by the institution being reviewed. Our institution produced the evidence to be examined and pre-selected who would be interviewed, resulting in a sampling of participants and view of daily practice that does not closely represent reality. 2. Some CCTC officials and some members of the accreditation team did not have adequate backgrounds, academically or practical experience, to make accurate judgments about what we were doing. 3. Some CCTC officials are authoritarian rather than collegial. This was particularly true during the formulation of the requirements for the multiple subject credential and the submission and review of documentation. Their behavior reminded me of old-time Soviet officials who had party line and a doctrinaire sureness that comes with being self-righteous.
IHE	No	5	Individual programs should be accredited and not the institution since our institutions have WASC accreditation...
IHE	No	6.5	My concern rests with the efficiency/purpose of the accreditation system. An ineffective process tied to poorly designed or politically motivated standards will not result in appropriate or needed change.
IHE	No	8	I believe the current system is very good, but I think that that each program in the college, school or department should be accredited individually i.e., Single Subject, Multiple subject, etc should each stand on its own merit rather than penalize the institution as a whole. For example with the accrediting Community finds that the Single subject is meeting all the standards well enough to be accredited and the rest of the programs are not meeting the criteria, the program(s) meeting the accreditation criteria should be accredited and the other programs deny accreditation status.
IHE	No	9	The process must be a fair one. Positive information must be included in the reports. Systems need to know what is working well along with areas that may require special attention or changes. With this in mind, I believe that those that will be on teams need training in appreciative inquiry along with an understanding of the process and purpose of the reviews.
K-12	No	11	I have been extremely disappointed in the composition of the Accreditation Team members. This statement is not questioning the qualifications of the participants who have been chosen to serve. However, meeting academic growth targets in the K-12 public school system is the true measure of the quality of the credentialing programs. Colleges certifying teachers that are hired into underperforming school are not adequately prepared for the challenges waiting for them in the classrooms. The commission has minimized the role of K-12 BIR members and marginalized our recommendations. Credentialing programs are not being measured as to how well candidates can deliver well-crafted lessons attaining a 80% mastery level with a new

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-41

Appendix E

Role	Rec	Exp	Implementation Issues (28 comments)
			standards-based, grade level concept, strong routine and classroom procedures and less than 5% time off task. This kind of focus can over ride any barrier to academic achievement. The accreditation system should be heavily weighted in favor of producing teachers/administrators to be good data specialists and how to make timely decisions based on their analysis. The programs should be measured on how well candidates are prepared to collaborate as it relates to building on common skills across all grade levels. In a standards-based accountability system this is crucial.

Role	Rec	Exp	Site visits (7 comments)
K-12	Yes	5	I have been on a large number of review teams and have found the visits to be informative, productive, and stressful. Problems occur when the faculty in charge of the visit and the documents has not fully comprehended the enormity/seriousness of the accreditation review. There needs to be a support system in place for the faculty, esp. when the documentation and organization of data tends to fall on less experienced faculty.
IHE	Yes	8	Site visits are an essential part of the program review process. Data collection is valuable, but should not replace the site visit. We have an opportunity to review their data collection at the site visits when we go through their documentation.
Pub	Yes	8.5	Having program on site visits is a necessity, especially when funding is minimal. Candidates should be guaranteed all opportunities to know they are paying for a quality program. If people who evaluate the programs do not have the expertise in the specific category then that is unacceptable!
K-12	Yes	12	The current system can be improved but some active, on-site evaluation by representatives of the Commission is needed. The CTC staff have consistently provided balanced, effective leadership and support during the visits in which I have been a team member. The role of CTC staff in ensuring balanced, thorough, and fair procedures during visits needs to be supported and strengthened.
IHE	No	1.5	I believe that attention should be paid to the qualifications of the reviewers. Do they have expertise and the credentials needed to review specific programs.
IHE	No	3	I believe that the accreditation process should place less emphasis upon paper documentation and should spend more time interviewing regional partners, candidates, and faculty. Documentation processes, although essential to program improvement need to be streamlined. Extension of time between visitations should be expanded.
K-12	No	15	I have served on three accreditation teams and feel it is a very important aspect of the program. It gives the University a chance to review what they are doing and if it fulfills the necessary standards. I work in the counseling field and know that it is very important to have all our standards covered in the accreditation. If a University needs to improve there is a good possibility they will do it if reminded about a problem area in the accreditation process. It is also a learning experience from our standpoint as educators and finding out what the University is currently doing.

Role	Rec	Exp	Concern of cost or time to implement proposed system (36 comments)
IHE	Yes	0	I attended an undergrad program where I got my BA and credential in special ed. I am very lucky and I am so grateful for the program. My only concern would be if we increase the accreditation process less time gets spent on students needs and more resources go to the process, who will pay for this?
IHE	Yes	0	I don't see how creating a report every two years would enhance a program. I feel that it would take so much time away from

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-42

Appendix E

Role	Rec	Exp	Concern of cost or time to implement proposed system (36 comments)
			the program that would be inefficient
K-12	Yes	0	Although it is important to monitor institutions that offer credentials, it is also important not to overwhelm them with paperwork.
K-12	Yes	0	I strongly support an accreditation system to ensure that our schools maintain a minimum of standards to educate our society. While review is something that should occur on a regular basis, it should not interfere or cause additional disruption to the members involved at the school site. As a teacher, I am concerned that administrators will be overwhelmed by the additional responsibilities of a regular review process and prevent them from focusing on what they do best - managing the school site. It would be helpful to integrate the review process with regular school processes to reduce the additional workload.
K-12	Yes	2	I believe the revisions are necessary to insure that the accreditation process is real and valuable to those who go through the process and that its end result will be better teaching and learning for the students. My main concern is that this new process will become burdensome and paperwork heavy - it will be important to streamline the process and encourage those that participate to see it as an ongoing real & valuable process not just another bunch of paperwork required. That making decisions using ongoing evaluations and data is the only way to make the process real & valuable.
IHE	Yes	2	I do not think we should spend the time or resources on making more paperwork. The state should put its resources into the programs themselves and trust that IHEs are doing what they say they are doing.
IHE	Yes	3	The Commission needs to take a hard and realistic view at how organizations operate, the realities of what ongoing and constructive evaluation can look like, and look at the research on which types of evaluation philosophies are the ones that produce the best and most useful results.
IHE	Yes	4	It is not that I am so naive as to believe that we don't need structures to report on institutional response to expectations or standards for preparation. However, creating structures that ADD to the already OVREWHELMING burden on understaffed and under resourced institutions is an outrageous imposition. This plan has NCLB written all over it, this and the BRT plan to corporatize education and eliminate institutions of higher ed as credential granting institutions and the Commission is either blind or complicit in these activities.
IHE	Yes	4.5	Given the workload of IHE faculty, the complexity of the standards and the constellation of programs at larger institutions I recommend that the Commission use "simplify" as an operating principle. Those of us who have worked on program documents and are very familiar with TPEs and the TPA are hyper-aware of the burden on teaching faculty. Accreditation visits are often elaborate spectacles that exhaust all those involved and -as snapshots - do not reflect the programs as enacted in real-time. More frequent, less cumbersome reviews of programs would yield better information.
IHE	Yes	4.5	I hesitate to support the proposed system without knowing the level of support, both technical and financial, that will be provided to implement and continue operating the system.
IHE	Yes	5	My concern is that for this new system to work there must be feedback from the yearly report. I am concerned that there are too few people at the CCTC and the COA to analyze this data.
IHE	Yes	5	I appreciate the process that has been undertaken since 2004 -- I feel I have had input throughout, via my representative on the workgroup. Does this new system mean more work and time and cost for reviewers? Is the same group of reviewers going to be reviewing all the data for the institution, and then also joining the team to visit the site in the 6th year? E.g. as a member of the BIR, would I be required to be available to review each of my assigned institution's reports, as well as participate in the visit? I do support education faculty and colleagues doing the reviews, not just CCTC staff. Otherwise, I think this system definitely takes us all forward.
IHE	Yes	5	Resources should be spent on teaching and support students, not constant assessment of programs. Exit surveys such as the CSU exit survey provide ample information that our students are satisfied and that they are getting hired. Such data should

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-43

Appendix E

Role	Rec	Exp	Concern of cost or time to implement proposed system (36 comments)
			suffice. I am tired of trying to out-do the Joneses and collect higher and higher mountains of data that are not the true indicators of a quality program.
IHE	Yes	6.5	While I support the proposal to this point, what has been provided is very general. I have concerns related to the data collection and analysis in terms of the form this will take (what data will be required) and the demands it may make, particularly monetary, on institutions as they "gear up" for the new accreditation system. This concern results, in part, from having implemented the TPA and knowing how much that system is costing our institution (approx. \$500 per student) which we have assumed as an additional cost (it has not been passed on to students in the form of a fee or tuition increase). Setting up data bases, uploading data, completing the analysis will require additional personnel and time - probably at a substantial cost. In addition, if the review requires following all candidates for 1 or more years after they have completed their credential (e.g. the current program available through the CSU system), costs to the institutions will grow. Under the former accreditation system, institutions experienced a substantial cost and while I believe this new system will be an improvement for all - a substantial cost will be difficult for all. I would hope, as the details of the new system are developed that a representative core of administrators, faculty, and staff from all the stakeholders are involved in the process and the final decision.
IHE	Yes	8.5	DON'T require organizations to do things if you do not have the infrastructure to respond to them in a timely, effective fashion. Look at other options - alternative means for receiving approval; peer-institution reviews with CCTC playing a facilitative role, etc. Take a harder look at matchbook cover programs and others who provide Mickey Mouse programs and are allowed to do so by the state.
K-12	Yes	10	There is no question that revision of the review process of the accreditation system is much needed. There is concern that without financial support accreditation institutions will be at risk for meeting the new standards and schedule of internal evaluation and reporting. How will these proposals impact already over stretched budgets? If fiscal support was included I would strongly support the majority of points. Without that being provided, I am hesitant to give it my full support.
IHE	Yes	12	I see streamlining the preparation process as the MOST critical aspect for reforming the process. The education of future teachers will be stronger if faculty are able to truly focus on that education, and not spend precious time writing repetitive volumes of prose about their programs.
K-12	Yes	12	I have not participated as a team member in quite some time, but the burden of paper review and data collection is considerable. Any modification of the processes which would streamline the accreditation process while achieving the goals of the commission would be a step in the right direction. Combined NCATE visits, allowing institutions longer periods between reviews if their programs merit it (and shorter times if they do not), making use of web and teacher survey information are mere suggestions. I realize nothing replaces the interviews, which is one reason some of the visits were 4 days long. However, I think some interviews might be done online and the redundancy of information collected reduced. Still, all in all, the accreditation process is critically important. I mentor teachers-in-progress routinely and am aware of the need for institutional monitoring at the state level.
IHE	Yes	20.5	It is extremely important that all entities granting any type of credentials and/or certificates be held to the same expectations and rigor (ex. BTS/Induction evaluated in the same manner and rigor as the IHE). The time and resources required to facilitate and support this process, as it becomes more complex, are a concern due to the variability of budgets and support presently. Hopefully, California's budget and economy continue to improve.
K-12	No	2	While I agree that there must be a rigorous process for accreditation, the hours of labor put into preparation for a review must be considered. If the process is able to be used over time and leads to improvement it is much more meaningful than an over the top preparation process for a review that just causes stress but does not lead to improvement and/or validate what is currently being implemented.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-44

Appendix E

Role	Rec	Exp	Concern of cost or time to implement proposed system (36 comments)
K-12	No	2	The Commission must determine a way to provide a complete review of the universities while maintaining a healthy budget. It is important to design a system that is affordable.
IHE	No	3	Please consider the amount of time and resources to prepare all of the required information you require. As a faculty member, our workload and the number of students we work with have increased. Most of the work preparing such reports falls on faculty. Think about how the accreditation system impacts us.
IHE	No	3	Please consider the amount of time and resources to prepare all of the required information you require. As a faculty member, our workload and the number of students we work with have increased. Most of the work preparing such reports fall on faculty. Think about how the accreditation system impacts us.
IHE	No	3	Whatever form the accreditation takes, it needs to be structured so that it is not a burden to the institution, either financially or time intensive.
IHE	No	3.5	The process should be streamlined so that professors are not required to take months and even years away from their other duties to prepare for the report. The commission should spend considerable time in re-designing the system to make it more efficient, less cumbersome, and more people-friendly.
IHE	No	4.5	Preparing for a visit is a very overwhelming endeavor. Consider the fiduciary and human resource cost to the institution that will be incurred by the proposed changes.
IHE	No	5	Careful attention to the limits of time and money that schools have that are dedicated to accreditation should be made. Or, allocations for the purposes of review and change should be forthcoming for institutions from the state.
IHE	No	5	I don't believe that all the data collection in the world will improve teacher preparation when all it does is take valuable time from "teaching". Thank you.
IHE	No	5.5	Evaluation of the accreditation system should include the practical burden that analyzing and reporting data, preparing for visits, etc. places on the institution. Evaluation of the accreditation system should include careful consideration of the degree to which accreditation standards, expectations, etc. shape preparation programs in unintended ways. Credential programs should be reviewed and accredited separately, not as a unitary institution since they do not operate as unitary programs.
IHE	No	6.5	While I believe the rationale for biennial reports is valid and the process worthwhile, I am concerned about the added costs that may accrue for the state and the individual institutions.
IHE	No	6.5	In dealing with accreditation issues of various ilk's, it seems that it is a "paper trail" requiring immense amounts of work that "takes away" from our role as educators. If there are other standards in place (ASHA or state license), it would appear more useful to use those standards for accreditation rather than duplicate the paperwork.
IHE	No	7	While I believe in review using data, my major concern is that all of these efforts are understaffed and under funded at all levels.
IHE	No	7	I am fairly new to the NCATE and CCTC processes as a faculty member in a School of Educ. and I am impressed with some aspects of the system, but I am struck with the burdensome nature of the ongoing data collection that seems to be required. It appears that institutions need to have at least 1 dedicated full-time staff member with expertise in evaluation and data management/analysis for this purpose as requirements get tougher -- and that such support is not forthcoming. Collecting and analyzing the amount of data expected (i.e., assessment data for every criterion at x number of transition points within a credential program) for programs w/ large # of students, like the CSU programs, is 1) an unfair burden on faculty time and 2) not necessarily telling you more useful info than you would have with fewer indicators; for us at CSU, it appears to be "make work". Can the amount of data required be streamlined??
K-12	No	8	I think we must remember that though accountability is important, the methods of accountability must not be so time consuming and invasive that they overshadow the primary mission of the institution being evaluated.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-45

Appendix E

Role	Rec	Exp	Concern of cost or time to implement proposed system (36 comments)
IHE	No	10	The accreditation system must not be a burden to the IHE or the school. It should be a positive experience that leads to an improved program.
K-12	No	13.5	The amount of oversight fiscally available is a strong consideration. And programs who meet acceptable accreditation levels should not be encumbered with annual intensive reviews such that they detract from ongoing program quality.

Role	Rec	Exp	Focused specifically on BTSA Induction programs or process (10 comments)
K-12	Yes	0	Accreditation of Induction Programs should account for the time involved. Many BTSA Directors perform other duties beyond administration of Induction Programs. A lengthy accreditation process would be overly taxing on directors and should incorporate Peer Program Review and informal review process documents as a part of the process. This will eliminate duplicate paperwork.
K-12	Yes	7.5	We have learned quite a bit from the BTSA induction work--who will make the connections? Please remember when creating this system that those of us in the field need the work we do to be contributing to our programs. Therefore the requirements for accreditation should be the same requirements that any responsible program would be taking on their own. Please do not get into the rat race of requiring programs to use their time and people resources to respond to unnecessary requests for data.
K-12	Yes	18.5	BTSA programs have in place a rigorous system of annual Program Peer Reviews with Formal Program Reviews every four years. While I agree that the COA should be the accrediting body, I also am of the opinion that BTSA/Induction programs should retain the option of annual Program Peer Reviews with culminating Formal Program Reviews.
K-12	No	0	BTSA peer reviews are done yearly which is just right. The stress and time to do a formal 3 day review is astounding and time wasting. Most programs completed a formal review a few years back.
K-12	No	0	As a BTSA/Induction program I have some concerns about what is meant by an accreditation program. We have established a Peer Review Program and are moving towards a Formal Review process. These are rigorous and result in improvement and modifications. My knowledge of accreditation at the university level make me very concerned about the time and effort put in for this process. With the dollars for BTSA going primarily to support teachers and support providers, anything that would require a tremendous amount of additional data collection and reporting would require additional personnel which would be costly. I think you have to judge the work of BTSA on its past history. In cluster 2 we have a remarkable history of accountability, assessment and support. Don't throw out the value of this to make a new and working system fit into an archaic model.
K-12	No	2	Considering the time and cost involved in moving to an accreditation system, I feel that the current Formal and Informal Program Review Process is a superior method of program review. It is a well established protocol and requires rigorous internal and external reflection and revision based on data. Each program has already been approved as having satisfactorily met the 20 induction standards and we take our licensure responsibilities very seriously. The professional development and support provided by the Cluster Region Directors and State Leadership Team has guided our work and ensured the continued high level of program implementation. My recommendation is to continue to implement the current program review process and save the funding for added classroom support not more costly oversight.
K-12	No	6	My only experience is with the BTSA program. It is good to be reviewed periodically by peers who know what the program should look like.
K-12	No	6	I believe the Formal Program Review that is used by BTSA is an excellent process. It helps the individual program look carefully at their work and allows for input from the reviewers regarding improvement.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-46

Appendix E

K-12	No	8	I strongly believe that the current process in place in the BTSA community of a Formal Program review every four-five years is an outstanding process for evaluating the quality and effectiveness of BTSA Induction Programs. I have served as a lead reviewer and our program was reviewed itself as a pilot when California adopted the 20 Induction Standards. The process works for continual program improvement.
K-12	No	15	Since I am a BTSA Teacher Induction Director, I am very familiar with their formal program review and continuous improvement models. I feel that this committee should look at these models and all the training and continuous training that occur each year.

Role	Rec	Exp	Comment but no suggestion (5 comments)
IHE	Yes	5	Thank you for your work.
IHE	Yes	10.5	Thank you for listening
K-12	No	0	Since I am new to this process I consider the previous remarks adequate for my input to this survey.
K-12	No	2	Nothing in particular to add.
IHE	No	3.5	None at this time.

Role=IHE, K-12, or Public Rec= Yes, reviewed the recommendations
Exp=Experience with Accreditation Activities

PSD-2A-47

Appendix E