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Information

Professional Services Committee

Update on the Review of the Commission's Common Standards

Executive Summary: The Committee on Accreditation has reviewed the Commission's Common Standards and proposed edits to the standards to ensure that the standards apply to all types of credential programs approved by the Commission and all types of program sponsors. This item presents proposed edits to the Common Standards for information.

Recommended Action: For information only

Presenters: Teri Clark, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2008

Update on the Review of the Commission's Common Standards

Introduction

At the March 2008 Commission meeting, an update regarding the work of the Induction Standards Design Team was presented. The update included a discussion of the use of the Commission's Common Standards by approved Induction programs. During the discussion of the agenda item, the Commission asked that the Committee on Accreditation (COA) review the language of the Common Standards, and suggest edits, for applicability to: 1) the variety of approved program sponsors including universities, colleges, school districts, county offices of education and other entities; and 2) the full range of educator preparation programs that are approved by the Commission including teaching and service credentials, at both the initial and advanced level, as well as certificate programs. The intent is not to modify the content of the Common Standards, but rather to ensure that the language of the Common Standards is sufficiently broad and clear to be applicable and understandable to all types of program sponsors and all types of educator preparation programs.

COA Review of the Language of the Commission's Common Standards

The COA discussed the Commission's direction at its May 2008 meeting. A decision was made to hold an additional meeting focusing on this work. A two day meeting was scheduled for early June 2008. This was a public meeting with invitations also extended to members of the Accreditation Study Work Group and the Induction Standards Design Team. In addition, all stakeholders were notified of the meeting through the PSD E-news and a posting on the Commission's web page. The following individuals attended the meeting, proposed edits to the Common Standards, and proposed terms for a glossary that would accompany the Common Standards.

COA Members

Joyce Abrams, Chula Vista Unified School District

Ed Kujawa, Dominican University

Ruth Sandlin, CSU San Bernardino

Sue Teele, UC Riverside Extension

Irma Guzman Wagner, CSU Stanislaus (retired)

Accreditation Study Work Group

Induction Standards Design Team

Nancy Brownell, California County Superintendents Educational Services Association

John Grow, Madera Unified School District BTSA

Gay Roby, Norwalk-LaMirada Unified School District

David Simmons, Ventura County Office of Education

Members of the Public

Ellen Curtis-Pierce, Chapman University
Iris Riggs, CSU San Bernardino

Margaret Fortune, Project Pipeline
Reyes Quezada, University of San Diego

The work from the June meeting was presented to the COA at its regularly scheduled June meeting, which was held on June 18-19, 2008. The COA reviewed and discussed each of the edits proposed by the work group. The COA accepted almost all of the group's recommended language and proposed a few additional edits. The right-hand column on pages 3-7 contains the proposed edits, including any edits made by the COA on June 18-19, 2008, in italics or ~~strikeout~~ text. In addition, a draft of the Common Standards Glossary is also included on pages 8-12.

Next Steps

Staff plans to collect stakeholder feedback on the proposed edits to the Common Standards through a web-based survey and stakeholder meetings. Staff plans to bring this item back to the Commission at the November 2008 meeting for consideration and action. The refinement of the Glossary would be the responsibility of the COA and staff would work with the Co-Chairs to ensure that this work would also be completed in fall 2008.

Common Standards, Adopted June 2007	Proposed Common Standards (June 2008)
<p style="text-align: center;">Standard 1: Educational Leadership</p> <p>The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p style="text-align: center;">Standard 1: Educational Leadership</p> <p>The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, <u>service</u>, and collaboration, and unit accountability. The faculty, <u>instructional personnel</u>, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>
<p style="text-align: center;">Standard 2: Unit and Program Evaluation System</p> <p>The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.</p>	<p style="text-align: center;">Standard 2: Unit and Program Assessment <u>and Evaluation</u> System</p> <p>The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and <u>are used for improvement purposes</u>. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.</p>

Consult the *Common Standards Glossary* for definitions of terms in the Common Standards

Common Standards, Adopted June 2007	Proposed Common Standards (June 2008)
<p style="text-align: center;">Standard 3: Resources</p> <p>The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p>	<p style="text-align: center;">Standard 3: Resources</p> <p>The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p>
<p style="text-align: center;">Standard 4: Faculty</p> <p>Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field</p>	<p style="text-align: center;">Standard 4: Faculty and Instructional Personnel</p> <p>Qualified persons are employed and assigned to teach all courses, to provide professional development, and supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, <i>service</i>, teaching and learning. They are reflective of the diverse society and knowledgeable about <i>diverse abilities</i>, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance</p>

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Common Standards, Adopted June 2007	Proposed Common Standards (June 2008)
supervisors, and retains only those who are consistently effective.	of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.
<p style="text-align: center;">Standard 5: Admissions</p> <p>In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.</p>	<p style="text-align: center;">Standard 5: Admission</p> <p>In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate <i>pre-professional experiences and</i> personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.</p>
<p style="text-align: center;">Standard 6: Advice and Assistance</p> <p>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>	<p style="text-align: center;">Standard 6: Advice and Assistance</p> <p>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provides support and assistance to candidates and only retains in each program candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
Standard 7: Field Experiences and Clinical Practice	Standard 7: Field Experience and Clinical Practice

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Common Standards, Adopted June 2007	Proposed Common Standards (June 2008)
<p>The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.</p>	<p>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that <u>K-12 students</u> meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and <u>to help candidates</u> develop strategies for improving student learning.</p>
<p>Standard 8: Program Sponsor, District and University Field Experience Supervisors</p> <p>Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.</p>	<p>Standard 8: District-Employed Supervisors</p> <p>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. They are selected based on identified criteria and are knowledgeable and supportive of the academic content standards for students. They are trained in supervision, oriented to the supervisory role, evaluated <u>and recognized</u> in a systematic manner. Supervisory activities are evaluated and recognized.</p>
<p>Standard 9: Assessment of Candidate Competence</p>	<p>Standard 9: Assessment of Candidate Competence</p>

Consult the *Common Standards Glossary* for definitions of terms in the Common Standards

Common Standards, Adopted June 2007	Proposed Common Standards (June 2008)
<p>Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.</p>	<p>Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p>

Consult the *Common Standards Glossary* for definitions of terms in the Common Standards

**Draft Glossary
for the Commission's
Common Standards**

DRAFT Common Standards Glossary DRAFT

Term	Definition
Admission Criteria	<ul style="list-style-type: none"> • Eligibility criteria is defined in the Preconditions for each type of educator preparation program. • Second tier credential programs: The employment of candidates holding the preliminary credential is a key admission criterion.
Assessment System	<ul style="list-style-type: none"> • A comprehensive and integrated set of measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of educators.
Authority	<ul style="list-style-type: none"> • One or more identified individual(s) who has the authority and support needed to oversee human and fiscal resources in order to meet all the approved programs goals. • Usually the dean at an IHE or an associate superintendent/director for local education agency.
Buddy Teacher	See Intern Support Provider
Candidate	<ul style="list-style-type: none"> • The individual participating in a credential program. • Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers working toward a second tier credential or other school professionals.
Certified	<ul style="list-style-type: none"> • Holding a California credential
Clinical Experiences	See Field-based experience
Clinical Personnel	<ul style="list-style-type: none"> • P–12 school personnel and professional education faculty responsible for instruction, supervision, support and/or assessment of candidates during field experiences and clinical practice.
Competency Requirements	<ul style="list-style-type: none"> • The knowledge, skills, and abilities as defined in the program standards. Educator preparation programs do not participate in evaluation for employment purposes.
Cooperating Teacher	see Master Teacher
Course Instructors	<ul style="list-style-type: none"> • Individuals who teach the courses or provide instruction to candidates
Courses	<ul style="list-style-type: none"> • Professional preparation provided to candidates, may be offered through courses with units, modules, professional development settings, online, or independent study.
Directing Teacher	See Master Teacher
District-Employed Supervisors	<ul style="list-style-type: none"> • The master teacher, cooperating teacher, or resident teacher who evaluates student teachers. In MS/SS/Ed Sp Intern programs, the support provider, mentor, or coach is considered a district-employed supervisor. For Second Tier Credential Programs, there is no district-employed supervisor.
Faculty	<ul style="list-style-type: none"> • Those individuals employed by a college, university, school district, county office of education or other approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development,

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Term	Definition
	supervise clinical experiences, or administer some portion of the unit.
Field and Clinical Supervisors	<ul style="list-style-type: none"> Those individuals, from the approved program or employing district, assigned to provide supervision and/or assessment of candidates during field experiences and clinical practice.
Field-Based Experience	<ul style="list-style-type: none"> Student teaching, internships, or clinical practice that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Experiences under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
Governance	<ul style="list-style-type: none"> The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school professionals prepared at the institution.
Information Resources	<ul style="list-style-type: none"> Library and/or digital media resources and information and communication technology resources. These resources are used for the input, storage, processing, and communication of information.
Institution	<ul style="list-style-type: none"> The university, college, school district, county office of education or other entity approved to offer educator preparation programs. The regionally accredited (IHE) or legally responsible entity (LEA) approved to sponsor educator preparation program(s).
Instructional Personnel	<ul style="list-style-type: none"> Individuals who provide content, support, supervision to candidates in approved programs.
Intern Programs	<ul style="list-style-type: none"> An intern program is a partnership between the approved educator preparation program and the employing school district. Support and supervision is required to be provided from both entities.
Intern Support Provider	<ul style="list-style-type: none"> The credentialed teacher who supports and guides the intern teacher during the internship.
Master Teacher	<ul style="list-style-type: none"> The credentialed classroom teacher who supervises a student teacher in his or her classroom. An intern does not have a Master Teacher.
Mentor Teacher	See Intern Support Provider
Multiple measures	<ul style="list-style-type: none"> Second Tier Credential Programs: Employing agencies complete some of the admission measures.
Partners	<ul style="list-style-type: none"> Institutional partners include internal and external entities. Partners may include other departments, schools, or segments of the institution, county offices of education, and school districts.
Professional Development	<ul style="list-style-type: none"> Opportunities for individuals to develop new knowledge and skills through activities such as in-service education, conference attendance, intra- and inter-institutional visitations, fellowships, collegial work, and work in P-12 schools.
Professional	<ul style="list-style-type: none"> Classroom, clinical or field experience that a candidate participates in

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Term	Definition
Placement	during the preparation program. Intern and Second Tier Credential Programs: The school site is often the candidate’s assigned location for field experiences. As necessary the program provides additional experiences to support candidates in demonstrating the knowledge, skills and abilities as defined in the program standards.
Program	<ul style="list-style-type: none"> • A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, leading to a credential.
Program Completer	<ul style="list-style-type: none"> • Individual who has completed the credential program. Usually one to three years after completing the credential program.
Program Personnel	<ul style="list-style-type: none"> • Individuals employed by a school district, county office of education or other approved entity who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, or administer some portion of the unit.
Qualified Personnel	<ul style="list-style-type: none"> • Individuals whose background and experience is appropriate for the role to which they are assigned and who receive initial and on-going professional development consistent with their assigned responsibilities. The professional development ensures knowledge about the program and skills in their roles.
Resident Teacher	See Master Teacher
Scholarship	<ul style="list-style-type: none"> • Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the systematic study of pedagogy and the application of current research findings in new settings. For IHE only: Scholarship further presupposes submission of one’s work for professional review and evaluation.
Second Tier Credential Programs	<ul style="list-style-type: none"> • Induction, Education Specialist Level II, and Administrative Services Tier II programs are the second tier credential and the candidate must hold the first tier credential to begin the program.
Selection of School Sites	See Professional Placement
Service	<ul style="list-style-type: none"> • Faculty contributions to college or university activities, P-12 schools, communities and professional associations in ways that are consistent with the institution and unit’s mission as preparers of educators.
Stakeholder	<ul style="list-style-type: none"> • Any individual or institution—college, university, or school district—that is impacted by the educator preparation program or institution. Often stakeholders are geographically near the approved institution and/or preparation program.
Supervising Personnel	<ul style="list-style-type: none"> • Program or field-based individual who provides supervision/mentoring to the candidate.
Supervision	<ul style="list-style-type: none"> • Field supervision is guidance and oversight by a program or district

DRAFT Common Standards Glossary DRAFT

Term	Definition
	supervisor designed to assist the candidate in mastering the required knowledge, skills and abilities. Field supervision is not evaluation for employment purposes. Second tier credential Programs: Supervision is not provided, instead support and mentoring is provided by a support provider.
Support Provider	<ul style="list-style-type: none">• Supports the candidate in their early teaching or service, assists in collecting evidence relating to the candidate’s work, but does not supervise or evaluate the candidate.
Unit	<ul style="list-style-type: none">• The college, school, department(s), or other administrative body in colleges, universities, school districts, county offices of education or other organizations with the responsibility for managing or coordinating all approved programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution.• All approved educator preparation programs sponsored by the institution, school district, county office of education or other entity.
Unit Leadership	<ul style="list-style-type: none">• Those designated as the individual(s) responsible for all approved educator preparation programs offered by the institution: IHE-dean or director of teacher education, LEA-program director. When a unit sponsors one or more intern programs, the employing LEA is a partner with the unit in the educator preparation program.