
2B

Action

Professional Services Committee

Recommendation to Adopt Proposed Edits to the Common Standards

Executive Summary: This agenda item presents the proposed edits to the Common Standards for Commission consideration and adoption.

Recommended Action: Staff recommends Commission adoption of the proposed edits to the Common Standards.

Presenter: Rebecca Parker, Consultant, and 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

November 2008

Recommendation to Adopt Proposed Edits to the Common Standards

Introduction

At the April 2008 Commission meeting, the Commission directed staff to work with the Committee on Accreditation (COA) to review the language of the 2007 adopted 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 was 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.

At the August 2008 Commission meeting, an update regarding the COA's work to review and suggest edits to the Commission's Common Standards was presented (<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-3K.pdf>). The proposed edits were subsequently made available for field review and comment and these comments were considered by the COA. This agenda item presents proposed Common Standards to the Commission for consideration and possible adoption.

Review of the Stakeholder Feedback on the Proposed Edits to the Language of the Commission's Common Standards

Staff collected stakeholder feedback on the proposed edits to the Common Standards through a web-based survey and stakeholder meetings. Staff presented the suggested edits to the COA at its October 10, 2008 meeting. There were minimal suggested edits.

The COA considered each of the suggested edits thoroughly and unanimously acted to forward to the Commission the Common Standards presented on pages 3-5 of this agenda item for consideration and adoption. A table that provides the adopted Common Standards (2007) along side the proposed Common Standards (2008) is provided on pages 6-9. Below is a summary description of the proposed edits for each Common Standard.

Standard	Summary of the Proposed Edits
1: Educational Leadership	Clarification that the research-based vision guides the programs and courses.
2: Unit and Program Evaluation and Assessment	Change in title to clarify the purpose of the standard. Clarified the third sentence to include the requirement that analysis of data is used for improvement. This change renders the 4 th sentence unnecessary, and therefore, is eliminated.

Standard	Summary of the Proposed Edits
3: Resources	Removed the term ‘program sponsor’ since it was clarified that ‘institution’ means all entities—school districts, county offices of education, colleges, universities and other entities that sponsor a Commission approved educator preparation program. Clarified that information resources must be available and that this includes library and digital media resources.
4: Faculty and Instructional Personnel	Change in title to address all instructional personnel employed by the program sponsor.
5: Admission	Combined last two sentences of the standard.
6: Advice and Assistance	Removed the term ‘institution’ since the term ‘unit’ was clarified. Removed the words ‘in each program’ because they were not needed.
7: Field Experience and Clinical Practice	Clarified the term ‘fieldwork’ by changing to ‘field-based work.’ Clarified that during fieldwork and clinical practices, candidates have opportunities to use ‘research-based’ strategies to improve student learning.
8: District-Employed Supervisors	This standard was reconceptualized to address only the supervisors that are not employed by the approved educator preparation program: the district employed supervisors that provide additional supervision to credential candidates. The program supervisors, often known as university supervisors, are addressed in Common Standard 4.
9: Assessment of Candidate Competence	Changed ‘teachers and other professional school personnel’ to ‘professional school personnel.’

In addition to the Common Standards, the COA determined that the development of a Common Standards Glossary would be beneficial to ensure a common understanding of terms used in the Common Standards. This Common Standards Glossary was also provided for stakeholder feedback. The COA considered the comments suggested by the field and the Common Standards Glossary was adopted at the October 10, 2008 COA meeting. The adopted Common Standards Glossary, which will be updated as necessary by the COA, is presented on pages 10-14 of this agenda item.

Staff Recommendation

Staff recommends Commission adoption of the proposed edits to the Common Standards. If adopted by the Commission, these new adopted Common Standards will become effective at the time of adoption although institutions with site visits in the 2008-09 year will have the option to use the 2007 version of the Common Standards or the newly adopted 2008 version. The accreditation site visits that will take place in the 2009-2010 year will use the 2008 version of the Common Standards.

Edited Proposed Common Standards October 2008

Standard 1: Educational Leadership

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, service, collaboration, and unit accountability. The faculty, instructional personnel, 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.

Standard 2: Unit and Program Assessment and Evaluation

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 completion 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 is used for improvement purposes.

Standard 3: Resources

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.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to 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 teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, 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 of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Standard 5: Admission

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 pre-professional experiences and 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.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains 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.

Standard 7: Field Experience and Clinical Practice

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 P-12 students 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 to help candidates develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence

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.

Comparison of Adopted Common Standards with the Proposed Common Standards

Common Standards (Adopted June 2007)	Proposed Common Standards (October 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, service, and collaboration, and unit accountability. The faculty, instructional personnel, 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 complete 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 and Evaluation</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 complete 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 is used for improvement purposes.</p>
<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</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</p>

Common Standards (Adopted June 2007)	Proposed Common Standards (October 2008)
<p>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>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 supervisors, and retains only those who are consistently effective.</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 to 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 teaching and learning, scholarship, and service. They are reflective of the diverse society and knowledgeable about diverse abilities, 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 of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</p>
<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</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</p>

Common Standards (Adopted June 2007)	Proposed Common Standards (October 2008)
<p>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>admitted candidates have appropriate pre-professional experiences and 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.</p>
<p>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>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 each candidate's 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 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>Standard 7: Field Experiences and Clinical Practice</p> <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>Standard 7: Field Experience and Clinical Practice</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 K-12 students 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 to help candidates develop research-based strategies for improving student learning.</p>
<p>Standard 8: Program Sponsor, District and University Field Experience Supervisors</p>	<p>Standard 8: District-Employed Supervisors</p>

Common Standards (Adopted June 2007)	Proposed Common Standards (October 2008)
<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>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>
<p style="text-align: center;">Standard 9: Assessment of Candidate Competence</p> <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 style="text-align: center;">Standard 9: Assessment of Candidate Competence</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>

Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
Admission Criteria	5	<ul style="list-style-type: none"> • Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.
Assessment	2, 3, 9	<ul style="list-style-type: none"> • Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. Information gained through assessment processes performed for the accreditation process is not used for employment purposes.
Assessment and Evaluation System	2	<ul style="list-style-type: none"> • A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.
Authority	1	<ul style="list-style-type: none"> • An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.
Candidate	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.
Certified, Certificated	8	<ul style="list-style-type: none"> • To hold a California educator credential appropriate to his/her role and/or responsibility.
Clinical Experiences	3, 4, 7	<ul style="list-style-type: none"> • Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, 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. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. • See also Field-Based Experiences
Clinical Personnel	3, 4, 7	<ul style="list-style-type: none"> • P-12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.
Competency Requirement	9	<ul style="list-style-type: none"> • The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.

Term	Common Standard	Definition
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Course Instructors	4	<ul style="list-style-type: none"> • Individuals who teach courses and/or provide instruction to candidates.
Courses	1	<ul style="list-style-type: none"> • CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.
District-Employed Supervisors	8	<ul style="list-style-type: none"> • Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who <u>assesses</u> student teachers. • In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.
Evaluate, Evaluation	2, 4, 7, 8	<ul style="list-style-type: none"> • Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. • Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.
Faculty	1, 4	<ul style="list-style-type: none"> • Those individuals employed by a college, university, school district, county office of education, or other CTC-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, supervise clinical experiences, and/or administer some portion of the educator preparation unit.
Field and Clinical Supervisors	4, 7	<ul style="list-style-type: none"> • Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. • For intern programs, this individual may be called a Site Support Person.
Field-Based Work or Experience	3, 4, 7	<ul style="list-style-type: none"> • Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, 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. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
Governance	1	<ul style="list-style-type: none"> • The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and

Term	Common Standard	Definition
		resources that ensure the quality of all education professionals prepared at the institution.
Information Resources	3	<ul style="list-style-type: none"> Library and/or digital media resources, as well as information and communication technology resources available to candidates.
Institution	1, 6	<ul style="list-style-type: none"> The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).
Instructional Personnel	4	<ul style="list-style-type: none"> Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
Intern Program		<ul style="list-style-type: none"> A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.
P-12 Student	7	<ul style="list-style-type: none"> Refers to students enrolled in pre-school through 12th grade.
Multiple Measures	5	<ul style="list-style-type: none"> Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.
P-12	4	<ul style="list-style-type: none"> Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
Partners	7	<ul style="list-style-type: none"> Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.
Professional Development	3	<ul style="list-style-type: none"> Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P-12 schools.
Professional Placement	6	<ul style="list-style-type: none"> A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate's assigned location for field experiences.
Program	all	<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, and which leads to a

Term	Common Standard	Definition
		credential.
Program Completer	2	<ul style="list-style-type: none"> • An individual who has completed a credential program,
Personnel	3,7, 9	<ul style="list-style-type: none"> • Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit. • See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel
Qualified Persons, Qualified Members	4, 6	<ul style="list-style-type: none"> • Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.
Recognize	4, 8	<ul style="list-style-type: none"> • To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
Scholarship	1, 4	<ul style="list-style-type: none"> • Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.
Second Tier Credential Programs		<ul style="list-style-type: none"> • Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.
Service	1, 4	<ul style="list-style-type: none"> • Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.
Site-Based Supervising Personnel	7	<ul style="list-style-type: none"> • Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. • See Also Field and Clinical Supervisors.
Stakeholder	1	<ul style="list-style-type: none"> • Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution
Student	7	<ul style="list-style-type: none"> • In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.

Term	Common Standard	Definition
Sufficient	3	<ul style="list-style-type: none"> • Adequate or ample to meet the need.
Supervise	4	<ul style="list-style-type: none"> • The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.
Supervisor	4, 8	<ul style="list-style-type: none"> • For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. • See Also Field and Clinical Supervisors.
Supervision	3, 8	<ul style="list-style-type: none"> • Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.
Support	1, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.
Unit	1, 6, 7	<ul style="list-style-type: none"> • The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.
Unit Leadership	1	<ul style="list-style-type: none"> • Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.

Italics indicate that the term does not appear in the Common Standards.