2A

Information

Professional Services Committee

Accreditation Study Session

Executive Summary: This agenda item provides an overview of the Commission's current accreditation policies and procedures and provides an update on the implementation of the revised accreditation system.

Recommended Action: For information only

Presenter: Teri Clark, Acting Director, and Cheryl Hickey, Acting 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

January 2011

Accreditation Study Session

Table of Contents

Commission's Legislative Mandate…….....1
Sequence of Events in the Commission's Accreditation System ……5
Initial Institutional Accreditation.....6
Initial Program Review and Approval ……9
Continuing Accreditation System 11
Standard Decisions and Accreditation Recommendation……..13
National Accreditation 16
Updates on the Implementation of the System 18
Appendix A: Committee on Accreditation 21
Appendix B: Common Standards 22
Appendix C: Program Sponsors Initial Institutional Approval.....28
Appendix D: Educator Preparation Programs 32
Appendix E: NCATE Unit Standards 34
Appendix F: Sample Cohort Map—Orange Cohort 36
Appendix G: Biennial Report Feedback 38
Appendix H: Sample Program Assessment Findings 45

List of Tables and Figures

Table 1: Accreditation System Structure and Authority.....2
Table 2: Steps in California's Current Accreditation and Program Approval Processes.....8
Figure 1: Continuing Accreditation Site Visit Timeline.....15
Figure 2: Accreditation System 20

Accreditation Study Session

Introduction

Accreditation plays a critical role in assuring the public and candidates that programs and institutions are being held accountable. Accreditation status conveys that educator preparation programs offered by institutions meet state-adopted standards of quality and effectiveness and that sufficient quality characterizes the preparation of educators. The fundamental tenet of the Commission's accreditation system is that professional educators make professional judgments about the quality of educator preparation programs. This tenet is consistent with that used in other professions, such as medicine. This agenda item provides an overview of California's current accreditation policies and procedures, and also provides an update on the implementation of the revised accreditation system.

Background

In June 2005 a study session was presented that focused on the Commission's accreditation system, including the history of the review of educator preparation in California (http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf). The Commission's accreditation system was reviewed and revised during 2004-2006 by the Accreditation Study Work Group (Work Group), an advisory panel of educators and those who prepare educators. A series of agenda items presented the recommendations from the Work Group which culminated in the Commission's adoption of a revised *Accreditation Framework* (http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf) in December 2007. Beginning with the 2007-08 year, accreditation site visits started for approved institutions after a six year hiatus. At the April 2009 Commission meeting, an agenda item (http://www.ctc.ca.gov/commission/agendas/2009-04/2009-04-3H.pdf) provided an update on the initial implementation of the revised accreditation system.

The Commission's Legislative Mandate Related to Accreditation of Educator Preparation Programs

The Commission's accreditation system is governed by three key documents: California Education Code, the *Accreditation Framework*, and the *Accreditation Handbook*. Education Code §§ 44370-44374 are critical to understanding the underlying philosophy, purpose, and duties of California's accreditation system, as these sections of the Code define specific objectives and responsibilities for California's accreditation system. The Commission's adopted policies that further describe the accreditation system constitute the *Accreditation Framework.* The *Accreditation Handbook* (http://www.ctc.ca.gov/educator-prep/accred-handbook.html), developed by the initial Committee on Accreditation, is the procedural manual for the system. Table 1 below illustrates the division of responsibility and authority for the Commission's accreditation system.

Table 1. Accreditation System Structure and Authority

Definition and Description of California's Accreditation System		
California Legislature ↓	Commission ↓	Committee on Accreditation ↓
State Law ↓	Commission Policy ↓	Procedural Implementation ↓
Education Code 44370-44374	*Accreditation Framework* (2007)	*Accreditation Handbook* (2010)

Education Code: Overview of Accreditation Objectives and Responsibilities
Education Code § 44370 reflects the legislative findings and declarations related to accreditation, and reads:

> The Legislature finds and declares that the competence and performance of professional educators depends in part on the quality of their academic and professional preparation. The Legislature recognizes that standards of quality in collegiate preparation complement standards of candidate competence and performance, and that general standards and criteria regarding the overall quality of a candidate's preparation are as essential as the assessment of the candidate's competence and performance.

The Education Code defines the objectives of the accreditation system. Section 44371 states that the system shall do all of the following:

1) Concentrate on the overall quality of educator preparation in credential programs.
2) Hold professional elementary, secondary, and postsecondary educators responsible for quality in the preparation of professional practitioners.
3) Contribute to improvements in educator preparation and recognize excellence in preparation programs and institutions.
4) Replace the prior system of program approval, as established by the Teacher Preparation and Licensing Act of 1970.
5) Be governed by an accreditation framework that sets forth the policies of the Commission on Teacher Credentialing regarding the accreditation of educator preparation.

The Accreditation Framework as Defined in Education Code
Education Codes § 44371 (b) defines the purpose and objectives of the Accreditation Framework. It requires that the Framework do all of the following:

1) Establish broad, flexible policies and standards for accreditation of educator preparation.
2) Define the accreditation responsibilities, authority, and roles of the Commission on Teacher Credentialing and the Committee on Accreditation.
3) Establish an accreditation system that is efficient and cost effective.
4) Require that accreditation decisions be based on sufficient, reliable evidence about the quality of educator preparation.

Commission Responsibilities as Defined in Education Code
Pursuant to Education Code § 44372, the Commission is responsible for oversight of the accreditation system and framework. Specifically, the Education Code delegates to the Commission responsibility to:

1) Adopt and implement an *Accreditation Framework*, which sets forth the policies of the Commission regarding the accreditation of educator preparation in California.
2) Establish and modify credential-specific standards, experimental program standards, and alternative program standards, as defined in the adopted *Accreditation Framework*.
3) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of § 44227.
4) Appoint and reappoint the members of the Committee on Accreditation, in accordance with § 44373, by selecting among nominees submitted by a panel of distinguished educators.
5) Review periodic accreditation reports by the Committee on Accreditation, and refer accreditation issues and concerns to the committee for its examination and response.
6) Hear and resolve appeals of accreditation decisions, pursuant to subdivision (e) of § 44374.
7) Allocate resources annually for implementation of the accreditation system.
8) With the Committee on Accreditation, jointly design an evaluation of accreditation policies and their implementation, and jointly select an external evaluator to conduct the evaluation, in accordance with Section 8 of the accreditation framework that was in effect on June 30, 1993.
9) Modify the accreditation framework in accordance with Section 8 of the framework that was in effect on June 30, 1993.
10) Inform and advise the Legislature regarding statutory issues related to accreditation, and submit legislative recommendations, after considering the advice

of the Committee on Accreditation, educational institutions, and professional organizations.

Committee on Accreditation Responsibilities as Defined in Education Code
In accordance with Education Code § 44373 (c), the COA is generally responsible for carrying out the policies enacted by the Commission and is responsible for accreditation decisions. Specifically, the Education Code requires that the COA shall do, but shall not be limited to doing, all of the following:

1) Make decisions about the accreditation of educator preparation. The committee's decision making process shall be in accordance with the *Accreditation Framework*.
2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the committee.
3) Determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework*.
4) Adopt guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
5) Present an annual accreditation report to the commission and respond to accreditation issues and concerns referred to the committee by the commission.

The Accreditation Framework and Accreditation Handbook
The current policies of the Commission relating to accreditation were adopted in 2006 and are contained in the *Accreditation Framework* (http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf.) The Commission's responsibilities are described in Section 1 of the *Accreditation Framework*. Most of the Commission's responsibilities are directly reflected in the language of the Education Code. Section 2 of the *Accreditation Framework* defines the functions of the COA. The Committee on Accreditation is charged with the implementation of the accreditation system based on the policies the Commission has adopted. A list of the current members of the COA is provided in Appendix A.

The *Accreditation Framework* specifies the purposes of the Commission's accreditation system. The purposes fulfill the legislative mandates and are described in the Framework, pages 1-2:

- **"A primary purpose of the professional accreditation system is to ensure accountability** to the public, the students and the education profession that educator preparation programs are responsive to the educational needs of current and future students…
- **A second purpose of accreditation is to ensure that educator preparation programs are high quality and effective** and provide education and experiences consistent with the knowledge and skills required of an educator serving the needs of the diverse population in the California public schools…
- **A third purpose of the accreditation system is to ensure adherence to standards.** The standards are designed to ensure that each educator's preparation is appropriate to the requirements of professional service in public schools…

- **Finally, the fourth purpose of the accreditation system is to support program improvement.** Accreditation standards, reviews and decisions contribute to improvements in the preparation of educators…."

The accreditation system holds all institutions and the programs offered by the institutions to meet the Commission's adopted standards. The system does not prescribe how to meet the standards, tell an institution what to do if it is not meeting one or more standards, or decide which institutions are doing the best at meeting the standards.

The COA has over time developed the *Accreditation Handbook*. The last chapter of the handbook was adopted in 2010. The *Accreditation Handbook* describes the procedural implementation of the accreditation system for institutions under review, for educators that volunteer to be reviewers, and for others interested in California's accreditation system. The full text of the *Handbook* can be found at http://www.ctc.ca.gov/educator-prep/accred-handbook.html. The *Handbook* is routinely reviewed and revised as the system is maturing so that it provides the most current information for institutions and team members.

Common Standards

The 2008 update to the Commission's Common Standards requires all approved sponsors to utilize a data-driven model for program and overall unit improvement. The education unit is defined as all the credential, certificate, or other programs that lead to a teaching or services authorization given by the Commission. Often the education unit is the school or college of education but all credential programs belong to the education unit, even if the program resides outside the actual school or college. At a school district or county office of education, the unit is again composed of all the Commission approved educator preparation programs that result in a recommendation for a K-12 authorization from the Commission.

As the Commission was adopting the revised Common Standards, the COA worked with stakeholders to develop a Glossary for the Commission's Common Standards. The glossary is the first time that the terms in the Common Standards were defined for use with the Commission's accreditation system. Terms in the standards that are defined in the glossary are presented in *italics* in the standards. Both the Common Standards and the Glossary are provided in Appendix B.

Sequence of Events in the Commission's Accreditation System

California's adopted *Accreditation Framework* defines professional accreditation as the "… process of ascertaining and verifying the quality of each program that prepares individuals for state certification" (pg. 1). The Commission adopts standards for each program of educator preparation and the institution that offers the program(s) is expected to implement a program that meets all standards. Under the process put in place by the *Framework*, the COA conducts a review that examines all educator preparation programs offered by an institution and makes a single accreditation decision about the accreditation of educator preparation at the institution, including a decision about the status of each credential program. Accreditation is a means to ensure that all programs are designed and implemented to meet the Commission's adopted standards.

In California, there are two key steps in the accreditation process that an institution or prospective program sponsor must complete prior to offering an educator preparation program and recommending individuals for credentials. First, if an institution has either offered credential programs previously but not in California, or if an institution has not previously offered credential programs at all and wants to offer one in California, it must be approved as an entity that is eligible to offer educator preparation programs. This initial process is referred to as "Initial Institutional Accreditation." Then the prospective program sponsor must submit a document that describes in detail the program that will be offered. The program must meet the requirements of the appropriate adopted program standards. This process is known as "Initial program review and approval." Completion of these two procedural steps allows a prospective program sponsor to begin offering an educator preparation program, and the institution is then added to the list of institutions reviewed under the Continuing Institutional and Program Accreditation policies *(See Table 2 on page 7 of this document: Steps in California's Current Accreditation and Program Approval Process)*. Ongoing accreditation activities constitute the third and final step in the process. Further information about each of these steps is provided below.

Step I: Initial Institutional Accreditation

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the California Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body, and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs.

With the adoption of the first *Accreditation Framework* in 1995, the Commission made a distinction between "initial accreditation of institutions" and "initial accreditation of programs," as described below:

Policies for Initial Accreditation of Institutions

Under the Education Code, the Commission has the authority to determine the eligibility of institutions to offer preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation. The Commission modified the Accreditation Framework accordingly.

> **Education Code § 44227 (a) –** The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.
>
> **Education Code § 44372** – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

(c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

Accreditation Framework **Section 4 A 1 - Initial Accreditation of Institutions.** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) or another regional accrediting body is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation is regional accreditation. However, the Commission is given authority by the *Accreditation Framework* to establish additional procedures and criteria. In October 1998, the Commission adopted procedures and additional requirements for initial accreditation. Appendix C provides a list of all 255 program sponsors that have been granted initial accreditation.

Adopted Procedures for Initial Institutional Accreditation
The following additional procedures adopted by the Commission apply to prospective program sponsors which have not previously prepared educators for state certification in California:

1. The prospective program sponsor prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The proposal is considered to be the application for accreditation.

2. Initial Accreditation is a two-stage process:
   a. The proposal is reviewed for compliance with the appropriate preconditions (such as regional accreditation [or governing board approval], identification of position responsible for program oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, and agreement to provide information to the Commission) and presented to the Commission for initial institutional accreditation action. If the proposal meets the Commission's requirements, the prospective program sponsor will be recommended for initial accreditation.

   b. If the Commission acts favorably on the proposal, it will be forwarded to the COA for further action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff or panels of expert advisors to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the COA for initial program accreditation.

3. Once granted initial accreditation, the institution will then come under the continuing accreditation procedures and will participate in the regular cycle for on-site reviews.

Table 2: Steps in California's Current Accreditation and Program Approval Process

Step I: **Initial Institutional Accreditation: Eligibility to Offer a Program**

A sponsor (e.g., institution of higher education, local education agency) that wishes to offer any credential programs must submit documentation that the entity meets the Education Code and Commission requirements to be a program sponsor.	**On what basis is the institution or prospective program sponsor reviewed?**	**Who reviews the institution or prospective program sponsor's response?**	**Who approves the institution as a program sponsor?**	**Current Number of Eligible institutions**
	Preconditions and the Common Standards	CTC Staff	Commission	**255** UC (8), CSU (23), AICCU (56), LEAs (165), and Other Sponsors (3)

Step II: **Initial Program Approval***

A sponsor that has been initially accredited by the Commission may submit programs to be approved. The sponsor submits a program document that addresses all the appropriate program standards and provides documentation to support the program proposal.	**On what basis are programs reviewed?**	**Who reviews the program document?**	**Who approves the program?**	**Current number of programs***
	Common Standards and Program Standards	Trained teams of educators (K-12 and postsecondary) and CTC staff review the document. Questions are asked of the program sponsor as needed. Once all standards have been adequately addressed, a recommendation goes to the COA for program approval.	Committee on Accreditation	Approximately **1015** (November 2010)

Step III: **Ongoing Institutional Accreditation and Program Approval***

All institutions that offer approved educator preparation programs are reviewed through periodic site visits, program assessment and biennial reports. The institution submits a self-study that addresses the Common Standards. Each approved program has submitted Biennial Reports and participated in Program Assessment process prior to a site visit. The site visit review team reads the self-study prior to the visit. At the site visit, the review team collects data through interviews with candidates, completers, employers, faculty and other stakeholders. In addition, the review team reviews documents and evidence on site.	**On what basis is the institution and all its programs reviewed?**	**Who reviews the institution and all its programs?**	**Who accredits the institution and all of its programs?**
	Preconditions, Common Standards and all applicable Program Standards	Through a site visit, members of the Board of Institutional Reviewers make decisions on the Common Standards and all program standards and make a recommendation regarding accreditation to the COA.	Committee on Accreditation

* Does not include subject matter programs.

At the June 2010 Commission meeting criteria were adopted to allow alternative entities to sponsor Science, Technology, Engineering, Mathematics and Career Technical Education preparation programs (http://www.ctc.ca.gov/STEM-CTE/STEM-CTE.html), and at the September-October 2010 meeting, the Commission adopted a fee structure for the alternative initial institutional approval process (http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2D.pdf). As of November 2010, no prospective sponsors have begun the alternative institutional approval process.

Step II: Initial Program Review and Approval

Program sponsors that have received initial institutional accreditation are eligible to submit new programs of preparation for review and approval. Under the *Accreditation Framework*, the Committee on Accreditation has initial program accreditation responsibilities for the professional preparation programs included in the ongoing accreditation site visit process. Thus, the results of the program review of a professional preparation program are submitted to the Committee on Accreditation for program accreditation according to the *Accreditation Framework* (Section 2A2). Subject matter preparation programs are submitted to the Commission rather than to the Committee on Accreditation for approval because those programs are not currently under the accreditation system. In either case, the review process is the same. The only difference is in the body making the decision to approve the program at the end of the review process.

Policies for Program Review

Under the Education Code, the Commission and the COA both have responsibilities related to the review of programs of educator preparation.

> **Education Code § 44311 –** The Commission shall evaluate any subject matter program offered by an accredited institution in satisfaction of paragraph (5) of subdivision (b) or Section 44259. The evaluation shall be based on standards of program quality and effectiveness, which shall be consistent with the assessments and examinations of subject matter knowledge and competence adopted by the Commission.
>
> **Education Code § 44259 (b) (5) –** (Requirements for Preliminary Multiple and Single Subject Credential) Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with Section 44280). The Commission shall ensure that subject matter standards and examinations are aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605
>
> **Education Code § 44373(c)** – The committee [Committee on Accreditation] shall do, but not be limited to doing all of the following:
>
> **(2)** Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures adopted by the committee.

Table 2 on page 8 shows that there are currently over 1,000 professional preparation programs with initial program approval. Currently, there are forty-seven different credentials, certificates, or authorizations for which an institution or program sponsor might offer a program. Appendix D provides a list of all the types of educator preparation programs that an institution may offer.

Initial Program Review Procedures

The Commission holds monthly sessions where educators come to the Commission offices to review proposals for new educator preparation programs. The information on how to submit a proposal and when the review sessions are scheduled is available on the Initial Program Review (IPR) web page: http://www.ctc.ca.gov/educator-prep/new-program-submission.html. Following are the general procedures for the review of new educator preparation programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, staff provide technical assistance to sponsors wishing to submit responses to the new standards. The technical assistance may take several forms, including referral to the technical assistance materials provided on the Commission website. Staff members may arrange meetings of prospective sponsors to discuss the standards and how to respond to them. Staff responds to questions from sponsors via e-mails and telephone calls. Occasionally, staff will provide an informal review of one or more written responses to standards.

2. Preconditions Review – After the program proposal is received, Commission staff members review the sponsor's response to the preconditions. The preconditions are based on state laws and Commission policies and while they do not involve issues of program quality, they do address minimum unit and content area requirements. Staff reviews the proposed program to determine that it complies with the requirements of state laws and Commission policies. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary to determine compliance with the preconditions. The sponsor may submit the information requested or resubmit the entire proposal with the inclusion of the requested information.

3. Common Standards Review – If the proposal is for the initial educator preparation program at the institution, the institution submits a full response to the Commission's Common Standards, including supporting documentation. The response to the Common Standards is reviewed by external volunteers (K-12 or postsecondary educators). If the proposal is for an additional educator preparation program, the institution must submit a Common Standards Addendum stating how the new educator preparation program will be integrated into the unit infrastructure at the institution.

4. Program Review – In addition to the preconditions and Common Standards review, the program sponsor's responses to the credential program standards for the program submitted are reviewed. Unlike the preconditions, the program standards address issues of program quality and effectiveness. Each response to the standards is reviewed by staff and/or external volunteer K-12 and/or postsecondary educators, expert in the specific field of preparation, to determine the sufficiency of the responses. Reviewers are trained in the standards and the review process and are then assigned proposals to review. If the program does not meet the standards, the proposal is returned to the sponsor with an explanation of the findings. The

sponsor may resubmit the proposal with the inclusion of the requested information and/or revisions as needed. Once the reviewers determine that the program proposal meets the Commission's program standards, the program is recommended to the COA for initial program accreditation (in the case of an educator preparation program) or to the Commission for program approval (for subject matter preparation programs).

5. Once granted initial program approval, the institution will then come under the Commission's continuing accreditation procedures and will participate in the regular cycle of Biennial Reports, Program Assessment and on-site reviews, as appropriate. Subject matter preparation programs are the exception and do not participate in the Commission's accreditation system.

Step III: The Continuing Accreditation System

Once a prospective program sponsor has received initial institutional approval to offer educator preparation programs and has one or more programs with initial program approval, the institution and all of its programs are then reviewed through the Continuing Accreditation system. Currently, the continuing accreditation activities take place over a seven year cycle. Individuals who are practicing educators or preparers of educators are involved in the Commission's accreditation system. The roles of these individuals are described below.

Board of Institutional Reviewers

To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a pool of trained Board of Institutional Reviewers (BIR) consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code § 44374-b. The pool consists of approximately 350 persons who are geographically and culturally diverse and who represent gender equity. In addition, appropriate implementation of the accreditation system requires that the BIR contain a sufficient pool of individuals with expertise to address the broad range of credential areas.

All BIR members attend a four-day initial training which models the activities that occur during program assessment and a site visit. Reviewers are trained in the adopted standards and how to work with the standards. They learn how to examine and triangulate data typically provided by program sponsors in making findings relative to how well the program sponsor meets the standards. New BIR members are trained in interview techniques and other strategies to gather information. Finally, they are trained in the accreditation decision-making process. Additional training and orientation takes place for all team members through the additional technical materials provided to team members as well as through organizational meetings on the first day of the site visit with the team leader and the Commission staff consultant.

Beginning with the 2009-10 site visits, staff began holding BIR Update Sessions for individuals serving on site visit teams. These sessions are webcast from the Commission room. Individuals serving in the specified role may come to the Commission, participate in the live broadcast or access the archive of the session, but all team members are expected to have

participated in the update prior to arriving at the site visit. These Update Sessions allow staff to ensure that all team members are knowledgeable and prepared to serve as the 1) team lead, 2) Common Standards team member, 3) Program Sampling team member, or 4) NCATE Cluster member.

Below is an overview of the major components of the ongoing accreditation system. Additional information on the implementation of these components as the system has matured is discussed later in this document.

Annual Data Gathering and Analysis: Each program is expected to collect regular data (such as contextual, demographic, candidate competence, and program effectiveness data). The program aggregates and analyzes these data, and utilizes results of the analyses to support data driven decision making and program modifications.

Biennial Report (Years 1, 3, and 5): The institution reports aggregated candidate assessment and program effectiveness data to the Commission for each program for the current and prior year, including brief analyses of the data and an action plan based on results of the analyses. Each institution also submits an institutional summary identifying trends across the programs it offers and issues identified in the report(s). Staff review the biennial reports. If the report is not submitted, or is incomplete or inadequate, staff contacts the institution/program. Information regarding institutions that submit reports with data that do not demonstrate measures of candidate competence or that have other deficiencies may be presented to the COA and could result in a request for additional information from the institution/program or a focused site visit.

Program Assessment (Years 4 and 5): Through the Program Assessment process each approved educator preparation program receives feedback on the design of its approved program and has the opportunity to fine-tune the program to ensure that it still fully meet the Commission's adopted standards. Each program that is offered by an institution submits an updated program narrative, including up-to-date course syllabi. The narrative describes how the program meets the adopted program standards. In addition, the candidate assessments, rubrics, and scoring procedures that generated the data gathered over the current year and previous year that are reported in the Biennial Report are submitted. Program Assessment review teams (trained members of the BIR) review each program through a review of the program narrative, supporting documentation, and the data presented in the submitted Biennial Reports. The program review team may raise questions or request additional information. The program may submit additional information and documentation to address the questions that the reviewers raise. The program review team considers all information and judges the alignment of the described program to the adopted program standards. The program review team completes a *Preliminary Report of Findings* that identifies any additional questions or areas of concern. The Administrator of Accreditation considers the preliminary findings and in so doing, determines the nature of the program review (size and composition of the team) that will take place during the site visit.

Site Visit (Year 6): Each institution hosts an accreditation site visit in the sixth year of the accreditation cycle. Prior to the visit, the institution submits a self-study that responds to the Commission's Common Standards. The self study document is a comprehensive document that demonstrates how the institution meets the appropriate standards of quality and effectiveness. All institutions must address the nine Common Standards (see Appendix B) and all applicable

preconditions prior to the site visit. The self study documentation is provided to all site visit team members prior to the accreditation visit. In addition to the site visit itself, the current system includes pre-visits and technical assistance (See Figure 1, page 13) provided to the institution by Commission staff and a team leader.

Although the site visit focuses mainly on the Common Standards, the process includes gathering information from all stakeholders, including candidates, completers, faculty and local district staff from all programs sponsored by the institution. During the site visit, each program in operation participates fully in the interview schedule.

The site review team is composed of 2 to 5 members who focus on the Common Standards plus a program sampling group of 1-4 additional team members. The size and configuration of the team is determined jointly by the institution and the Administrator of Accreditation. For an institution with only a few programs, for example a multiple subject and a single subject program, the team may only have two to four members. But when an institution offers many programs, including some of the specialized educator preparation programs such as school nurse, pupil personnel services, reading, and education specialist, the team may be larger. The Commission's Administrator of Accreditation, working in cooperation with the assigned Commission consultant, is responsible for the selection of all teams. Team members are selected for their expertise and are screened for conflicts of interest such as, for example, having attended or applied for a position at the institution being reviewed. At the conclusion of each site visit, each team member's participation is evaluated by the team leader, the Commission consultant and the institution. The results of the evaluations are reviewed by the Administrator of Accreditation and are used to determine an individual's future participation on teams.

At the conclusion of the site visit process, the site review team submits a report with program findings and an accreditation recommendation to the COA.

Standard Decisions and Accreditation Recommendation

With respect to the educational unit as a whole, the team discusses all nine of the Common Standards (or all six NCATE unit standards if it is a merged CTC/NCATE visit) and comes to a decision on each of the standards. The decision options for standards are: Standard Met, Standard Met with Concerns, or Standard Not Met. The team prepares an accreditation team report and then discusses the accreditation recommendation that will be made to the COA. The team will recommend one of the following actions: Accreditation; Accreditation with Stipulations; Accreditation with Major Stipulations; Accreditation with Probationary Stipulations; or Denial of Accreditation. The team includes the accreditation recommendation in the team report prepared for the COA.

At a regularly-scheduled COA meeting, the accreditation team report is submitted to the COA. The COA members carefully read the team report prior to the meeting and at the meeting hear from the team leader, the institution, and the staff consultant. The COA asks questions and probes issues with the team leader and institution. Then, the COA formally makes an accreditation decision. The accreditation decision made by the COA applies to the education unit and all the educator preparation programs offered by the institution or program sponsor. The

COA's accreditation decision and site visit team's accreditation report are available on the Commission web site: http://www.ctc.ca.gov/educator-prep/accreditation-reports.html.

Institutions receiving the status of accreditation are permitted to continue all accredited credential programs until their next review. Institutions that are accredited with stipulations are required to take action that results in the removal of the stipulations within one year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been appropriately addressed. In the case of major or probationary stipulations, institutions are also required to prepare for a revisit that focuses on the area(s) of concern noted by the accreditation team during the original visit. The report of the actions taken to remove the stipulations and of the revisit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, technical assistance from the Commission staff is available to the institution.

An institution receiving denial of accreditation, after failing to satisfy all stipulations within the prescribed time, would be required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation action took place, file a plan for discontinuation, and seek to assist students to complete their program requirements through alternative means.

Under the current accreditation system, an institution may voluntarily close an individual preparation program at least one year prior to an accreditation site visit. That program is not reviewed during the site visit and the quality of the program does not factor into the accreditation decision. There have been a number of instances where an individual program at an institution was closed prior to a scheduled accreditation site visit. The institution may not reopen the program for a minimum of two years after the site visit and may only do so after submitting a new proposal for initial program accreditation according to COA initial accreditation policies.

Figure 1: Continuing Accreditation Site Visit Timeline

Prior to Visit

24 Months Prior to Site Visit

- Institution is formally notified of the site visit
- Program Assessment documentation is submitted

18-24 Months Prior - Previsit

- Consultant meets with faculty and administrators at institution:
  -review schedule for visit
  -review framework and standards
  -discuss preliminary report
- Institutional preparation of Preliminary and Self Study reports
- CTC Consultant is assigned

12 Months Prior

- Preliminary report sent by institution
- Reviewed by Consultant to determine that Preconditions are met
- Team Leader selected

6 - 12 Months Prior

- Team leader/consultant establishes clusters, designate cluster leaders

No Less than 60 Days Prior

- Institution submits Self Study
- Self Study is sent to team members

Site Visit

1st Day (Sunday)

- Orientation meeting
- Optional reception at institution
- Team meeting after dinner

2nd Day (Monday)

- Evidence Review (documents, interviews)
- Evening-team meetings

3rd Day (Tuesday)

- Evidence Review
- Mid Visit Status Report with Institution
- Evening - team meeting, development of findings and accreditation recommendation
- Writing the team report

4th Day (Wednesday)

- morning - team meetings, final decision making, team report written
- afternoon - presentation of findings, recommendation, and team report to the institution

After the Visit

Committee on Accreditation

- Team leader and consultant present report to COA
- COA votes on recommended accreditation status
- Notification letter sent

If decision is **Accreditation** — follow-up may be required in a 7th Year Report or the next Biennial Report. Or no additional information may be required.

If decision is **Accreditation with Stipulations**— institution required to take corrective action, COA reconsiders accreditation status in one year, revisit by team for institutions with substantive stipulations or probationary stipulations

If decision is **Denial of Accreditation** — Institutions must take immediate steps to close all credential programs

Appeal

Institution may appeal COA decision to CTC.

CTC Accreditation Visit (Timelines for NCATE/COA merged visit are different)

National Accreditation

Accreditation by the Commission is required for an institution to be eligible to recommend candidates for a California teaching or services credential. In California, national accreditation is voluntary. Currently there are two organizations that accredit institutions which prepare educators.

National Council for the Accreditation of Teacher Education (NCATE)

The Education Code makes provision for an institution or a program to seek national accreditation in conjunction with state accreditation subject to the conditions established in the Commission's *Accreditation Framework*. Since 1989, the CTC and its Committee on Accreditation have been involved in a partnership with NCATE for joint accreditation visits. The Partnership Agreement with NCATE meets the requirements of the *Accreditation Framework,* http://www.ctc.ca.gov/educator-prep/accred-alignment.html. The NCATE Unit Standards, which are generally aligned to the Commission's Common Standards, are included in Appendix E.

National accreditation is voluntary in California; however, the Commission has an established protocol to help coordinate NCATE/CTC accreditation. While the current accreditation process is similar for NCATE and non-NCATE institutions in this state, there are some differences such as length of the visit and the composition of the Common Standards or Unit Standards cluster of reviewers. Currently, of the 255 California educator preparation institutions or program sponsors, twenty-three are also accredited by NCATE. Four additional institutions are formal candidates for NCATE accreditation with initial visits scheduled within the next three years. The objective of the merged NCATE/CTC visit is to allow the institution the opportunity to seek both national and state accreditation simultaneously, which helps streamline the process by eliminating the need for two separate visits.

As part of the NCATE Partnership Agreement, all California institutions participate in California's program review process. This means that all institutions must meet the California Program Standards and the Commission's program review process must be completed. There are three credential areas (School Psychology, School Counseling, and Speech-Language Pathology) where an alignment matrix has been completed with the national professional association's standards and California's adopted program standards. An institution may elect to use the national program standards in California's accreditation activities once an alignment matrix has been developed and adopted by the COA.

California institutions are exempt from the NCATE program review as a result of the partnership agreement. If the Partnership Agreement were not in place, California programs (for example, Education Specialist, Multiple Subject, Single Subject, or School Counseling programs) would be reviewed against the national standards instead of the adopted California Standards. Thus, a strong benefit of the Partnership Agreement is that all California preparation programs are reviewed against the adopted California Standards which focus on teaching students in California's public schools and meeting California's adopted K-12 content standards.

The site visit timeline for a joint visit varies slightly from the information provided in Figure 1. In past joint CTC-NCATE visits the team used to arrive a day earlier. At this time, NCATE is

piloting a redesigned accreditation process and California institutions are participating in this pilot. The pilots include two new types of NCATE processes: 1) Continuous Improvement; and 2) Transformation Initiative. The staff keeps the COA current on the progress of the pilot and is working closely with the institutions and BIR members to ensure attention to California accreditation needs.

Teacher Education Accreditation Council (TEAC)
A second option for national accreditation in the field of educator preparation was approved by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education in 1997, the Teacher Education Accreditation Council (TEAC). At this time, no California institution is accredited by TEAC in conjunction with its Commission accreditation. The University of Phoenix earned TEAC accreditation in Arizona independent of Commission accreditation in December 2008 for its teacher preparation programs. Chapman University is currently working toward both TEAC and Commission accreditation.

The COA studied the TEAC accreditation process beginning in May 2009 (http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-05/2009-05-item-17.pdf). At the January 2010 COA meeting, the Committee adopted an initial agreement with TEAC to support Chapman University's decision to seek TEAC accreditation in conjunction with its Commission Accreditation activities (http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-01/2010-01-item-15.pdf). The Chapman University site visit will take place in February 2011. The initial agreement is for two years with the COA reviewing the process and then making decisions about continued work with TEAC.

Council for the Accreditation of Educator Preparation (CAEP)
NCATE and TEAC have held discussions about joining or merging for a number of years. The need for a single body that accredits educator preparation was seen as essential to allow a single voice to speak about the quality of educator preparation programs. Significant activities have taken place in Fall 2010 to move this process forward. The following information was accessed from the NCATE web site (http://www.ncate.org/).

> On October 22, 2010, the boards of the National Council for Accreditation or Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) unanimously agreed to create a new accrediting organization to consolidate the work of TEAC and NCATE. The Council for the Accreditation of Educator Preparation (CAEP) was designed by a 14-member Design Team, with equal representation from the two organizations.
>
> One of the initial goals for CAEP was to enable the education profession to speak with a single voice about the preparation of teachers, administrators and other P-12 professional educators. Other goals for CAEP are to raise the performance of candidates as practitioners in the nation's P-12 schools and to raise the stature of the profession by raising standards for the evidence the field relies on to support its claims of quality.

To accomplish these goals, accreditation will have to be based on a set of common standards to ensure that accreditation decisions will reach the same result based on similar evidence. In an effort to develop standards that would be "fewer, clearer, and higher," the Design Team has proposed the following three standards:

1. Candidates demonstrate knowledge, skills and professional dispositions for effective work in schools
2. Data drive decisions about candidates and programs
3. Resources and practices support candidate learning

One of the fundamental principles on which CAEP was designed was to offer applicants a choice of accreditation processes. As a result, CAEP, through its two Commissions, will initially offer applicants four options: (1) Academic Quality Audit, (2) Continuous Improvement, (3) Inquiry Brief, and (4) Transformation Initiative. All the CAEP options require an assessment or quality control system. They all also require that the evidence submitted by the applicant be organized in a manner that would enable the Commissions, the Board or any outside reviewer to determine whether CAEP standards are being met. They are based on the review of available reliable and valid evidence and require the demonstration of sufficient capacity to offer quality P-12 educator preparation.

Work is now taking place to consolidate NCATE and TEAC into CAEP (http://www.caepsite.org/). Commission staff will continue to monitor the transformation of NCATE and TEAC as the unification to CAEP comes to completion.

Updates on the Implementation of the Accreditation System

As the current accreditation system has been implemented, beginning in 2007-08, it has become very clear that the three major activities where information is submitted to the Commission build upon one another. Every approved program at each approved institution is expected to gather data annually, analyze the data and make modifications if the data warrants.

Biennial Reports

As discussed previously in this document, on a biennial basis aggregated candidate assessment and program effectiveness data is submitted to the Commission in a Biennial Report. The Biennial Report supports the institution in gathering information on the effectiveness of its approved programs. The candidate competence and program effectiveness data is collected and submitted every two years and, therefore, available to reviewers in the later accreditation activities (program assessment and site visits). For Preliminary Multiple and Single Subject teacher preparation programs, aggregated candidate data from the teaching performance assessment must be submitted. For other types of preparation programs, there is no type of data specified other than the data should demonstrate that candidates' have attained the knowledge and skills as specified in the adopted standards. Staff plans to hold additional technical assistance meetings and share the best practice examples related to both candidate competence and program effectiveness data.

Provided in Appendix G1 is a sample of an institution's feedback for its initial submission. This feedback was returned to the institution in fall 2009 and utilized in the 2009-10 accreditation site visits. After reviewing Biennial Reports submitted in fall 2009, staff updated the report template and the 2010-11 template is provided in Appendix G2.

The Biennial Reports and Commission feedback are used in both the Program Assessment reviews and at the accreditation site visit. During Program Assessment, the readers have the full program narrative, assessment tools, scoring rubrics and the information on how the assessments are implemented. The readers also have the Biennial Report data which was generated by the implementation of the assessments. The Commission feedback provides a concise listing of the assessments the program is using and considerations for future biennial report submissions.

Program Assessment

During the 4th year of an institution's accreditation cycle, Program Assessment documentation is submitted. The purpose of Program Assessment is to ensure that each approved educator preparation program is meeting the Commission's program standards. The documentation submitted by each program includes the following:

- Program Narrative—complete, current description of the program being offered
- Assessment tools reported on in the most recent Biennial Report
- Scoring rubrics or other information related to the assessment tools
- Course syllabi or other description of the course of study the candidate completes
- Program Summary—2-4 page 'executive summary' of the Program Narrative addressing: Program Design, Course of Study and Candidate Competence.

The Program Assessment process is a 'conversation' between the approved program and the reviewers, facilitated by the staff. This interaction is documented in the *Preliminary Report of Findings* (Appendix H) that the reviewers develop as the documentation is read. The initial feedback is returned to the institution—this feedback is in a blue font. The institution may submit additional information addressing the readers' questions for any of the standards where the finding is "More Information Needed." After the BIR members review the resubmitted materials, the second set of feedback is developed by the reading team. This feedback is in a green font and again the institution may submit additional information. The sample provided in Appendix H has a third set of feedback that is in a purple font with one final standard needing a fourth submission and review shown in the tan font. Most all programs complete the Program Assessment process in two or three cycles of reading and feedback. The findings from the Program Assessment process are confirmed at the site visit through a program sampling process.

A Program Sponsor Alert (PSA) was prepared and disseminated to remind institutions that a current program narrative should be maintained for each approved educator preparation program. PSA 10-12 also provided guidance on the most effective way to submit additional information during the Program Assessment process (http://www.ctc.ca.gov/educator-prep/PS-alerts/2010/PSA-10-12.pdf).

Site Visits

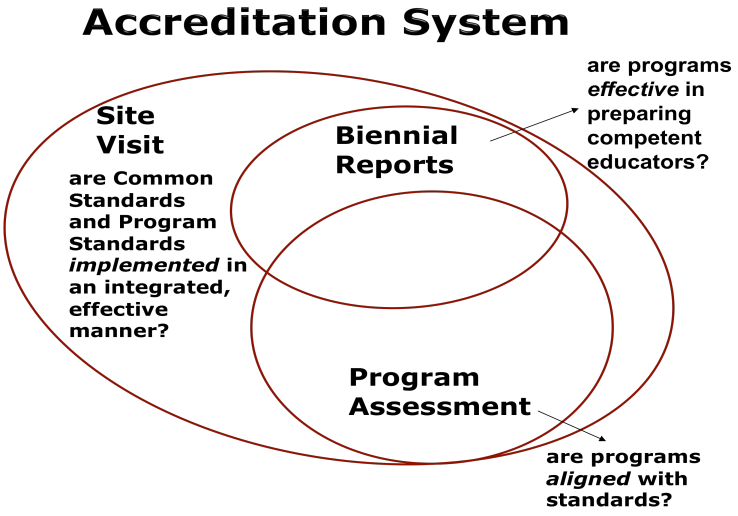
With the Commission's current accreditation system, the site visit teams are smaller than in the previous accreditation system. The site visit team is composed of BIR members who collect

evidence to understand the implementation of each of the approved programs and the education unit as a whole. The site visits in 2009-10 were the first visits where the institution had participated in both the Biennial Report and Program Assessment activities. The review of the institution begins two years prior to the site visit when the Program Assessment process starts. At the site visit, the team members focusing on the programs have the Program Assessment *Preliminary Report of Findings* for each of the approved educator preparation programs. The team members use the questions and guidance in the *Findings* documents to guide the program sampling process.

The Common Standards are also reviewed at the site visit. A cluster of two to five team members reviews the institution's documentation and interviews stakeholders to gather evidence addressing the Common Standards. The full site visit team (Common Standards and Program Sampling team members) reviews all evidence and comes to decisions on each of the Commission's standards. The team also comes to consensus on an accreditation recommendation for the institution.

Integration of the Commission's Accreditation Activities
In the early implementation of the current system it became clear that the accreditation activities are nested and that each activity informs later activities. The information provided by each institution in its Biennial Reports is used in both Program Assessment and at the site visit as is the feedback from the staff. The Program Assessment documentation is available to the site visit team although the *Preliminary Report of Findings* is the starting point for the program sampling team members. The culminating site visit team report is then used by the COA to come to a decision about the accreditation of the institution and the educator preparation programs that it sponsors. A visual representation of the accreditation activities is presented in Figure 2, below:

Figure 2



Next Steps
The COA and accreditation staff will continue to monitor the implementation of the revised accreditation system. Additional information on the accreditation system will be brought to the Commission in the future.

Appendix A

Committee on Accreditation
2010-2011

Kiran Kumar
Teacher, Language Arts
Pomona Unified School District
Term Ends June 30, 2014

Carol Leighty
Retired Superintendent, Consultant/Facilitator
Temecula Valley USD
Term Ends June 30, 2011

Joseph Jimenez
BTSA Induction Cluster Region Director, Retired
Tulare County Office of Education
Term Ends June 30, 2012

Ellen Curtis-Pierce
Associate Vice Chancellor for Professional Accreditation and Faculty Development
Brandman University
Term Ends June 30, 2011

Gary Kinsey
Associate Dean, College of Education and Integrative Studies
California State Polytechnic University, Pomona
Term Ends June 30, 2012

Reyes Quezada
Professor of Education
University of San Diego
Term Ends June 30, 2012

Sally Plicka
BTSA Program Director
Davis Joint USD
Term Ends June 30, 2013

Nancy Watkins
Teacher
Valencia High School
Placentia-Yorba Linda School District
Term Ends June 30, 2011

Joyce Abrams
BTSA Support Provider/Substitute Teacher
Chula Vista Elementary School District
Term Ends June 30, 2014

Iris Riggs
Professor, Dept. of Science, Mathematics and Technology Education
California State University, San Bernardino
Term Ends June 30, 2014

Anne Jones
Assistant Dean, Academic Programs and Student Affairs
Director, Teacher Education Programs
Graduate School of Education
University of California, Riverside
Term Ends June 30, 2013

Pia Wong
College of Education
California State University, Sacramento
Term Ends June 30, 2013

Appendix B
Common Standards

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 *institution*al *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 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 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 *unit*s 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 *partner*s 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 *partner*s regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervis*ing 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 *supervisor*y role, *evaluate*d and *recognize*d 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.

Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
Admission Criteria	5	• 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	• Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. • Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution. • Information gained through assessment for the accreditation process is not used for employment purposes.
Assessment and Evaluation System	2	• 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	• 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	• 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	• To hold a California educator credential appropriate to his/her role and/or responsibility.
Clinical Experiences	3, 4, 7	• 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	• 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 Requirements	9	• The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.
Course Instructors	4	• Individuals who teach courses and/or provide instruction to candidates.
Courses	1	• 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

Term	Common Standard	Definition
		development settings, online, or independent study.
District-Employed Supervisors	8	• Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses 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	• 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	• 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	• Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. • Second Tier Credential Programs do not have field supervisors.
Field-Based Work or Experience	3, 4, 7	• 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	• The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.
Information Resources	3	• Library and/or digital media resources, as well as information and communication technology resources available to candidates.
Institution	1, 6	• 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	• 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		• 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

Term	Common Standard	Definition
		Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.
P-12 Student	7	• Refers to students enrolled in pre-school through 12th grade.
Multiple Measures	5	• 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	• Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
Partners	7	• 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	• 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	• 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	• 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 credential.
Program Completer	2	• An individual who has completed a credential program,
Personnel	3,7, 9	• 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	• 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	• To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
Scholarship	1, 4	• 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		• 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	• 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.

Term	Common Standard	Definition
Site-Based Supervising Personnel	7	• 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	• 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	• 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.
Sufficient	3	• Adequate or ample to meet the need.
Supervise	4	• 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	• 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	• 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	• 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	• 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	• 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.

Appendix C

Program Sponsors that have received Initial Institutional Approval from the California Commission on Teacher Credentialing

Regionally Accredited Institutions of Higher Education

California State University (23)

- Bakersfield, California State University
- CalState TEACH
- Channel Islands, California State University
- Chico, California State University
- Dominguez Hills, California State University
- East Bay, California State University
- Fresno, California State University
- Fullerton, California State University
- Humboldt State University
- Long Beach, California State University
- Los Angeles, California State University
- Monterey Bay, California State University
- Northridge, California State University
- Pomona, California State Polytechnic University
- Sacramento, California State University
- San Bernardino, California State University
- San Diego State University
- San Francisco State University
- San Jose State University
- San Luis Obispo, California Polytechnic State University
- San Marcos, California State University
- Sonoma State University
- Stanislaus, California State University

University of California (8)

- Berkeley, University of California
- Davis, University of California
- Irvine, University of California
- Los Angeles, University of California
- Riverside, University of California
- San Diego, University of California
- Santa Barbara, University of California
- Santa Cruz, University of California

Private Institutions (*continued)*

Private Institutions (56)

- Alliant International University
- Antioch University Los Angeles
- Antioch University Santa Barbara
- Argosy University
- Azusa Pacific University
- Bethany University Santa Cruz
- Biola University
- Brandman University
- California Baptist University
- California Lutheran University
- Chapman University
- Claremont Graduate University
- Concordia University
- Dominican University of California
- Drexel University
- Fielding Graduate Institute
- Fresno Pacific University
- Hebrew Union College
- Holy Names University
- Hope International University
- La Sierra University
- Loma Linda University
- Loyola Marymount University
- The Masters College
- Mills College
- Mount St. Mary's College
- National Hispanic University
- National University
- Notre Dame De Namur University
- Nova Southeastern University
- Occidental College
- Pacific Oaks College
- Pacific Union College
- Patten University
- Pepperdine University

Private Institutions (*continued)*

Regionally Accredited Institutions of Higher Education	
- Phillips Graduate Institute	- University of Redlands
- Point Loma Nazarene University	- University of San Diego
- San Diego Christian College	- University of San Francisco
- Santa Clara University	- University of Southern California
- Simpson University	- University of the Pacific
- St. Mary's College of California	- Vanguard University
- Stanford University	- Western Governors University
- Touro University	- Westmont College
- United States University	- Whittier College
- University of La Verne	- William Jessup University
- University of Phoenix	

Local Education Agencies (167)	
- Alameda County Office of Education	- Murrieta Valley Unified School District
- Alhambra Unified School District	- Napa County Office of Education
- Anaheim City School District	- New Haven Unified School District
- Anaheim Union High School District	- Newark Unified School District
- Animo Leadership Charter High School	- Newport-Mesa Unified School District
- Antelope Valley Union High School District	- Norwalk-La Mirada Unified School District
- Antioch Unified School District	- Oak Grove School District
- Arcadia Unified School District	- Oakland Unified School District
- Aspire Public Schools	- Ocean View School District
- Azusa Unified School District	- Oceanside Unified School District
- Bakersfield City School District	- Ontario-Montclair School District
- Baldwin Park Unified School District	- Orange County Department of Education
- Bay Area School of Enterprise, REACH	- Orange Unified School District
- Bellflower Unified School District	- Palmdale School District
- Brentwood Union School District	- Palo Alto Unified School District
- Burbank Unified School District	- Palos Verdes Peninsula Unified School District
- Butte County Office of Education	- Panama-Buena Vista Union School District
- Cajon Valley Union School District	- Paramount Unified School District
- Campbell Union School District	- Pasadena Unified School District
- Capistrano Unified School District	- Placentia-Yorba Linda Unified School District
- Castaic Union School District	- Placer County Office of Education
- Central Unified School District	- Pleasanton Unified School District
- Chaffey Joint Union High School District	- Pomona Unified School District
- Chino Valley Unified School District	- Poway Unified School District
- Chula Vista Elementary School District	- PUC Schools
- Clovis Unified School District	- Redwood City School District
- Compton Unified School District	- Rialto Unified School District
- Conejo Valley Unified School District	- Riverside County Office of Education
- Contra Costa County Office of Education	- Riverside Unified School District
- Corona-Norco Unified School District	- Rowland Unified School District
- Culver City Unified School District	- Sacramento City Unified School District

Local Education Agencies (167)

- Cupertino Union School District
- Davis Joint Unified School District
- Dos Palos Oro Loma Joint Unified School District
- Duarte Unified School District
- El Dorado County Office of Education
- El Rancho Unified School District
- Elk Grove Unified School District
- Encinitas Union School District
- Envision Schools
- Escondido Union School District
- Escondido Union High School District
- Etiwanda School District
- Evergreen School District
- Fairfield-Suisun Unified School District
- Fontana Unified School District
- Fremont Unified School District
- Fresno County Office of Education
- Fresno Unified School District
- Garden Grove Unified School District
- Glendale Unified School District
- Greenfield Union School District
- Grossmont Union High School District
- Hacienda La Puente Unified School District
- Hanford Elementary School District
- Hayward Unified School District
- High Tech High (San Diego City Unified School District)
- ICEF (Los Angeles Unified School District)
- Imperial County Office of Education
- Irvine Unified School District
- Keppel Union School District
- Kern County Superintendent of Schools
- Kern High School District
- Kings County Office of Education
- La Habra City School District
- La Mesa-Spring Valley School District
- Lancaster School District
- Lawndale Elementary School District
- Lodi Unified School District
- Long Beach Unified School District
- Los Angeles County Office of Education
- Los Angeles Unified School District
- Los Banos Unified School District
- Madera County Office of Education
- Sacramento County Office of Education
- Saddleback Valley Unified School District
- Salinas Union High School District
- San Bernardino City Unified School District
- San Diego County Office of Education
- San Diego Unified School District
- San Dieguito Union High School District
- San Francisco Unified School District
- San Gabriel Unified School District
- San Joaquin County Office of Education
- San Jose Unified School District
- San Juan Unified School District
- San Luis Obispo County Office of Education
- San Marcos Unified School District
- San Mateo County Office of Education
- San Mateo-Foster City School District
- San Ramon Valley Unified School District
- Sanger Unified School District
- Santa Ana Unified School District
- Santa Barbara County Education Office
- Santa Clara Unified School District
- Santa Clara County Office of Education
- Santa Cruz County Office of Education
- Santa Monica-Malibu Unified School District
- Santa Rosa City Schools
- Saugus Union School District
- School for Integrated Academics and Technology (SIA Tech)
- Selma Unified School District
- Sequoia Union High School District
- Sonoma County Office of Education
- Stanislaus County Office of Education
- Stockton Unified School District
- Sutter County Superintendent of Schools
- Sweetwater Union High School District
- Tehama County Department of Education
- Torrance Unified School District
- Tracy Unified School District
- Tulare City School District
- Tulare County Office of Education
- Tustin Unified School District
- Vallejo City Unified School District
- Ventura County Office of Education
- Visalia Unified School District
- Vista Unified School District

Local Education Agencies (167)	
– Madera Unified School District – Manteca Unified School District – Marin County Office of Education – Merced County Office of Education – Merced Union High School District – Milpitas Unified School District – Modesto City Schools – Montebello Unified School District – Monterey County Office of Education – Mt. Diablo Unified School District	– Walnut Valley Unified School District – Washington Unified School District – West Contra Costa Unified School District – West Covina Unified School District – Westside Union School District – Wiseburn School District – Wm. S. Hart Union High School District
Other Sponsors (3)	
– Association of California School Administrators (ACSA) – Boston Reed College – Standards-Aligned Instructional Leadership (SAIL)	

Appendix D

Educator Preparation Programs that an Approved Institution May Offer

Teaching Credential Programs (33)		
Multiple and Single Subject	Initial – Preliminary Multiple Subject – Preliminary Single Subject	Advanced – Induction Program – Clear Credential Program
Education Specialist	Initial – Preliminary Mild/Moderate Disabilities – Preliminary Moderate/Severe Disabilities – Preliminary Deaf and Hard of Hearing – Preliminary Visual Impairments – Preliminary Physical and Health Impairments – Preliminary Early Childhood Special Education – *Preliminary Language and Academic Development*	Advanced – Clear Education Specialist Induction Program
Designated Subjects	– Career Technical Education – Adult Education – Supervision & Coordination – Special Subjects	
Specialist Credentials May be Added to a Teaching Credential	– *Reading and Literacy Added Authorization* – *Reading and Literacy Leadership Specialist* – Agricultural Specialist – Early Childhood Education Specialist – California Teachers of English Learners – Bilingual Authorization – *Mathematics Instructional Added Authorization* – *Mathematics Instructional Leadership Specialist*	
Added Authorization in Special Education (AASE) May be Added to an Education Specialist Teaching Credential	– Autism Spectrum Disorder – Deaf-Blind – Emotional Disturbance – Other Health Impaired – Orthopedic Impairments – Traumatic Brain Injury – *Adapted Physical Education* – *Early Childhood Special Education* – *Resource Specialist*	

Italics indicate the Title 5 regulatory process has not been completed

Services Credential Programs (14)		
Administrative Services	Initial	Advanced
	Preliminary	Clear Standards-based Clear Guidelines-based
Pupil Personnel Services (PPS)	School Counseling School Psychology School Social Work	
	Child Welfare and Attendance (May be added to a PPS credential)	
Health Services	School Nurse	
	Special Teaching Authorization in Health (May be added to a Health credential)	
Library Services	Library Media Teacher	
Other Related Services	*Speech-Language Pathology* Audiology Orientation and Mobility	
	Special Class Authorization (May be added to an ORS credential)	

Italics indicate the Title 5 regulatory process has not been completed

Appendix E

NCATE Unit Standards

Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

Standard 1: ***Candidate Knowledge, Skills, and Dispositions***
Candidates[2] preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students[3] learn. Assessments indicate that candidates meet professional, state, and institutional[4] standards.

Standard 2: ***Assessment System and Unit Evaluation***
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

II. UNIT CAPACITY

Standard 3: ***Field Experiences and Clinical Practice***
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: ***Diversity***
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Standard 5: ***Faculty Qualifications, Performance, and Development***
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: ***Unit Governance and Resources***

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Appendix F
Sample Cohort Map

Orange Cohort

All cohort maps are available at
http://www.ctc.ca.gov/educator-prep/program-accred.html

ORANGE COHORT (16)

California State University

*Cal Poly, San Luis Obispo(S)**
Cal State TEACH
Sacramento State University

University of California

Santa Barbara

Other Sponsors

ASCA
Santa Barbara CEO

Private/Independents

Antioch Santa Barbara
Cal Baptist University
Chapman ~
Occidental College
Saint Mary's College
The Master's College
*University of La Verne (S)**
University of Phoenix
University of the Pacific (S)

BTSA Induction Programs

103	Butte COE	322	Merced UHSD
118	Santa Rosa	401	Alhambra
124	West Contra Costa	402	Azusa
206	Fremont	430	El Rancho
207	Hayward	431	Paramount
208	Milpitas	502	Anaheim UHSD
231	Conejo Valley	531	San Marcos
232	Aspire	536	SIA Tech
309	Kings COE	606	Fontana USD
313	Modesto City	611	Rialto USD

Academic Year (AY)	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Cycle Year	5	6	7	1	2	3	4
Accreditation Activity	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report	Institutional Data Collection Program Assessment
Due to CTC	Biennial Report (Data for AY 2008-09 and 2009-10)	Preconditions Report (6-12 months in advance of visit) Self Study	Up to 1 Year after Site Visit, if applicable	Biennial Report (Data for AY 2010-11, 2011-12, and 2012-13)	Nothing	Biennial Report (Data for AY 2013-2014 and 2014-2015)	Program Assessment Document
Due dates	Aug. 2010 or Oct. 2010	2 months before Site Visit	1 Year after Site Visit, if applicable	Aug. 2013, Sept. 2013, or Oct. 2013	None	Aug. 2015 or Sept. 2015	Oct. 2015, Nov. 2015 or Dec. 2015
COA/CTC Feedback What & when	-CTC Staff feedback in Aug: 6-8 wks Oct: 6-8 wks	Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks	Preliminary findings on each program and all standards by Jan. 2017
Notes							

Italics = CTC/NCATE Joint Visit *(F= Fall Semester; S= Spring Semester)* **Initial NCATE Visit*
~ CTC/TEAC Concurrent Visit

Appendix G

Biennial Report Feedback

G1: Sample Biennial Report Feedback, Fall 2009

G2: Biennial Report Feedback Template, Fall 2010

Appendix G1

Sample Biennial Report Feedback

Biennial Report Response, Reports Submitted in Fall 2009

Program	Candidate/Program Data Submitted	Data Analyzed	Modifications/ Improvements Discussed	Comments/Additional Information Required
Multiple Subject MS with BCLAD	Data Submitted - Classroom teaching profile (First semester, by NCATE Standard and pathway) - Classroom teaching profiles (first semester by TPE and by pathway) - Classroom teaching profile (second semester by NCATE standard and pathway) - Classroom teaching profile (second semester by TPE and by pathway) - CSTP assessment for Individual Induction Plan Goals - TPA (Prof. Portfolio) by TPE by pathway - GPA at Exit by Pathway - CSU Exit Survey by Pathway - CSU Candidate Follow Up Survey - CSU Employer Survey	√	√	Data, analysis, and program modifications were present and clearly presented. Data and analysis supported proposed program modifications. Meets Commission requirements. The manner in which the data is presented, indicating transition points, coursework in which they take place, and relevant explanatory information about each assessment allowed reviewers to understand the information presented within the context of the program. Consideration for Future Biennial Reports Although admission information is critical for accreditation in general, for the purposes of the biennial report, it need not be included. The biennial report takes into consideration only assessments once candidates are enrolled. The Commission looks forward to the inclusion of PACT data in the next biennial report. Please also include data specific to BCLAD candidates in future biennial reports.
Single Subject Single Subject with BCLAD	Data Submitted - GPA in Coursework and Writing Proficiency Data - Student teaching/Intern Progress Report means by NCATE standard, TPE, semester, pathway - PACT Teaching Event - Professional Teaching Portfolio means by TPE - GPA at exit by pathway - CSU exit survey - Dispositions Self Assessment at Exit - Candidate and Employer Follow Up Survey	√	√	Data, analysis, and program modifications were present and clearly presented. Data and analysis supported proposed program modifications. Meets Commission requirements. The manner in which the data is presented, indicating transition points, coursework in which they take place, and relevant explanatory information about each assessment allowed reviewers to understand the information presented within the context of the program. Please include data specific to BCLAD candidates in future biennial reports. Considerations for Future Biennial Reports Although admission information is critical for accreditation in general, for the purposes of the biennial report, it need not be included. The biennial report takes into consideration only assessments once candidates are enrolled.
Education Specialist Level I	Data Submitted - GPA . Credential Program Courses . Post BA Courses . Credential Program Courses	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data and analysis supported program modifications. Meets Commission requirements. The Commission commends the institution for disaggregating the data by

Program	Candidate/Program Data Submitted	Data Analyzed	Modifications/ Improvements Discussed	Comments/Additional Information Required
Mild/ Moderate **Moderate/ Severe** **Deaf/Hard of Hearing** **Early Childhood Special Education**	− Early Field Experience Evaluations (University Supervisor/Cooperating Teacher) . Content Knowledge . Pedagogical Know. . Professional/Pedagogical Knowledge . Student Learning . Professional Dispositions − Portfolio Ratings (entrance and exit from student teaching) . Content Knowledge . Pedagogical Knowledge . Professional/Pedagogical Knowledge . Student Learning . Professional Dispositions − Writing Proficiency − Disposition Evaluation (Supervisor) (entrance and exit from student teaching) − Student Teaching/Final Intern Practicum Evaluation . Content Knowledge . Pedagogical Knowledge . Professional/Pedagogical Knowledge . Student Learning . Professional Dispositions − CSU Exit Survey Data . Content Knowledge . Pedagogical Knowledge . Professional/Pedagogical Knowledge . Student Learning . Professional Dispositions − CSU Follow Up Survey (MM, MS, DH, ECSE) Candidates − CSU Follow Up Survey (Employers)			pathway and by credential areas, where appropriate, in the report. This allows the institution to recognize if there are differences in outcomes depending on pathway. <u>Considerations for Future Biennial Reports</u> The biennial report asks for the number of candidates enrolled. It is unclear in Table 3 whether the number of candidates admitted is actually the same as the number of candidates enrolled. Data provided for admissions or Transition Point 1 is not required for the biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process.
Adminis-trative Services – **Preliminary** **and**	<u>Data Submitted</u> − Portfolio Data − Disposition Assessment − Fieldwork Evaluation − Comprehensive Exam − CTC Standards Assessment − Field Evaluation Exit Survey − Graduate Follow-up Survey	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data are presented in an organized, thorough, detailed, and clear manner. Data and analysis supported program modifications. Meets Commission requirements. <u>Consideration for future submission</u> It would be helpful to number the Tables. (There are 30 tables in the report. Table # will be helpful for easy reference).

Program	Candidate/Program Data Submitted	Data Analyzed	Modifications/ Improvements Discussed	Comments/Additional Information Required
Professional Clear	– Candidate Self Assessment – Supervisor Assessment – Reflective Journal and Case			Some of the data is confusing. For instance, Fall 2007 (pages 33, 38) – the number at Entry is lower than at the Exit. For example, N=9 at Entry and N=14 at Exit. Fall 2007 (page 37) – the number at Midterm is lower than the number at Final. (N=16 for Midterm and N=30 for Final). An explanation of these numbers would be helpful.
Reading Certificate and Reading Language Arts	Data Submitted – Mean Scores for Comprehensive Exam – Pass Rate – Comp. Exam – Graduate Exit Survey –Knowledge, Skills, Dispositions – Graduate Exit Survey – Quality of Student Services – Employer Surveys – Graduate Follow Up Surveys Other data listed Classified Status in MA Program Completion of coursework with C or better	√	√	Data, analysis, and program modifications were present, clearly presented, and linked. The report meets the Commission requirements. However, the Commission notes that the data provided on the candidate assessments while the candidate is enrolled in the program are vague and it is difficult to see the connection between the assessment and the specific candidate competencies required of the program. Consideration for Future Biennial Reports Consider collecting and reporting candidate assessment data that is more clearly linked to specific competencies or outcomes required/covered in the program. Data collected based on specific rubrics, which are in turn based on specified competencies, would be more useful to programmatic decision-making. Data provided for admissions or Transition Point 1 is not required for the biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process.
CTEL	NA	NA	NA	This is a new program. Inclusion of candidate assessment data in the next biennial report for candidates in this program will be expected.
Pupil Personnel Services, School Psychology	Data submitted: – Dispositions for new school psychology candidates (self rating) – Student Advancement Form (prior to fieldwork) – Fieldwork and Internship Evaluations: Knowledge (2006-2008) – Fieldwork and Internship Evaluations: Competence (2006-2009) – Fieldwork and Internship Evaluations: Interpersonal and Communication Skills – (2006-2009) – Group and Individual Counseling Ratings (2006-2000) – Functional Analysis Rubric (2007-2009)	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data and analysis supported program modifications. Meets Commission requirements. Suggestions for Future Submissions Data provided for admissions or Transition Point 1 is not required for the biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process. Commission comment: The manner in which the Disposition Assessment is presented in the report suggests broad agreement/disagreement with general statements ("Graduate students who are preparing to enter a profession should…" or "It is important that graduate students…"), rather than an

Program	Candidate/Program Data Submitted	Data Analyzed	Modifications/ Improvements Discussed	Comments/Additional Information Required
	– PRAXIS, pass rates, mean Student self-evaluations (Fall and Spring – 2006 -2009) Knowledge, Competence, – Skills and Dispositions – Dispositions for graduating candidates (self rating) (2008-2009) – Graduate follow-up survey – Knowledge, Skills, Dispositions (Fall 2007 for 05-06) – Graduate follow up survey: Perception of Student Services (2005-2006) Other data listed – GPA – Exit Interviews			assessment of whether the particular candidate has been deemed to have the identified disposition.
Pupil Personnel Services: School Counseling	Data submitted – Interview Review – Disposition Assessment of New School Counseling Candidates (self rating, Fall 2007, 2008) – Student Advancement Evaluation (prior to fieldwork) 2006-2009 – School Counseling Fieldwork Evaluation (2006-2009) – School Counseling Fieldwork Experience Evaluation by Candidate (2007-2009) – Disposition Assessment of Graduating School Counseling Candidates (2008, 2008-2009) – School Counseling Graduate Follow-up Survey (2005-06) (competencies) – Quality of Student Services: Graduate Follow Up Survey (2006-2007) – Employer Follow-up Survey Other Data Listed – GPA Data	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data and analysis supported program modifications. Meets Commission requirements. Suggestions for Future Submissions Data provided for admissions or Transition Point 1 is not required for the biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process. A standard format for showing data analysis, either before or after the table, would provide clarification for readers in some parts of the report. Table 11 is shown in two places on the report, causing some confusion. Note to program: The manner in which the Disposition Assessment of Graduating School Counseling Candidates is presented in the report suggests broad agreement/disagreement with general statements ("It is important that graduate students…"), rather than an assessment of whether the particular candidate has been deemed to have the identified disposition.
School Nurse	Data Submitted – Dispositions at Entry – Scores Scenario Vignettes at Entrance and Exit to Clinical Practice (2006-2008) – Scores on Core Computing Skills (Entrance and Exit to Clinical Practice)	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data and analysis supported program modifications. Meets Commission requirements. Suggestions for Future Submissions Data provided for admissions or Transition Point 1 is not required for the

Program	Candidate/Program Data Submitted	Data Analyzed	Modifications/ Improvements Discussed	Comments/Additional Information Required
	– School Nurse Competencies (Mean Scores. Spring 2006, Spring 2007) – Graduate Follow Up Survey: Candidate Knowledge, Skills, and Dispositions (2005-2007) – Graduate Follow Up Survey: – Quality of Student Services (2005-2007)			biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process. Although program modifications were listed on page 30, they were somewhat vague. The program should be prepared to discuss these proposed modifications in greater detail with the upcoming site visit team.
Other Related Services: **Speech Language Pathology**	Data Submitted – Evaluation Scale (NES) (Entry into Clinical Practice) – Writing skills scores – Intervention Competencies – Professional Interaction and Personal Qualities – Student Teaching Evaluation Scores (completed by master teacher) (midterm and final evaluation) – Comprehensive Examination (2006-2008) – PRAXIS Exam Scores (2006-2009) – Employer Survey (2008) – Alumni Survey (2004-2007)	√	√	Data, analysis, and program modifications were present, clearly presented and well linked. Data and analysis supported program modifications. Meets Commission requirements. Suggestions for Future Submissions The number of SLP credential students currently enrolled in the credential program is unclear. Data provided for admissions or Transition Point 1 is not required for the biennial report. The Biennial Report is focused on candidate assessments once candidates are enrolled in the program. It is permissible to include admissions or Transition Point 1 data, but it is not counted toward the required assessments for the purposes of the biennial report process. Because candidates/graduates may work in clinical settings or in school settings, it is unclear whether any of the employer surveys represented those employers in school settings. It will be important for the program to clarify this at the site visit and in future biennial reports.
Part B. Institutional Summary and Plan of Action		Meets Commission requirements. The Commission commends the institution for a comprehensive, clearly presented institutional summary of strengths, issues, and action plans.		

Submission of a Biennial Report for each approved educator preparation program is required as part of the Commission's accreditation activities but does not, in and of itself, imply that any of the Commission's Common or Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.

Appendix G2
Biennial Report Feedback Template
Reports Submitted in Fall 2010

<Insert Institution Name>

Biennial Report Response, Fall 2010

Program(s)	**Candidate/Program Data Submitted**	**Components** (+ Well Addressed; √ Acceptable; 0 Not Evident)		**Comments/Additional Information Required**
	Data Presented Data discussed but not presented	Context		
		Changes since last BR/SV		
		Assessments tied to Competences		
		Aggregated Data		
		Analyzed/Discussed Data		
		Modifications linked to Data		
		Modifications linked to Standards		
Part B: Institutional Summary and Plan of Action				
Submission of a Biennial Report for each approved educator preparation program is required as part of the Commission's accreditation activities but does not, in and of itself, imply that any of the Commission's Common or Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.				

Appendix H

Program Assessment:
Preliminary Report of Findings

Commission on Teacher Credentialing
Program Assessment Feedback

Multiple Subject/Single Subject 2042 Standards (2009)

Institution:	**An Institution**
Date of initial review:	**February 2010**
Subsequent dates of review	**April 2010, July 2010, August 2010**

General Comments:

*Status	Standard
Preliminarily Aligned	**Standard 1:** Program Design ***Questions, Comments, Additional Information Needed:***
More Information Needed Preliminarily Aligned Notes to Site Visit Team Notes to Site Visit Team Notes to Site Visit Team	**Program Standard 2:** Communication and Collaboration ***Questions, Comments, Additional Information Needed:*** Please provide specific evidence that there is collaboration in delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence. Verify on site visit. Though there is documentation that the program collaborates with Orange COE, there is no documentation that there are opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, educational research centers, business representatives, and teachers' bargaining agents. Site visit teams should review advisory board roster and minutes. Intern Program Delivery Model: Though the MOU is specific about program operations it does not speak to partnerships with school district bargaining agents to address the availability, selection, preparation, and services of mentor teachers. Verify on site visit.

*Status	Standard
Preliminarily Aligned	**Standard 3:** Foundational Educational Ideas and Research ***Questions, Comments, Additional Information Needed**:*
More Information Needed Preliminarily Aligned	**Standard 4:** Relationships between Theory and Practice ***Questions, Comments, Additional Information Needed**:* The readers are unable to find documentation that the candidates *implement*, the relationships between foundational issues and theories and professional practice related to teaching and learning. When working collaboratively, the readers were unable to find documentation that program field supervisors and district support personnel explain and illustrate a variety of models of teaching and how they instruct the candidate on the application of these models contextually. All of this information is needed for all candidates, including interns.
Preliminarily Aligned	**Standard 5**: Professional Perspectives toward Student Learning and the Teaching Profession ***Questions, Comments, Additional Information Needed:***
More Information Needed Preliminarily Aligned	**Standard 6:** Pedagogy and Reflective Practice ***Questions, Comments, Additional Information Needed*:** The readers were unable to see a connection between the interpretation of data and the planning and differentiation of instruction.
Preliminarily Aligned	**Standard 7A:** Multiple Subject Reading, Writing, and Related Language Instruction ***Questions, Comments, Additional Information Needed:***
Preliminarily Aligned	**Standard 7B:** Single Subject Reading, Writing and Related Language Instruction ***Questions, Comments, Additional Information Needed:***
More Information Needed Preliminarily Aligned Notes to Site Visit Team	**Standard 8A:** Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates ***Questions, Comments, Additional Information Needed:*** The readers were unable to find documentation in *this* response that candidates are involved in any interrelated activities within their fieldwork for any of the required subjects. The readers were also unable to find documentation in *this* response regarding candidates teaching or guiding actual students in any of the required subjects. Verify fieldwork connection on site visit.
More Information Needed More Information Needed	**Standard 8B:** Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates ***Questions, Comments, Additional Information Needed:*** The readers were unable to find documentation in *this* response that candidates are teaching or guiding actual students in any of the required subject areas. Lesson plan connection has been met. Unable to identify appropriate **(single subject content specific)** fieldwork experience.

*Status	Standard
More Information Needed Preliminarily Aligned	Lesson plan connection has been met. The readers are still unclear about the fieldwork opportunities for single subject credential candidates. In particular, it is the readers understanding that the course EDU 580/581 that is taken prior to their student teaching experience and that the course is taken by both multiple and single subject candidates. There does not appear to be any differentiation in the assignments and fieldwork for multiple and single subject candidates. Readers are concerned that the single subject fieldwork assignments may not be appropriate to the credential. Further clarification on this course and the fieldwork expectations for single subject candidates would be helpful.
More Information Needed Preliminarily Aligned	**Standard 9:** Equity, Diversity and Access to the Curriculum for All Children ***Questions, Comments, Additional Information Needed:*** Though the program gives documentationd of a sequence of experiences it does not demonstrate how it prepares candidates to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
More Information Needed Preliminarily Aligned	**Standard 10:** Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning ***Questions, Comments, Additional Information Needed:*** Please provide documentation of how candidates acquire knowledge of major laws and principles that address student rights and parent rights pertaining to student placements.
Preliminarily Aligned	**Standard 11:** Using Technology in the Classroom ***Questions, Comments, Additional Information Needed:***
Preliminarily Aligned	**Standard 12:** Preparation to Teach English Learners ***Questions, Comments, Additional Information Needed*:**
More Information Needed Preliminarily Aligned	**Standard 13:** Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom. ***Questions, Comments, Additional Information Needed:*** The lessons identified as documentation do not specifically mention students with behavior plans.
More Information Needed Preliminarily Aligned	**Standard 14:** Learning to Teach through Supervised Fieldwork ***Questions, Comments, Additional Information Needed:*** The document does not provide documentation that in the intern program the teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities. In addition, it is not evident that the teacher preparation program in collaboration with the school district ensures that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

*Status	Standard
More Information Needed Preliminarily Aligned	**Standard 15:** Qualifications of Individuals who Provide School Site Support ***Questions, Comments, Additional Information Needed:*** Please provide how the program verifies that the candidate has opportunities to work in diverse placements with English learners, students with special need students from low socioeconomic backgrounds and hard to staff schools.
Preliminarily Aligned	**Standard 16:** Learning, Applying, and Reflecting on the Teaching Performance Expectations ***Questions, Comments, Additional Information Needed:***
More Information Needed Preliminarily Aligned	**Standard 17:** Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes **Questions, Comments, Additional Information Needed:** The readers were not able to find documentation that the program assures that candidates understand the appropriate use of their performance data.
Preliminarily Aligned	**Standard 18:** Implementation of the Teaching Performance Assessment (TPA): Candidate Preparation and Support ***Questions, Comments, Additional Information Needed:***
Preliminarily Aligned	**Standard 19:** Implementation of the Teaching Performance Assessment (TPA): Assessor Qualifications, Training, an Scoring Reliability ***Questions, Comments, Additional Information Needed*:**

*** All Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.**