

---

# 2H

## Information

### *General Session*

#### Recognizing Excellence in Teacher Preparation

---

**Executive Summary:** The CSU Chancellor's Office has obtained funding to collaboratively develop and pilot a new *Academy for Excellence in Teacher Preparation*. Commissioner Young, Chair Darling Hammond and Executive Director Sandy have engaged in discussions about the scope and nature of such an initiative, and will present an update and overview of the proposed Academy.

**Recommended Action:** For information only

**Presenter:** Mary Sandy, Executive Director, Commission on Teacher Credentialing, and Beverly Young, Assistant Vice Chancellor, California State University System

#### Strategic Plan Goal

##### **II. Program Quality and Accountability**

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

October 2014

---

## Recognizing Excellence in Teacher Preparation

---

### **Introduction**

The CSU Chancellor's Office has obtained funding to collaboratively develop and pilot a new process for recognizing excellence in teacher preparation. Commissioner Young, Chair Darling Hammond and Executive Director Sandy have engaged in discussions about the scope and nature of such an initiative, and will present an update and overview of the proposed process.

The Commission's 2012 Strategic Plan calls for the recognition of excellence in educator preparation in the accreditation system. The process outlined below will be piloted in 2014-15 and the pilot may be reviewed by the Commission's Accreditation Advisory Panel and Committee on Accreditation as a possible approach to meeting the Commission's strategic goal.

## Proposed Academy for Excellence in Teacher Preparation Proposal

**To be eligible** to be recognized for excellence in teacher preparation, programs must have fully met all standards, with no stipulations, on the most recent Commission on Teacher Credentialing accreditation visit. Application for recognition is completely voluntary and confidential. Consideration can be for an entire Multiple Subject, Single Subject, or Education Specialist program or for a limited defined cohort within a program.

**To apply**, an eligible program needs to submit a brief narrative addressing each of the following 10 elements:

- Description of and rationale for admission standards, possibly (but not necessarily) more selective than the state requirements, with a statement on impact of standards;
- Evidence of strong content pedagogical instruction (candidates learn deeply about how to construct curriculum plans, materials, and instruction mapped to “deeper learning” standards (e.g. CCSS, NGSS, etc.) and apply what they learn in significant ways that are rigorously evaluated;
- Evidence of extensive preparation for diverse learners offered, with significant applied training for teaching students with distinctive learning needs and the ability to assess skillfully and differentiate instruction successfully;
- Evidence of extensive, well-supervised clinical practice, beyond required minimum levels, and ideally representing a full school year cycle;
- Description of the selection and preparation of master teachers who work intensively with candidates, and significant development of partner teaching school sites; meaningful engagement with P-12 partners;
- Description of deep and comprehensive involvement of program faculty with candidates in the field;
- Description of how robust candidate assessment provides clear evidence of candidate ability, and how data are used by faculty to improve candidate and program practice;
- Analysis of impact—evidence that your program produces effective educators (i.e., research, evaluation, employer perspectives, graduate perspectives);
- Evidence of innovation, unique elements, and/or exceptionality; and
- Plans for dissemination and sharing of best practices.

**The review** of applications will be conducted by a panel of highly accomplished individuals with expertise in teacher education from the research and practice communities (P-12 as well as

higher education). Using common criteria, at least two members will review each application and conduct a one-day site visit as needed. The full panel will deliberate on the results. A recommendation will be made to the full panel for award and recognition.

### ***Levels of Award***

- **Bronze:** A program meets many of the advanced standards (specific criteria will be defined)
- **Silver:** A program meets most, but not all, of the advanced standards
- **Gold:** A program meets all advanced standards—a small and select group

Programs achieving **Gold** status will receive a monetary award to support dissemination and sharing of best practices. Ideally, these programs will have opportunities to present their work in a variety of public settings and be recognized on the CTC Webpage.