3G

Information

Educator Preparation Committee

Annual Report of the Committee on Accreditation

Executive Summary: This agenda item presents the 2015-16 Annual Accreditation Report from the Committee on Accreditation (COA).

Policy Question: Does this Annual Report provide sufficient information about the Commission's Accreditation activities for 2015-16?

Recommended Action: For information only

Presenters: Pia Wong and Anna Moore, COA Co-Chairs, and Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.

Annual Report of the Committee on Accreditation

Introduction

This agenda item presents the *2015-16 Annual Accreditation Report* from the Committee on Accreditation (COA). Section I of the report describes the major accomplishments of the Committee's 2015-16 Work Plan, which is organized around the four identified purposes of accreditation as defined in the *Accreditation Framework*. Section II of the report presents a summary of the accreditation actions taken in 2015-16. Section III provides the 2016-2017 Work Plan for the Committee on Accreditation.

Background

The COA consists of 12 professional educators selected by the Commission for their distinguished records of accomplishment in education. The following responsibilities, delegated to the COA in Education Code §44373, are outlined in the Commission's *Accreditation Framework*:

> The Committee shall . . . make decisions about the accreditation of educator preparation. The Committee's decision making process shall be in accordance with the *Accreditation Framework* adopted by the Commission.
>
> The Committee shall . . . make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.
>
> The Committee shall . . . determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework.*
>
> The Committee shall . . . adopt guidelines for accreditation reviews, and (shall) monitor the performance of accreditation teams and other aspects of the accreditation system.
>
> The Committee shall . . . present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

In establishing the COA, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 (Chap. 426, Stats. 1993) and the *Accreditation Framework,* the Commission retains the exclusive authority and responsibility to adopt standards for educator preparation and to make all other policy decisions that govern the system of professional accreditation in education. The COA is responsible for

implementing the Commission's policies, enforcing the Commission's preparation standards and annually reporting its activities to the Commission.

According to the Commission's 2016 *Accreditation Framework* "accreditation" refers to the process of identifying and verifying the quality of each program that prepares educators for serving in the public schools, including verifying that each candidate who completes a program meets the qualifications for licensure established by the Commission. The major purpose of accreditation is to assure that those who teach and provide a variety of education-related services in the public schools have the knowledge, skills, and abilities necessary to be effective educators. Additional related purposes of accreditation are below:

- Accreditation assures that the programs meet state standards for professional preparation programs, and, in so doing, are allowed to recommend candidates for state licensure.
- Accreditation assures candidates and the public that educator preparation programs are high quality and effective in preparing candidates to meet licensure requirements.
- Accreditation assures candidates and the public that programs are accountable for the quality and effectiveness of the preparation they provide to candidates.
- Accreditation assures that evidence is reviewed by peers to determine each program's quality and effectiveness in order to retain their accreditation status.
- Accreditation provides the means for programs to continuously improve based on evidence of candidate outcomes, program effectiveness, and on feedback from ongoing peer review processes.

The attached *2015-16 Annual Accreditation Report* reviews the accreditation decisions made by the COA during 2015-16, including specific information about the Committee's decisions to grant initial accreditation to new programs of professional preparation. The report also presents information about the 2016-17 Work Plan, in particular highlighting the significant and continuing work to strengthen and streamline the Commission's accreditation system. The *2015-16 Annual Accreditation Report* was adopted by the COA on November 9, 2016. The COA *Annual Accreditation Report* is structured to reflect the four purposes of the accreditation system as defined in the *Accreditation Framework.* Next year's report will be structured to reflect the revised *2016 Accreditation Framework*.

The Committee on Accreditation's Annual Accreditation Report to the Commission on Teacher Credentialing 2015-2016

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation (COA), we submit to the Commission on Teacher Credentialing (CTC) the *2015-16 Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee over the past year and its proposed work plan for 2016-17 as it implements the Commission's accreditation system.

The *Annual Accreditation Report* is organized to address the purposes of the accreditation system: ensure accountability, ensure high quality programs, ensure adherence to standards, and foster on-going improvement. Each purpose is addressed as the report notes what was accomplished in 2015-16 and in the proposed work plan for 2016-17. We believe that aligning the *Annual Accreditation Report* to these purposes provides evidence of the integrity of the accreditation system.

The COA shares with the Commission the goal of having a strong accountability system that encourages excellence and holds educator preparation programs to high standards. The membership of COA is encouraged by the recent progress made by the Commission to strengthen and streamline the accreditation process and welcome the opportunity to assist in the transition to the revised accreditation system. We continue to offer our collective expertise and assistance to the Commission in this important effort to ensure a rigorous and robust system of accreditation that places a greater emphasis on outcomes. The Committee stands ready to assist the Commission in achieving the goal of a high quality teacher in every classroom.

Sincerely,

Anna Moore
Committee Co-Chair

Pia Wong
Committee Co-Chair

The Committee on Accreditation
2015-16

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Introduction: Summary of Activities of the Accreditation System

The 2015-16 year was a year of significant progress by the Commission, the Committee on Accreditation, and the Commission staff with respect to accreditation. The accreditation system is the primary means by which the Commission ensures quality in educator preparation in California. Not only did the Commission and its staff implement the routine accreditation activities required under the *Accreditation Framework* of 2006, but were simultaneously engaged in the Commission's Strengthening and Streamlining Accreditation Project which consisted of reviewing and significantly revising numerous aspects of accreditation, including the adoption of a new *Accreditation Framework* (2015) to guide all future accreditation efforts.

In 2015-16, all institutions and programs were operating for the last time under the 2006 *Accreditation Framework*. This system was designed as a 7 year cycle comprised of three major components or activities: 1) biennial reports, 2) program assessment, and 3) site visits. Each of the over 260 Commission-approved institutions has been assigned a color cohort which identifies which component or activity is expected of those institutions in any given year. Biennial reports are submitted in Year 1, 3, and 5 of the accreditation cycle; program assessment has been conducted in year 4; site visits in year 6; and finally, follow up is required in Year 7. Below is a summary description of each of the three components.

BIENNIAL REPORTS: Educator preparation programs collect and analyze data on candidate competence and program effectiveness annually for the purpose of informing program improvements. In addition, programs report the results every other year of the cycle. Reports are reviewed by Commission staff and used by accreditation teams to inform accreditation decisions.

PROGRAM ASSESSMENT: Programs provide a narrative describing how the program is aligned to each of the Commission adopted program standards for the particular credential area. The program sponsor reports on indicators of candidate competence such as performance on assessments and feedback from employers. The report also includes program updates and provides a data-based rationale for any program changes. Reports are reviewed by trained educators with expertise in the credential area, are summarized by staff, and then reported to the Committee on Accreditation.

SITE VISITS: All data are provided to a trained team of evaluators. Team members are experts in the credential areas being reviewed. Site visits also include in-depth interviews of graduates, candidates, employers, and program faculty and administrators. The team makes accreditation recommendations for final action by the Committee on Accreditation.

The Commission is assisted in the implementation of the accreditation system by the Committee on Accreditation. This body is comprised of twelve members of the education community – 6 from postsecondary education and 6 K-12 practitioners. While the Commission sets policy for accreditation, the COA implements the accreditation system and makes accreditation decisions for institutions offering educator preparation in California.

This report presents information about the accreditation system, the COA decisions, and the three major components for the academic year 2015-16. The items that follow represent the key components of the 2015-16 accreditation activities for the COA and a summary of each task and its current status.

As the Commission completes its year of technical assistance and transition in 2016-17, all future reports will be focused on the activities that fall under the umbrella of the recently adopted *Accreditation Framework (2016)* and will reflect the revised accreditation cycle of activities, the new data warehouse and dashboards, inclusion of statewide survey data, revised processes and procedures and, perhaps most importantly, strengthened and streamlined standards and competencies adopted by the Commission.

Section I: Accomplishment of the Committee's Work Plan in 2015-16

The items that follow represent the key components of the 2015-16 accreditation activities for the COA and a summary of each task and its current status. In addition to its normal activities, during the 2015-16 year the Professional Services Division has continued to work diligently on the *Strengthening and Streamlining the Commission's Accreditation System* project.

Purpose 1. Ensure Accountability to the Public and to the Profession

Maintain public access to the Committee on Accreditation. The COA held meetings on the following dates:

August 14, 2015
October 1, 2015
January 28, 2016
March 10-11, 2016
April 28-29, 2016
June 13-14, 2016

All Committee meetings were held in public and all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, except where technical difficulties occurred, meetings were transmitted via audio broadcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website was utilized fully to provide agenda items and notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation.

As a continuing cost saving measure and to ensure access for all participants, phone conferencing and Zoom, a videoconferencing program, were used frequently, where possible and appropriate, in order that those located in various regions of California who are involved in accreditation activities could participate without the time and cost commitments required of traveling to the Commission offices.

PSD News. The PSD E-news, developed in 2008, continued to be distributed weekly. This electronic notification reaches over 1,800 individuals including all approved institutions, to inform them of accreditation-related activities such as information regarding standards development and revision, technical assistance opportunities, and notification of requests for stakeholder input.

Program Sponsor Alerts. Program Sponsor Alerts (PSA) continued to be used to provide important and timely information on specific topics of interest to program sponsors. The Commission staff used this resource frequently in the 2015-2016 year, issuing 12 PSAs. The 12 PSAs issued from July 1, 2015 to June 30, 2016 are as follows:

PSA Number	Issue Date	Title
15-04	August 20, 2015	Program Sponsor Responsibilities – Updating Contact Information Electronically
15-05	September 23, 2015	Update on the Implementation of the Strengthened and Streamlined Accreditation System – Transition of Institutions to the New Accreditation System
15-06	October 26, 2015	Commission Adoption of Revised Common Standards (2015)
15-07	December 18, 2015	Commission Adoption of Preliminary Multiple/Single Subject Program Standards and the Transition Plan (2015)
15-08	December 18, 2015	Commission Adoption of General Education Induction Program Preconditions and Standards (2015)
16-01	February 2, 2016	Temporary Waiver of the 120 Day Enrollment Requirement in Clear Induction
16-02	February 3, 2016	New Accreditation Schedule and Activity Webpage and Updated Cohort Maps
16-03	February 11, 2016	Education Specialist Out-of-State Credentials and Clearing Level I Education Specialist Credentials
16-04	February 12, 2016	Common Standards-CAEP Alignment Matrix
16-05	March 29, 2016	Commission Adoption of Accreditation Framework and Revised Language for Common Standard 3
16-06	March 29, 2016	Preparing for Annual Accreditation Fees – Inactive Status and Withdrawal Deadlines
16-07	May 5, 2016	Implementation of Administrative Services Credential Programs

The PSA is used to address a specific issue such as requirements for transition to new standards and has served the Commission and the field well. Program Sponsor Alerts will continue to be used to provide information to the field.

Preparation and Presentation of COA Reports to the Commission. COA Co-Chair Reyes Quezada presented the COA annual report to the Commission at the December 2015 Commission Meeting. This can be accessed at the following link: http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-agenda.html.

Commission Liaison. The Commission's liaison provides an important perspective to COA discussions and serves as an effective means of communication between the COA and the Commission. For the 2015-16 year, the liaison to the COA was Commissioner Haydee Rodriguez.

Implementation of a Fee Recovery System for Certain Accreditation Activities and Annual Accreditation Fee. The Commission adopted a cost recovery plan and associated regulations (effective October 2013), for the review of new programs and for accreditation activities outside

the typical accreditation cycle. In the 2015-16 year, the system for tracking reviewer assignments and credit institutions for in-kind services was strengthened and improved.

In addition, in 2014 the Commission adopted an Annual Accreditation Fee structure and associated regulations. Emergency regulations became effective in August 2014, followed by permanent regulations that became effective as of April 1, 2015. In 2015-16, Commission staff provided the necessary staffing to calculate the appropriate annual accreditation fees, invoice institutions, collect the fees, and communicate with institutions when questions or issues were raised. These funds continue to be critical to supporting the infrastructure of the Commission's accreditation system.

Removing Ability to Recommend: Strengthening the Implications for Noncompliance with Accreditation Requirements

Over this past year, the Commission and the COA increased the use of its ability to remove an institution's authority to recommend credentials in instances in which an institution is not complying with accreditation timelines and expectations. There have been several situations in which this option became an important leverage. In recent years, this option was used to ensure all intern programs complied with the changes in preconditions related to support and supervision. During the 2015-16 year, it continued to be an important lever to ensure compliance. In one example, the COA stipulated that the ability to recommend candidates would be removed until some significant issues were addressed with a particular program in which the program was found to be out of alignment with adopted standards. Although the COA could have decided to close the program, it weighed various options and determined that this action would provide the timely attention the program needed to meet standards. The program made the required changes immediately and the ability to recommend was restored. In other instances, the ability to recommend credentials was removed from those institutions that failed to pay their annual accreditation fees, after several attempts by Commission staff to notify them of the potential action. This lever has also been used to encourage all institutions to adhere to timelines for accreditation reports, first noting any late reports with the COA.

Purpose 2. Ensure Program Quality

Professional Accreditation of Institutions and their Credential Preparation Programs. This is one of the principal ongoing tasks of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing professional education accreditation of institutions and their credential programs. Thirty-seven[1] institutions were reviewed in 2015-16 resulting in the following decisions:

- 27 institutions Accredited (2 with a 7th year report)
- 5 institutions Accredited with Stipulations
- 4 institutions Accredited with Major Stipulations
- 1 institution Accredited with Probationary Stipulations

[1] This includes one review that was begun in spring 2016, but additional review of Common Standards were necessary to be continued in fall 2016.

The eight institutions that were accredited with Stipulations in 2014-15 addressed all stipulations, and the COA changed their status to Accreditation in 2015-16. One institution accredited with probationary stipulations had three of seven stipulations removed by the COA and status changed to Accreditation with Major Stipulations in 2015-16. A list of the institutions that had a site visit, revisit or addressed stipulations via reports in 2015-16 is included in Section II of this report.

Accreditation Handbook revisions. The *Accreditation Handbook* explicates the processes and procedures of the various components of the accreditation system. Over the course of 2015-16 staff proposed, and the COA adopted, revisions to the *Accreditation Handbook* (http://www.ctc.ca.gov/educator-prep/accred-handbook.html). Considering and adopting revisions to processes and procedures as a result of the strengthening and streamlining accreditation project were a considerable part of the COA work in 2016. For example, the changes in required documentation that must be submitted and reviewed as a result of moving from Program Assessment to a more streamlined Program Review process required a wholesale rewriting of the section on program review in the Accreditation Handbook. Consideration of numerous new procedures for handling various aspects of program review required careful thought and policy and procedures adoption by COA. These many changes are now reflected in the revised 2016 *Accreditation Handbook*. While some chapters required minor revisions others required major revisions to reflect the new system and revised processes.

Receive regular updates on Commission activities related to accreditation and provide Commission with advice on issues related to accreditation as requested by the Commission. During 2015-16 staff continued to prepare agenda items for the COA on issues related to the Commission's work as directed by the Commission or as appropriate. The COA continued to discuss issues referred to it by the Commission and provide guidance as appropriate. With the efforts to streamline and strengthen accreditation this function continued to be critically important in 2015-16.

Purpose 3. Ensure Adherence to Standards

Review and take action to grant initial approval of new program sponsors. In October 2015, the Commission approved a new initial institutional approval policy for when institutions seek to become a Commission approved program sponsor of educator preparation programs in California. The requirements for an institution to become a Commission approved educator preparation program sponsor in California was an area in which significant strengthening and revision was necessary as it had not been reviewed in many years. The Commission lifted the temporary moratorium on Initial Institutional Approval in February 2016. This moratorium had been enacted to provide the Commission with time to develop new policies for approving new program sponsors and for staff to put into place all the details involved in implementation. As the Commission updated the *Accreditation Frameworks* and the *Accreditation Handbook*, implementation began in early spring 2016 with the first Accreditation 101 session being held on May 10, 2016. This session was attended by teams representing 7 institutions. Additional sessions were held in August and September 2016 and were attended by 10 additional institutions that are considering whether to apply to offer an educator preparation program in California.

Review and take action to grant initial program approval for new credential programs. This is also one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Programs are only granted initial approval when reviewers have determined that all Commission's standards are met and after COA acts to approve. This review process continued in 2015-16. A one day dedicated review session was held at the Commission, though a vast majority of the reviews were conducted remotely – with reviewers being sent the documents and devoting time on their own schedule, at their homes or offices, working via technology with their initial program review partner. A total of 31 new programs were approved by the COA in 2015-16. The list of these new programs is included in Section II of this report.

Conduct and review program assessment activities. The Green cohort submitted program assessment documents in fall of 2014 and reviewers have largely completed these reviews. (A cohort list is provided in the Appendix.). Since 2016-17 is dedicated to the development and transition of the policies and procedures surrounding the new Accreditation system, program review submissions by the Yellow cohort will occur fall 2017. The Yellow cohort will be the first cohort to complete program review under the new process. Technical assistance specific to the Yellow Cohort is currently scheduled so that the new procedures related to program review are understood clearly by all.

Purpose 4. Foster Program Improvement

Collect, analyze, and report on Biennial Reports submitted in fall 2015. Biennial Reports were submitted for all programs in the Blue and Orange cohorts during fall 2015. These two cohorts represent 32 institutions offering a total of 191 programs. Staff reviewed all Biennial Reports that were submitted and provided written feedback at the program and unit level. Technical assistance was also provided to individual institutions that were in need. This occurred via phone and video conference and was led by the consultant assigned to the institution's accreditation cohort.

Biennial Report templates were revised to be more streamlined and provide clearer direction to institutions and direct them toward providing more specific information focusing on candidate competency, fieldwork, and program effectiveness. The new template was revised based on feedback from institutions and consultants and was a required format for Biennial Reports due from the Blue and Orange cohorts in 2015.

Prior to the redesigned template and technical assistance provided to institutions it sometimes took staff well beyond 90 days to review and return feedback. In the fall of 2015 the average time to provide feedback was successfully reduced to an average of 45 days. This was accomplished by revising the process for reviewing the reports, revising expectations about dedicated time for review, and the manner in which the second reviewer and administrator provide input and revisions to the feedback.

Noting Late Submission. Providing a report on institutions that have not complied with the required timelines and due dates has become a standard agenda item for the COA. Staff

continued the reports with the Blue Biennial Report submission which was due September 15, 2015 and continued reporting for each meeting since. This information has improved the COA's understanding of the scope and size of institutions that have not complied and has served as additional leverage with institutions to ensure compliance with specified timelines for accreditation reports.

Continue implementation of the evaluation system for the accreditation system. Site visit surveys were provided to site visit team leads, team members, institutions, and consultants. Analysis of 2015-16 site visit evaluation data is currently underway. Staff uses this information to determine what additional trainings are needed in the future, how consultants and team leads can be assisted in their responsibilities, and to identify both leadership potential in members of the BIR and or biases and issues that may have arisen with BIR members.

Continue partnership with the Council for the Accreditation of Educator Preparation (CAEP) (formerly the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC)) and efforts to collaborate with other national accrediting bodies, where appropriate. With the unification of TEAC and NCATE into CAEP, and the adoption of new national educator preparation standards, the COA worked with staff and stakeholders to develop a new Partnership Agreement with CAEP that was signed by both parties in May 2015. During the 2015-16 year, the Commission staff continued to work with the CAEP staff to better understand some of the nuances of the new CAEP process, the specific requirements for meeting its standards, and in particular continued to discuss the challenge with some of its standards language for post baccalaureate programs.

Board of Institutional Reviewer's (BIR) Training. Training was placed on hold during 2015-16 in order to refocus limited staff resources and attention on redesigning the BIR training to align with the revised accreditation system. Given that numerous aspects of the new accreditation needed to be in place before training could be fully developed, planning the new training opportunities for reviewers continues in 2016. BIR training is expected to resume in January 2017 with training for new reviewers, a training for veteran reviewers on the new system, and team lead training.

General Operations

In addition to the above mentioned items, the COA engaged in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, and orientation of new members.

Section II: Summary of 2015-16 Accreditation Activities

This section of the report provides more detailed information about results of the 2015-16 Work Plan with a focus on accreditation activities.

Professional Accreditation of Program Sponsors and their Credential Preparation Programs
2015-16 accreditation decisions were made based upon the written reports of the evidence gathered at the site visit, recommendations made by the site visit team, and the COA interview of program leadership and the team lead. Teams reviewed documentation, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated, and came to consensus on findings for all Common standards, program standards, and an accreditation recommendation. CTC consultants, team leads, and institutional representatives attended Committee on Accreditation meetings to present the results of the site visit report and respond to questions. Copies of the site visit team reports are available on the Commission's website at: http://www.ctc.ca.gov/educator-prep/accreditation-reports.html. The COA made the following accreditation determinations in 2015-16:

COA Accreditation Decisions 2015-16 Visits	
Program Sponsor	**Accreditation Decision**
Alliant International University	Accreditation with Probationary Stipulations
Bellflower Unified School District	Accreditation
California School for the Deaf	Accreditation with Stipulations
Chaffey Joint Union High School District	Accreditation with a 7th Year Report
Corona-Norco Unified School District	Accreditation
California State University, Fullerton	Accreditation
Dominican University	Accreditation with Major Stipulations
Elk Grove Unified School District	Accreditation
Encinitas Union School District	Accreditation
Escondido Union School District	Accreditation
Fresno Unified School District	Accreditation
Fullerton School District	Accreditation
Grossmont Union High School District	Accreditation
Holy Names University	Accreditation with Major Stipulations
Kern High School District	Accreditation
Loma Linda University	Accreditation
Long Beach Unified School District	Accreditation
Monterey County Office of Education	Accreditation
Oak Grove School District	Accreditation with Major Stipulations
Ocean View School District	Accreditation
Orange County Department of Education	Accreditation
Palmdale School District	Accreditation
Phillips Graduate University	Accreditation

COA Accreditation Decisions 2015-16 Visits	
Program Sponsor	**Accreditation Decision**
PUC Schools	Accreditation
San Jose Unified School District	Accreditation
San Luis Obispo County Office of Education	Accreditation
San Mateo County Office of Education	Accreditation
Santa Clara County Office of Education	Accreditation
Stanford University	Accreditation
Tehama Department of Education	Accreditation with Stipulations
Torrance Unified School District	Accreditation
Tustin Unified School District	Accreditation
United States University	Accreditation with Stipulations
University of California, Riverside	Accreditation with Stipulations
Vallejo Unified School District	Accreditation with Stipulations
Vanguard University	Accreditation with 7th Year Report
Wiseburn Unified School District	Accreditation with Major Stipulations

Institutions Meeting All Standards

The institutions listed in the table below hosted an accreditation site visit in 2014-15 which resulted in the team determining that the institution had met all Common and program standards for all programs offered by the institution.

Institutions Receiving Accreditation with All Common and Program Standards Met 2015-16 Visits	
Program Sponsor	**Number of Programs**
Bellflower Unified School District	1
Corona-Norco Unified School District	2
California State University, Fullerton	17
Elk Grove Unified School District	2
Escondido Union School District	1
Fresno Unified School District	1
Fullerton School District	1
Grossmont Union High School District	1
Kern High School District	2
Loma Linda University	2
Long Beach Unified School District	2
Monterey County Office of Education	3
Ocean View School District	1
Palmdale School District	2
Phillips Graduate University	3

Institutions Receiving Accreditation with All Common and Program Standards Met 2015-16 Visits	
Program Sponsor	**Number of Programs**
San Jose Unified School District	2
San Mateo County Office of Education	4
Santa Clara County Office of Education	5
Stanford University	3
Torrance Unified School District	1
Tustin Unified School District	2

Institutions in 7th Year Follow Up

In addition, in 2014-15, revisits were conducted for institutions assigned stipulations as a result of site visits conducted in 2013-2014 and documentation of changes were received from those institutions with stipulations that did not require a revisit. After these revisits and reviews of submitted reports, the COA made the following decisions:

2015-16 Accreditation Follow-Up		
Revisits		
Program Sponsor	**2014-2015 Decision**	**2015-2016 Revisit Decision**
Pasadena Unified School District	Accreditation with Major Stipulations	Accreditation
Tracy Unified School District	Accreditation with Probationary Stipulations	Accreditation
University of Redlands	Accreditation with Stipulations	Accreditation
Submission of Documentation Addressing Stipulations		
Program Sponsor	**2014-15 Decision**	**2015-16 Decision**
Argosy University [2]	Accreditation with Stipulations	Accreditation
Azusa Pacific University	Accreditation with Stipulations	Accreditation
Baldwin Park Unified School District	Accreditation with Stipulations	TBD November 2016
Fielding Graduate University	Accreditation with Probationary Stipulations	Accreditation with Major Stipulations
Hebrew Union College	Accreditation with Stipulations	Accreditation
High Tech High	Accreditation with Stipulations	Accreditation
Madera Unified School District	Accreditation with Stipulations	Accreditation

[2] No revisit was required by CTC for Argosy University, but CAEP revisit is scheduled for December 2016

2015-16 Accreditation Follow-Up		
Mount St. Mary's	Accreditation with Stipulations	Accreditation
Pacific Oaks College	Accreditation with Stipulations	Accreditation
Santa Monica-Malibu Unified School District	Accreditation with Major Stipulations	Accreditation
7th Year Reports		
California Polytechnic University, Pomona	Accreditation w/7th year Report	Accreditation
San Francisco State University	Accreditation w/7th Year Report	Accreditation
University of San Francisco	Accreditation w/7th Year Report	Accreditation

Analysis of Standards Decisions

In the following credential programs, all program standards were found to be met in the identified program. The number in the right column indicates the number of institutions that hosted site visits in 2015-16 where the identified program had all standards met.

Site Visits - All Program Standards Found to be Met 2015-16	
Program	**Number of Institutions**
Added Authorization: Autism Spectrum Disorder	2
Added Authorization: Early Childhood	3
Added Authorization: Emotional Disturbance	1
Added Authorization: Resource Specialist	1
Added Authorization: Traumatic Brain Injury	1
Administrative Services: Clear Induction	5
Administrative Services: Preliminary	4
Bilingual Authorization	3
CTEL	1
Clear Education Special Induction	12
Designated Subjects: CTE	1
Early Childhood Education Specialist	2
Education Specialist Mild/Moderate	3
Education Specialist Mild/Moderate w/intern	1
Education Specialist Moderate/Severe	3
General Education (Multiple Subject, Single Subject) Induction	19
General Education Clear	2
Preliminary Multiple Subject	3
Multiple Subject w/intern	3
PPS Child Welfare and Attendance	1
PPS School Counseling	3
PPS School Psychology	3
Reading Certificate	1
Reading Language Arts Credential	1
School Nurse Services	1
Single Subject	3
Single Subject w/intern	2
Speech Language Pathology	2

Findings for Common and Program Standards

The Commission's 2008 Common Standards and all appropriate credential program standards were utilized in the accreditation site visits in 2015-16.

Common Standards

A review of the year's site visit results serves as information for the COA and staff in determining needs of institutions for technical assistance meetings and as a guide for institutions as they prepared for site visits. The information regarding findings on the Common Standards from 2015-2016 is presented in the following table.

Findings on the Common Standards 2015-2016 Accreditation Site Visits (37 institutions)	Standard Findings		
	Met	Met with Concerns	Not Met
Standard 1: Education Leadership	32	3	2
Standard 2: Unit and Program Assessment and Evaluation	26	5	6
Standard 3: Resources	34	3	0
Standard 4: Faculty and Instructional Personnel	33	3	1
Standard 5: Admission	37	0	0
Standard 6: Advice and Assistance	36	1	0
Standard 7: Field Experience and Clinical Practice	33	3	0
Standard 8: District Employed Supervisors*	9	3	1
Standard 9: Assessment of Candidate Competence	35	1	0

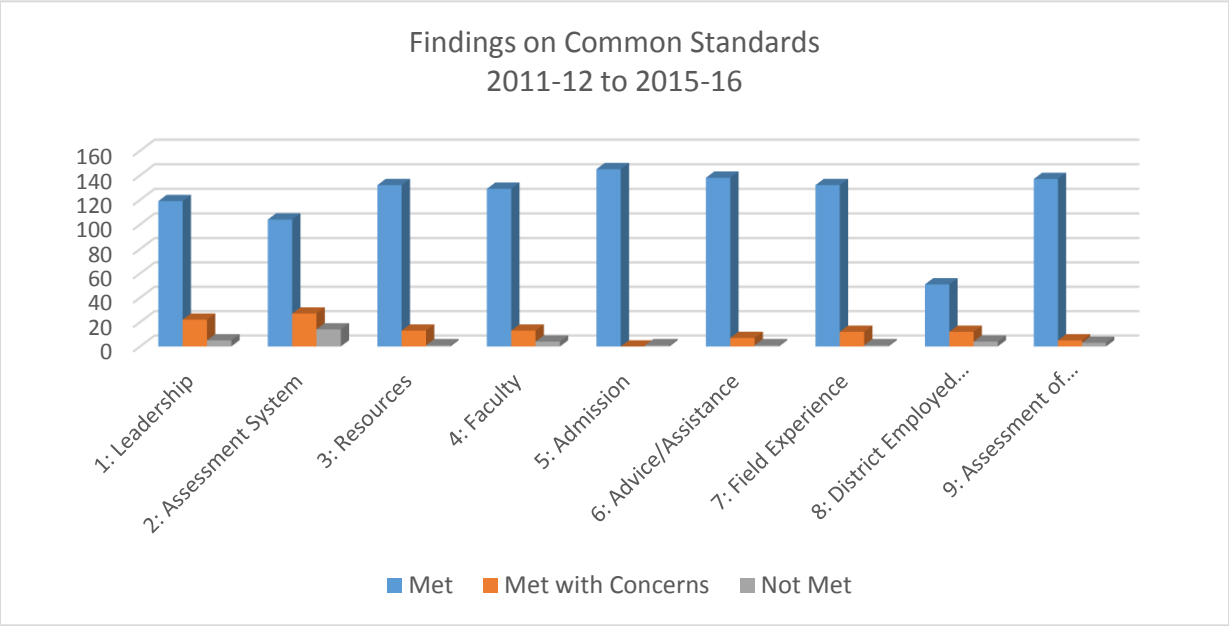
**Institutions with only second tier programs were not reviewed for Standard 8 as it does not apply.*

Five Year Trend Data for Common Standards

Staff reviewed the data related to the findings from all of the site visit that were conducted over the past five years 2011-12 to 2015-16, to identify any possible trends. There were a total of 146 site visits conducted at institutions throughout the state during that timeframe. The number of institutions reviewed each year ranged from 33 to 38, with the exception of 2012-2013 in which the Commission called for a hiatus on accreditation site visits due to budget constraints. One institution was visited in that academic year. The summary data for each of the 9 Common Standards is included in the chart below:

5 Year Summary Data on Findings for Common Standards For Site Visits from 2011-12 to 2015-16*						
	Met		Met with Concerns		Not Met	
Standard	# Institutions	% Institutions	# Institutions	% Institutions	# Institutions	% Institutions
1: Leadership	119	81.5%	22	15.0%	5	3.4%
2: Assessment System	104	71.2%	27	18.5%	14	9.6%
3: Resources	132	90.4%	13	8.9%	1	0.7%
4: Faculty	129	88.4%	13	8.9%	4	2.7%
5: Admission	145	99.3%	0	0.0%	1	0.7%
6:Advice/Assistance	138	94.5%	7	4.8%	1	1.4%
7: Field Experience	132	90.4%	12	8.2%	1	0.7%
8: District Employed Supervisors**	51	76.1%	12	17.9%	4	6.0%
9: Assessment of Candidate Competence	137	93.8%	5	3.4%	3	2.0%

**Total Number of Institutions Reviewed = 146 **Induction programs are not subject to C.S. 8.*



The data above illustrates that Common Standard 2 and Common Standard 8 are the two Common Standards in which the accreditation teams have reached a finding other than fully met. Some of the issues with Common Standard 2 are a lack of a formal assessment system and lack of evidence that shows that the institution uses its data systematically for program improvement. With respect to Common Standard 8, frequently cited issues include lack of training and/or evaluation of district employed supervisors. The Common Standard most often fully met is the Admissions standard as nearly all institutions reviewed had clear admissions criteria that was followed routinely.

Program Standards

A summary of the information gathered on all educator preparation programs with determinations of *Met with Concerns* or *Not Met* are presented in the tables below. If a standard is not listed, all institutions met that standard. As with the information about the Common Standards, this information about standards that were *Not Met* or were *Met with Concerns* guides the COA and staff in determining what additional technical assistance might be helpful to the field.

Preliminary Multiple Subject Standards (8 site visits)	**Met with Concerns**	**Not Met**
1: Program Design	1	1
2: Communication and Collaboration	-	1
8: Pedagogical Preparation for Subject-Specific Content Instruction	1	-
14: Learning to Teach through Supervised Fieldwork	1	-
15: Qualifications of Individuals who Provide School Site Support	-	1
17: Implementation of the Teaching Performance Assessment	1	-

Preliminary Single Subject Standards (8 site visits)	Met with Concerns	Not Met
1: Program Design	1	1
2: Communication and Collaboration	-	1
8: Pedagogical Preparation for Subject-Specific Content Instruction	3	-
14: Learning to Teach through Supervised Fieldwork	2	-
15: Qualifications of Individuals who Provide School Site Support	-	1
17: Implementation of the Teaching Performance Assessment: Program Administration Processes	1	-
18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support	1	-
19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability	1	-

General Education (MS/SS) Induction Standards (25 site visits)	Met with Concerns	Not Met
1: Program Rationale and Design	-	1
2: Communication and Collaboration	1	-
3: Support Providers and Professional Development Providers	5	-
4: Formative Assessment System	1	1

Preliminary Education Specialist Program Standards 1-16 (8 site visits)	Met with Concerns	Not Met
1: Program Design, Rationale and Coordination	1	

Clear Education Specialist Induction Standards (16 site visits)	Met with Concerns	Not Met
2: Communication and Collaboration	2	-
3: Support Providers and Professional Development Providers	2	-
5: Pedagogy	1	-
7: Education Program Specialist Induction Program Menu	1	-

Designated Subjects: Career Technical Education (3 site visits)	Met with Concerns	Not Met
1: Program Design and Rationale	1	-
3: Early Orientation	1	-
5: Beginning Teacher Support and Advisement	2	-

California Teachers of English Leaners (CTEL) (2 site visits)	Met with Concerns	Not Met
1: Program Philosophy, Design, and Coordination	1	-

Added Authorization: Autism Spectrum Disorders (2 site visits)	Met with Concerns	Not Met
1: Characteristics of ASD	-	1
2: Teaching, Learning, and Behavior Strategies for Students with ASD	-	1
3: Collaborating with Other Service Providers and Families	-	1

Bilingual Authorization (5 site visits)	Met with Concerns	Not Met
2: Assessment of Candidate Competence	2	-

Initial Approval of New Credential Programs (IPR)

Institutions seeking Initial Program Approval for new credential programs submit a document that indicates how the program will meet each of the Commission-adopted program standards along with supporting documents that serve as evidence to verify the claims made, and a Common Standards document (or a Common Standards addendum if the institution has recently submitted Common Standards). In addition, the institution submits a response to all relevant program specific preconditions that are reviewed by Commission staff. A team of educators who have expertise in the program area and are trained for the review process read the standards documents and consult with one another to determine whether standards are met. If the reviewers jointly agree that standards are met, it is so noted. If the review team agrees that standards are not met, reviewers request specifically what additional information is needed. This feedback is shared with the institution by the CTC staff. When all standards are found to be met and all relevant preconditions are determined to be addressed, Commission staff includes the item, along with a paragraph about the program written by the institution, in the COA agenda at the next scheduled meeting. Initial Program Approval actions taken by the Committee on Accreditation in 2015-16 are listed in the tables below.

New Credential Programs Approved (31)	
Credential Program	**Institutional Sponsor**
Administrative Services Clear Induction (11)	California State University, Dominguez Hills
	California State University, East Bay
	California State University, Fullerton
	Pepperdine University
	Selma Unified School District
	University of La Verne
	University of California, Berkeley
	William S. Hart Union High School District
	California State University, Los Angeles
	Fresno Pacific University
	San Francisco Unified School District

New Credential Programs Approved (31)	
Credential Program	**Institutional Sponsor**
Clear Education Specialist Induction (8)	Fremont Union High School
	Irvine Unified School District
	Modesto City Schools
	San Jose State University
	Sequoia Union High School District
	Summit Public Schools
	New Haven Unified School District
	Sacramento City Unified School District
Early Childhood Special Education (1)	Brandman University
Early Childhood Special Education Added Authorization (3)	Dominican University of California
	San Diego County Office of Education
	University of California, Los Angeles
General Education (MS/SS) Induction (2)	Fremont Union High School
	Summit Public Schools
General Education Multiple Subject Intern (1)	California State University, Sacramento
Orthopedically Impaired: Added Authorization (1)	Point Loma Nazarene University
Preliminary Administrative Services (2)	Animo Leadership Charter High School (Green Dot Public Schools)
	San Mateo County Office of Education
Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy (1)	Azusa Pacific University
Traumatic Brain Injury Added Authorization (1)	Madera County Office of Education

Inactive Status

Institutions may temporarily cease offering an approved program for a variety of reasons such as decreased need in the service area or changes in faculty with expertise in the area. In the past, once a program was approved, it was listed as approved on the Commission website even if the program was not being offered at the institution. At the May 2008 meeting, the COA took action to allow institutions to declare a program to be ***Inactive***. A program may be declared inactive for a maximum of five years. Inactive status does not excuse an institution from accreditation activities. All inactive programs must participate in accreditation activities in a modified manner as determined by the COA and Administrator of Accreditation. The following programs noted below were declared to be in an Inactive status in 2015-16.

Programs Entering Inactive Status (14)	
Institution	**Program**
California Baptist University	Early Childhood Special Education Added Authorization
California Lutheran University	Reading and Literacy Added Authorization
California State University, Sacramento	Reading and Language Arts Specialist Credential Program
	Reading Certificate Program
Notre Dame de Namur	Autism Spectrum Disorder Added Authorization
Orange County Department of Education	Autism Spectrum Disorder Added Authorization
Patten University	Multiple Subject Credential Program, with Intern
	Single Subject Credential Program, with Intern
Saint Mary's College of California	Reading and Language Arts Specialist Credential Program
	Reading Certificate Program
Stanislaus County Office of Education	Autism Spectrum Disorder Added Authorization
	Early Childhood Special Education Added Authorization
	Education Specialist: Mild/Moderate District Intern
	Education Specialist: Moderate/Severe District Intern

Withdrawal of an Approved Program

For a variety of reasons, institutions may choose to no longer offer an approved program. Institutions are encouraged to formally seek a withdrawal of these programs thus removing the program from the Commission's accreditation system. The program is then no longer considered a Commission-approved program. If an institution decides to offer a program in the future, it is a minimum of one year before a new program proposal will be accepted.

Withdrawn Programs of Professional Preparation (34)	
Institution	**Program**
Azusa Pacific University	Resource Specialist Program
	California Teachers of English Learners (CTEL) Program
Butte County Office of Education	Designated Subjects: Supervision and Coordination
	Designated Subjects: Special Subjects
California Baptist University	Autism Spectrum Disorder Added Authorization
California State University, Dominguez Hills	Pupil Personnel Services: School Psychology Program

Withdrawn Programs of Professional Preparation (34)	
Institution	**Program**
California State University, Los Angeles	Clinical Rehabilitative Services Credential - Audiology
Dominican University of California	General Education (MS/SS) Clear Credential
	Autism Spectrum Disorder Added Authorization
Fresno Pacific University	Education Specialist: Physical and Health Impairments
	Level II Education Specialist: Physical and Health Impairments
	Level II Education Specialist: Early Childhood Special Education
	Resource Specialist Added Authorization
	Early Childhood Special Education Added
	Autism Spectrum Disorder Added Authorization
National Hispanic University	Multiple Subject Credential Program, with Intern
	Single Subject Credential Program with Intern
	General Education (MS/SS) Clear Credential
	Education Specialist: Mild/Moderate Credential Program Preliminary
	Education Specialist: Mild/Moderate Intern
	Clear Education Specialist Induction
	Education Specialist - Added Authorization ASD
	California Teachers of English Learners (CTEL)
	Bilingual Teacher Authorization: Spanish
Notre Dame de Namur	Education Specialist: Mild/Moderate Level II Credential Program
	Education Specialist: Moderate/Severe Level II Credential Program
Patten University	Single Subject Credential Program: Mathematics
	Single Subject Credential Program: Science
	Single Subject Credential Program: Music
	Single Subject Credential Program: Health
San Jose State University	Speech-Language Pathology: Special Class Authorization
	Clinical Rehab: Audiology
University of California, Riverside	Pupil Personnel Services: Child Welfare and Attendance
	Designated Subjects Credential: Adult Education

Reactivation of Inactive Program

An inactive program may be reactivated only when the institution submits a request to the COA and the COA has taken action to reactivate the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address

the updated standards before the program may be reactivated. During 2014-15, ten programs previously deemed inactive requested and received reactivation and are once again fully approved programs operating in California.

Reactivation Requests in 2014-15 (6)	
Institution	**Program**
California State University, Sacramento	Single Subject Intern Program
Keppel Union School District	General Education (MS/SS) Induction
Pepperdine University	Multiple Subject Credential Program, with Intern
	Single Subject Credential Program, with Intern
Sweetwater Union High School District	General Education (MS/SS) Induction

Initial Institutional Approval

The Committee on Accreditation does not have authority to approve the eligibility of institutions to offer educator preparation programs in California. Rather, Initial Institutional Approval is within the purview of the Commission. Once the Commission determines that an institution is eligible to offer educator preparation in California, the program proposals by those institutions are brought forward to the COA for its consideration and action. Additionally, due to the temporary moratorium placed in Initial Institutional Approval there were no institutions granted approval.

Institutions that are No Longer Approved Program Sponsors

During 2014-2015, five institutions ceased to be Commission-approved program sponsors. Institutions lose Initial Institutional Approval when they withdraw all of their Commission approved programs or are denied accreditation.

Institutions No Longer Eligible to Offer Educator Preparation	
Drexel University	No program proposal submitted
Metropolitan Education District	Denied Accreditation in June 2015 and closed in September 2015
National Hispanic University	Closed Educator Preparation in August 2015

Section III: Proposed Work Plan for the Committee on Accreditation in 2016-17

The work plan for the Commission and COA for 2016-17 is divided between two accreditation activities. In addition to completing the work of the current accreditation system, the Commission, staff and the Committee on Accreditation will also continue will begin the process of transitioning to the revised accreditation system.

At the time that the Commission adopted the implementation plan for the accreditation system, the Commission discussed the need for a "transition and implementation year" in order to ensure that institutions had sufficient time to adjust their curriculum and fieldwork to align with new standards and for the staff to have time to work with the COA to adopt a new Accreditation Handbook and clarify new processes and procedures. 2016-17 is the transition and implementation year and so the list of activities is somewhat outside of the normal accreditation activities. For 2016-17, the COA identifies the following priorities.

Purpose 1. Ensure Accountability to the Public and to the Profession

Maintain public access to the Committee on Accreditation. All Committee meetings will continue to be held in public and all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. In addition, meetings will be broadcast to allow any individual with access to the Internet the ability to hear live or recorded broadcasts of all Committee meetings. The Commission's website will continue to be utilized fully to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation. Meetings are scheduled for the following dates:

August 8, 2016
November 9, 2016
February 2-3, 2017
March 24, 2017
June 29-30, 2017

Because the Committee's schedule in 2016-17 does not include a full schedule of site visits this summer, it is anticipated that the bulk of the work related to the Committee will be following up on institutions with stipulations and assisting staff in preparing for the implementation of the new system. The schedule will be adjusted as needed as the work progresses.

Continuing in 2016-17, the *PSD ENews*, Program Sponsor Alerts, and press releases will be routinely used to ensure a transparent accreditation process.

Preparation and presentation of COA reports to the Commission. The Committee on Accreditation will present its annual report to the Commission in December 2016. Additional updates and reports to the Commission will be provided as necessary and appropriate throughout the year.

Commission liaison. Maintaining a liaison from the Commission to the COA continues to be a critical aspect of the current process. The Commission's liaison will continue to provide an

important perspective to COA discussions and serve as an effective means of communication between the COA and the Commission.

Continued Implementation of a fee recovery system for certain accreditation activities and an annual accreditation fee system. The Commission adopted a cost recovery plan, and regulations, for the review of new programs and for accreditation activities outside the typical accreditation cycle in October 2013. In addition, in 2014, the Commission implemented an annual accreditation fee. The annual accreditation fee structure will be reviewed in 2016 by the Commission in light of new standards and new requirements. Should there be changes in the fee structure, the COA and Commission staff stand ready to ensure its effective implementation. Particular attention will continue to be paid to effective implementation of a fiscal process to invoice institutions, refining processes to ensure timeliness of reviews, and to maintaining procedures to keep track of reviewer assignments to credit institutions for in-kind assistance in order to waive fees for initial program review, where appropriate.

Purpose 2. Ensure Program Quality

Professional accreditation of institutions and their credential preparation programs. This is one of the principal ongoing tasks of the Committee on Accreditation. The COA has been given full responsibility for making the legal decisions regarding the continuing accreditation of education institutions and their credential programs. Accreditation site visits have been deferred until the 2017-18 year and will begin again with the Green Cohort. Because the Green Cohort was the last cohort to submit program assessment documents, this site visit will be a hybrid of the old and the new system. The program assessment document review will be concluded and the new streamlined program review process will begin for those in the Yellow Cohort.

Review and revise the Accreditation Handbook. The *Accreditation Handbook* explicates the processes and procedures of the various components of the accreditation system. The COA completed a comprehensive review and update of all but one chapter of the *Accreditation Handbook* in 2016 to reflect the new revised accreditation system. However, because the work around data, the data warehouse and data dashboard is continuing, the *Accreditation Handbook* chapter on Annual Data Submission will need to be developed. It is anticipated that during 2016-17, much of the details related to annual data submission will be completed and can be incorporated into the *Accreditation Handbook*.

Purpose 3. Ensure Adherence to Standards

Review and take action to grant initial approval of new program sponsors. At the end of 2015 and beginning of 2016, the Commission approved a new, more rigorous Initial Institutional Approval process for institutions seeking to become a Commission-approved program sponsor. As the Commission staff and the Commission begin to implement the new system, minor adjustments to the process may need to take place. The Commission staff will bring forward those institutions that have completed the various stages of the new system for the Commission approval. In addition, at least 3 Accreditation 101 sessions will be held at various times during the year for institutions interested in becoming a Commission-approved program to better understand the expectations and responsibilities of being a program sponsor and to begin the approval process.

Review and take action to grant initial program approval for new credential programs. This is also one of the major ongoing tasks of the Committee on Accreditation. The COA has developed procedures for handling the submission of proposed credential programs. Programs are only being given initial approval when the reviewers have determined that all of the Commission's standards are met. This review process will continue in 2016-17. Additional resources available as the result of cost recovery and annual accreditation fees should continue to assist in ensuring greater timeliness of reviews by allowing the Commission to bring reviewers together for some dedicated review time, as well as encouraging the participation of additional reviewers from the in-kind contribution option.

Conduct and review program assessment activities. The Green cohort submitted program assessment documents in fall of 2014 and reviewers have largely completed these reviews.

Begin the Program Review Process. The Administrative Services programs as well as institutions in the Yellow cohort are the first to submit program evidence to demonstrate alignment with the standards through the new Program Review process. Staff has worked on the process and procedures and will evaluate the process as it is conducted for the first time. Staff will report on the success or challenges of this new process at a regularly scheduled COA meeting.

Review and Approve Elementary Subject Matter Programs. Although subject matter programs are not fully part of the accreditation system, there is a need to review and approve Elementary Subject matter programs in 2016-17 to once again allow completion of a subject matter program to waive the subject matter examination. Given the significant interest in this effort, it is anticipated that the Commission will need numerous trained reviewers and dedicated review time to ensure that this activity is conducted efficiently and in a timely manner in preparation for the approval of regulations by the Office of Administrative Law.

Purpose 4. Foster Program Improvement

Data – Annual Data Submission and Survey Data. The Commission will continue to develop and refine the annual survey data collection process and hold discussions with the COA about the appropriate use of that data in accreditation decisions. In addition, there remains significant work to be done around the annual data submission. These discussions will take place this year and it is anticipated that specific data elements, definitions for data sources, and means of collecting, reporting, and analyzing within the newly developed data warehouse and data dashboards will take place. A technical advisory committee will be launched to assist in the discussions about the use of survey and other data in the revised accreditation system.

Continued implementation of the evaluation system for the accreditation system. The COA will continue to refine the evaluation tool that is used by site visit reviewers, team leads, and institutions to evaluate the accreditation system. This data will be collected over the course of the year, with a review of the data taking place in fall 2016. Improvements will be discussed and incorporated into the revised accreditation system.

Continue partnership with the Council for the Accreditation of Educator Preparation (formerly the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council) and efforts to collaborate with other national accrediting bodies, where appropriate. The partnership agreement with CAEP was signed by both the Commission and CAEP leadership in 2015. The Commission staff continues to keep abreast with changes to the CAEP accreditation system, determine the alignment or misalignment with California's process and standards, and to clarify areas of uncertainty with respect to some of the CAEP standards for applicability to California's institutions, particularly post baccalaureate granting programs.

Explore ways to align and streamline the accreditation of other national and professional organizations with that of the state processes. The Commission staff hopes to be able to incorporate into its work plan the beginning of the review of the Pupil Personnel Services program standards. In doing so, it will be important to review the work of the national professional bodies in recent years and to determine where new concepts or ideas need to be incorporated into the Commission's standards.

Continue Development and Implementation of the Revised Accreditation System

In 2016-17, the Committee on Accreditation will serve to assist in the continued development of the various aspects of the new accreditation system. A brief summary of the continued efforts to develop the system include, but are not limited to, the following:

1. *Provide Technical Assistance on the Wide Variety of Revisions to Standards, Policy and Procedures.* The Commission staff is engaged in a year of transition and implementation to the new accreditation system. The primary focus of the year is to ensure that the field has extensive opportunities to technical assistance provided by Commission staff.

2. *Revising the Board of Institutional Review Training.* Given how significantly the standards and competencies have changed, as well as the shift in reviewing programs and standards without such a reliance on long narrative, an important focus of 2016-17 will be to revamp the Board of Institutional Review training. The success of the new accreditation system will depend on reviewers not only understanding the intricacies of what is being asked, but also a big picture understanding of the objectives of the Strengthening and Streamlining project. Commission staff anticipates a training for new individuals, one for team leads, as well as an updated "refresher" training for veteran reviewers. All of these trainings will need to be developed and implementation begun during 2016-17.

3. *Continue Discussing the Role, Purpose, and Specificities of Annual Data.* A focus for 2016-17 will be to continue the discussion about the types of required data that institutions should submit annually, the expectations around that data, and its uses in accreditation. Staff will work to establish the specific protocols necessary to ensure smooth submission of the data into the data warehouse and identify which data elements are part of the data dashboard. In addition, BIR members will need to be trained in how to analyze and use the data appropriately in accreditation.

4. *Continued refinement and implementation of surveys for the following constituencies:*
    a. Preliminary Multiple Subject Completer Survey
    b. Preliminary Single Subject Completer Survey
    c. Preliminary Education Specialist Completer Survey
    d. Preliminary Administrative Services Completer Survey
    e. Clear/Induction Multiple and Single Subject Completer Survey
    f. Clear Education Specialist Induction Completer Survey
    g. Master Teacher Survey
    h. Employer Survey

    In addition, significant work will need to be done in 2016-17 to ensure that consistent policies and procedures are established regarding the manner in which the survey results are used in accreditation.

5. *Next generation of performance assessments* – As the development of the next generation of teaching performance assessments and the development of administrator performance assessments continues, the COA and Commission staff will begin to review the various implications of that work. Determining how the data from performance assessment will be used, providing some guidance for reviewers, and ensuring that both institutions and reviewers understand the new models as well as the implementation standards that support the new models will be critical and a long term effort as the field testing does not conclude until 2017-18.

6. *Establishing and implementing processes and procedures for identifying exceptional programs.* Building on the discussions that have taken place thus far, the Commission will continue to explore a variety of options to ensure that those institutions with particularly strong or innovative programs are able to be recognized and share their experiences and accomplishments with the broader education community. The Committee on Accreditation will provide feedback on the system as it develops and in its early implementation.

General Operations

In addition to the above-mentioned items, the COA will engage in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, and orientation of new members.

Appendix A
(Alphabetical List of Institutions by Cohort)

California State University (23)			
Institution	**Cohort**	**Institution**	**Cohort**
Cal Poly, Pomona	Indigo	CSU Monterey Bay*S	Violet
Cal Poly, San Luis Obispo	Orange	CSU Northridge*F	Yellow
CalState TEACH	Orange	CSU Sacramento	Orange
CSU Bakersfield*F	Indigo	CSU San Bernardino*S	Green
CSU Channel Islands	Green	CSU San Marcos*S	Indigo
CSU Chico*S	Indigo	CSU Stanislaus*S	Yellow
CSU Dominguez Hills*F	Red	Humboldt State University	Indigo
CSU East Bay	Green	San Diego State University*F	Yellow
CSU Fresno*S	Violet	San Francisco State University	Violet
CSU Fullerton*F	Blue	San Jose State University*S	Orange
CSU Long Beach*S	Indigo	Sonoma State University*S	Red
CSU Los Angeles*F	Red		

University of California (8)			
Institution	**Cohort**	**Institution**	**Cohort**
UC Berkeley	Red	UC Riverside	Blue
UC Davis	Violet	UC San Diego	Violet
UC Irvine	Violet	UC Santa Barbara	Orange
UC Los Angeles	Red	UC Santa Cruz	Red

Independent Institutions (56)			
Institution	**Cohort**	**Institution**	**Cohort**
Academy of Art	Orange	Pacific Oaks College	Violet
Alliant International University	Blue	Pacific Union College	Red
Antioch University	Violet	Patten University	Green
Argosy University	Indigo	Pepperdine University	Red
Azusa Pacific University*S	Indigo	Phillips Graduate Institution	Blue
Bard College	Blue	Point Loma Nazarene University*S	Red
Biola University	Yellow	St. Mary's College of California	Orange
Brandman University*S	Indigo	San Diego Christian College	Yellow
California Baptist University	Orange	Santa Clara University	Yellow
California Lutheran University*F	Green	Simpson University	Green
Chapman University~	Orange	Stanford University*S	Blue
Claremont Graduate University	Violet	Teachers College of San Joaquin	Indigo
Concordia University	Red	The Master's College	Orange
Dominican University of California	Blue	Touro University	Yellow
Fielding Graduate University	Indigo	United States University	Blue
Fresno Pacific University	Yellow	University of La Verne*S	Orange
Hebrew Union College	Violet	University of Phoenix	Orange
Holy Names University	Blue	University of Redlands	Indigo
Hope International University	Violet	University of San Diego*F	Red
Humphreys College	Green	University of San Francisco	Indigo
La Sierra University	Violet	University of Southern California!*	Violet
Loma Linda University	Blue	University of the Pacific*S	Orange
Loyola Marymount University*S	Yellow	Vanguard University	Blue
Mills College	Green	Western Governors University	Yellow
Mount St. Mary's College	Indigo	Westmont College	Green
National Hispanic University	Yellow	Whittier College	Yellow
National University*S	Violet	William Jessup University	Yellow
Notre Dame de Namur University	Green		

Other Program Sponsors (Districts/County Offices/Other) (168)			
Institution	**Cohort**	**Institution**	**Cohort**
Assoc. of CA School Admin/ASCA	Orange	Mt. Diablo USD (210): Fortune School of Education	Blue
Alhambra USD (401)	Orange	Murrieta Valley USD (616)	Violet
Anaheim City SD (501)	Yellow	Napa COE (111)	Yellow
Anaheim Union HSD (502)	Orange	New Haven USD (211)	Violet
Animo Leadership Charter HS (438)	Indigo	Newark USD (205)	Green
Antelope Valley Union HSD (601)	Violet	Norwalk- La Mirada USD (418) #	Violet
Antioch USD (101)	Green	Oak Grove SD (237)	Blue
Arcadia USD (435)	Red	Oakland USD (212)	Red
Aspire Public Schools (232)	Orange	Ocean View SD (530)	Blue
Azusa USD (402)	Orange	Oceanside USD (517)	Green
Bakersfield City SD (301)	Green	Ontario-Montclair SD (609)	Yellow
Baldwin Park USD (403)	Indigo	Orange County DOE (518)	Blue
Bay Area School of Enterprise/REACH (234)	Red	Orange USD (519)	Red
Bellflower USD (404)	Blue	Palmdale SD (610)	Blue
Brentwood Union SD (108)	Indigo	Palo Alto USD (213)	Violet
Burbank USD (405) #	Red	Palos Verdes Peninsula USD (416)	Violet
Butte COE (103)	Orange	Panama-Buena Vista Union SD (314)	Yellow
Cajon Valley Union SD (506) #	Red	Paramount USD (431)	Orange
California School of the Deaf/Fremont (238)	Blue	Pasadena USD (419)	Indigo
Campbell Union SD (203)	Red	Placentia-Yorba Linda USD (520)	Indigo
Capistrano USD (504)	Yellow	Placer COE (114)	Red
Central USD (302)	Indigo	Pleasanton USD (230)	Red
Ceres USD	Yellow	Pomona USD (420)	Yellow
Chaffey Joint Union HSD (602)	Blue	Poway USD (521)	Red
Chino Valley USD (603) #	Yellow	PUC Schools (437)	Blue
Chula Vista ESD (505)	Red	Redwood City SD (214)	Red
Clovis USD (303)	Yellow	Rialto USD (611)	Orange
Compton USD (434)	Violet	Riverside COE (612)	Red
Conejo Valley USD (231)	Orange	Riverside USD (613)	Yellow
Contra Costa COE (204)	Red	Rowland USD (421)	Yellow
Corona –Norco USD (604)	Blue	Sacramento City USD (116)	Violet
Culver City USD (407)	Red	Sacramento COE (115)	Indigo
Cupertino Union SD (236)	Violet	Saddleback Valley USD (528)	Yellow
Davis Joint USD (104)	Red	San Bernardino City USD (614)	Green
Dos Palos Oro Loma Joint USD (323)	Red	San Diego COE (515/525)	Green
El Dorado COE (105)	Violet	San Diego USD (522)	Indigo
El Rancho USD (430)	Orange	San Dieguito Union HSD (524)	Indigo
Elk Grove USD (106)	Blue	San Francisco USD (215)	Violet
Encinitas Union SD (514)	Blue	San Gabriel USD (422)	Yellow
Envision Schools (235)	Violet	San Joaquin COE (315)	Indigo
Escondido Union SD (508)	Blue	San Jose USD (216)	Indigo
Escondido Union HSD (507) #	Violet	San Juan USD (117)	Green
Etiwanda SD (605)	Yellow	San Luis Obispo COE (218)	Blue
Evergreen SD (229)	Green	San Marcos USD (531)	Orange
Fairfield-Suisun USD (107)	Green	San Mateo-Foster City SD (233)	Green
Fontana USD (606)	Orange	San Mateo COE (219)	Blue
Fremont UHSD	Yellow	San Ramon Valley USD (222)	Indigo
Fremont USD (206)	Orange	Sanger USD (324)	Violet
Fresno COE (304)	Green	Santa Ana USD (533)	Green
Fresno USD (305)	Blue	Santa Barbara CEO (223)	Orange
Fullerton SD (516)	Blue	Santa Clara COE	Blue
Garden Grove USD (532)	Green	Santa Clara USD (225)	Yellow
Glendale USD (409) #	Blue	Santa Cruz COE (226)	Yellow
Greenfield Union SD (306) #	Yellow	Santa Monica-Malibu USD (424)	Indigo
Grossmont Union HSD (510)	Blue	Santa Rosa City Schools (118) #	Orange

Other Program Sponsors (Districts/County Offices/Other) (168)			
Institution	**Cohort**	**Institution**	**Cohort**
Hacienda La Puente USD (410)	Green	Saugus Union SD (423)	Green
Hanford ESD (321)	Red	Selma USD (316)	Violet
Hayward USD (207)	Orange	Sequoia Union HSD (227)	Violet
High Tech High (537)	Indigo	School for Integrated Academics and Technology/SIA Tech (536)	Orange
Imperial COE (511)	Violet	Shasta COE	Yellow
Inner City Education Foundation (ICEF)/LAUSD) (436)	Violet	Sonoma COE (112)	Yellow
Irvine USD (535)	Violet	Stanislaus COE (317)	Yellow
Keppel Union SD (607) #	Orange	Stockton USD (119)	Indigo
Kern County SOS (307)	Violet	Sutter County SOS (121)	Red
Kern High SD (308)	Blue	Summit Public Schools	Yellow
King Chavez (539)	Green	South San Francisco USD	Yellow
Kings COE (309)	Orange	Sweetwater Union HSD (526)	Orange
La Mesa-Spring Valley SD (512)	Green	Tehama County DOE (113)	Blue
Lancaster SD (608)	Indigo	Temple City USD (425)	Red
Lawndale ESD (411)	Blue	Torrance USD (426)	Blue
Lodi USD (109) #	Yellow	Tracy USD (120)	Indigo
Long Beach USD (412)	Blue	Tulare City SD (318)	Red
Los Angeles COE (413)	Green	Tulare COE (319)	Green
Los Angeles USD (414/443/441-448)	Red	Tustin USD (527)	Blue
Los Banos USD (325)	Violet	Vallejo City USD (123)	Blue
Madera COE	Green	Ventura COE (228)	Indigo
Madera USD (310)	Indigo	Visalia USD (320)	Indigo
Magnolia Public Schools (538): Pacific Tech Schools-Orange County #	Blue	Vista USD (529)	Indigo
Manteca USD (311)	Red	Walnut Valley USD (428)	Yellow
Marin COE (110)	Red	Washington USD (125)	Violet
Merced COE (312)	Green	West Contra Costa USD (124)	Orange
Merced Union HSD (322)	Orange	West Covina USD (427)	Indigo
Metropolitan Education District	Indigo	Westside Union SD (615)	Indigo
Milpitas USD (208)	Orange	Wiseburn SD	Blue
Modesto City Schools (313)	Orange	Wm S Hart Union HSD (429)	Violet
Montebello USD (417)	Green		
Monterey COE (209)	Blue		

Appendix B

List of Technical Assistance Meetings*

2016-17 Technical Assistance At-A-Glance			
August 2016 • Overview of New System Webcast • Common Standards Webcast • MS/SS Transition Plan TA (4-6 Zoom Mtgs)	September 2016 • Green Cohort TA Meetings (2) • Prelim MS/SS Standards Webcast • Prelim MS/SS TA Meetings (5)	October 2016 • MS/SS Standard 3 Intern TA Meetings (3) • Prelim MS/SS TA Meetings • CalAPA- CAPEA • Program Review Webcast (Prelim) • CCAC Overview • Preconditions Webcast • Teacher Induction TA Meetings (4) • CCTE Deans Overview; Common Standards	November 2016 • Program Review Webcast (2nd Tier) • Yellow Cohort Preliminary Program Review TA Meetings (2) • Yellow Cohort Second Tier Program Review TA Meetings (1) •
December 2016 • Yellow Cohort Second Tier Program Review TA Meetings (1) • Cohort Check-In (7 Zoom Mtgs) • CaLTPA pilot webcast • CalAPA pilot webcast	January 2017 • Green Site Visit Preparation TA Meetings (2) • Common Standards TA Meetings (2) • Annual Data Submission Webcast	February 2017 • Teacher Induction TA Meetings (4) • Program Review TA Meetings (5)	March 2017 • Annual Data Submission TA Meetings (5)
April 2017 • New CalTPA Webcast • New CalTPA TA Meetings (2) • New CalAPA Webcast • New CalAPA TA Meetings (2)	May 2017	June/July 2017 • BIR Training	August 2017 • Cohort Specific Implementation TA Meetings (7+ -- depends on size and geography of cohort)

Dates and Activities are Subject to Change