



Commission on Teacher Credentialing

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Professional Services Division

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Dear Colleagues,

We are pleased to provide you this update on the progress and the impact of the hard work and effort you contributed as a member of one of the task groups within the Commission's Strengthening and Streamlining Accreditation process. The Commission has recently taken a number of actions to implement the groups' recommendations in order to better serve candidates and programs within an updated and streamlined accreditation process. Below you will find a summary, with links to applicable Commission agenda items to date, relative to the outcomes of the work of each of the six task groups.

Preliminary Multiple and Single Subject Preparation Standards and Teaching Performance Expectations (TPEs)

The Commission took action at its December 3-4, 2015 meeting to adopt revised Preliminary Preparation Program Standards for Multiple and Single Subject credentials and to approve draft revised TPEs for moving forward to a validity study as part of the Teaching Performance Assessment updating process. The TPEs should return to the Commission in June 2016 after the validity study has been completed. (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2A.pdf>) The Commission also approved a transition plan, including technical assistance in 2016-17, as part of this agenda item.

Performance Assessments – Preliminary Teaching and Administrative Services

The Commission took action at its December 3-4, 2015 meeting to adopt revised Teaching Performance Assessment (TPA) Design Standards. These standards will apply to all TPA models approved by the Commission (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2E.pdf>). The Commission had previously approved proceeding with an RFP (Request for Proposals) for a contractor to work on revisions to the CalTPA, which is the Commission's teaching performance assessment model. Details regarding the RFP will become available at such time as the RFP is released by the Commission to the public.

The Commission also discussed Administrator Performance Assessment (APA) Design Standards at its December 3-4, 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2F.pdf>). Considerable input had been provided by the field as a result of several outreach sessions facilitated by staff along with other input opportunities, including letters submitted to the Commission by several organizational stakeholder groups in the field of administrator preparation. As a result of this stakeholder input, the Commission is leaning toward allowing the possibility of multiple APA models within the draft proposed standards and the draft standards were modified accordingly. Discussions with the field regarding the APA will be continuing.

Induction

The Commission adopted revised Induction standards at its December 3-4, 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2G.pdf>). In addition, the Commission approved a transition plan for currently-approved programs as part of this agenda item. There was considerable discussion at the meeting concerning the issue of the cost of induction in the context of the

Local Control Funding Formula (LCFF); however, the cost of induction is not within the Commission's purview.

Accreditation Framework

The Commission reviewed proposed revised language for the Accreditation Framework at its December 3-4, 2015 meeting to reflect the newly strengthened and streamlined accreditation system. The Commission provided input. The proposed revisions are in the agenda item (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2D.pdf>). The Framework is scheduled to return to the Commission in February 2016 for adoption. Additional work on accreditation related topics are summarized below:

Initial Institutional Approval

The Commission took action in October 2015 to modify the Initial Institutional Approval (IIA) process (<http://www.ctc.ca.gov/commission/agendas/2015-10/2015-10-2D.pdf>). A prospective sponsor will need to attend an *Accreditation 101: Expectations and Responsibilities for Commission Approved Institutions* and go before the Commission to determine its eligibility before addressing the Common Standards, program standards and preconditions. Once the prospective sponsor has been found to meet the Commission's standards, it will be granted Provisional Approval for 2-3 years until data has been gathered from at least one group of completers. The IIA process is provided in Section 4 of the Accreditation Framework.

Program Review

The Program Review (PR) process was adopted by the Commission at its August 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-08/2015-08-3C.pdf>). PR replaces the current Program Assessment Process and is grounded in evidence with less reliance on narrative. PR will be implemented beginning in 2017-18. PR is described in Section 5 of the Accreditation Framework.

Transition Plan to the Revised Accreditation System

At its August 2015 meeting the Commission took action to declare 2016-17 a Transition Year to support all institutions in moving to the revised accreditation system. Information is provided in PSA 15-05 (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-05.pdf>).

Surveys

An update was provided to the Commission regarding the development and implementation of candidate and other surveys in June, 2015 (<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5E.pdf>). The task group developed eight surveys:

- Preliminary Multiple Subject Completer Survey
- Preliminary Single Subject Completer Survey
- Preliminary Education Specialist Completer Survey
- Preliminary Administrative Services Completer Survey
- Clear/Induction Multiple and Single Subject Survey
- Clear/Induction Education Specialist Survey
- Master Teacher Survey
- Employer Survey

In addition, an Administrative Services Induction Completer survey is ready for completers of new Administrative Services Induction programs. The first administration will probably be Spring-Summer 2017. As indicated in this agenda item, all of the other surveys except the Master Teacher Survey and the Employer Survey are being implemented this year, beginning in June 2015. Programs received reports from the 2014-15 surveys the first of October 2015. Following the 2015 administration, each of the surveys will be analyzed for effectiveness and revised as appropriate for any changes to standards which will be final before the 2016 administration. The plan is to pilot the Master Teacher Survey and Employer Survey in 2015-16.

Data Warehouse and Dashboards

Staff has developed and issued an RFO (Request for Offer) for a contractor to work with the Commission on the technical aspects of developing a data dashboard system that can accept, analyze, and publish data to serve both the Commission's, the programs' and the public's need for a wide range of information relating to educator preparation and credentialing. The contractor has begun work. At the same time, staff has been working with stakeholders on identifying the specific data elements that would become part of the data warehouse. An update on the technical aspects of the system and the proposed work under the RFO was provided to the Commission at its December 3-4, 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-5A.pdf>).

In summary, a large and significant body of work relating to all aspects of the Commission's preparation standards for multiple and single subject teachers, performance assessments and accountability, the accreditation process, and transparency for candidates, programs, and the public has been moved forward in a relatively short space of time. The Commission thanks each of you who served in any capacity on one or more of the work groups established to advise the Commission in this critical work to improve teaching and learning for all of California's PK-12 students. We will continue to keep you updated as this work continues to move forward.

Again, thank you so much for your time and expertise! We could not have done this work without your expertise. There is more work to be completed, but the work completed in the past year is substantial!



Teri Clark, Director
Professional Services Division