



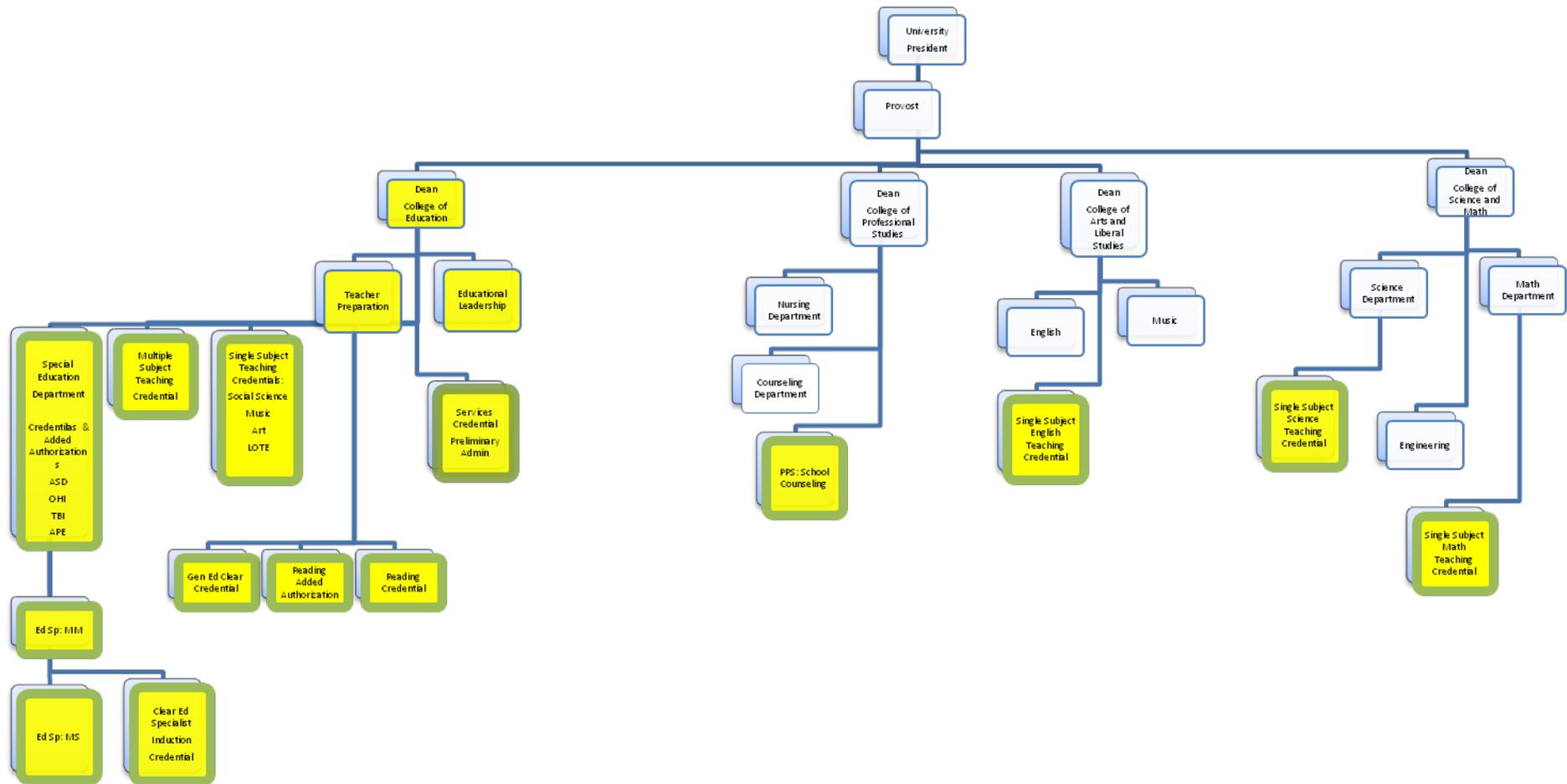
COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

**Year-Out Pre-Visit
Additional Handouts**

**Use the 'Bookmark' feature of Adobe Acrobat
to view each of the individual handouts**

**CTC Accreditation Site Visits
May 2011**

Institution, Unit, and Programs



Institution = Blue background

Education Unit = Yellow fill

Approved Educator Preparation Programs = Green Border

Steps in the Review of Program and Common Standards prior to and during the Accreditation Site Visit

Review of each Approved Program

Program Assessment Begins	Feedback to Institution	Additional Narrative and Supporting Documentation Submitted	All Standards <i>Preliminarily Aligned</i>	Team Gathers and Reviews Evidence	Standard Findings for all Programs considered in the team's decisions on CTC Common Standards and Accreditation Recommendation
2 ½ years prior to the site visit	Reader Feedback provided to the Institution	If needed, additional clarifying narrative and supporting documentation is submitted for standards that are not yet <i>Preliminarily Aligned</i>	Institution should review Program Summary for accuracy and completeness	Team makes decisions on all Program Standards	
Fall 2009	Iterative Process until all standards are <i>Preliminarily Aligned</i> or only 6 months remain until the site visit		Minimum of 6 months prior to the site visit	Site Visit	

Review of the Institution against the Common Standards

Site Visit Documentation	Off-Site Review by Team	Team Phone Call	Information Shared with Institution	Team Gathers and Reviews Evidence	Findings for all CTC Common Standards and Accreditation Recommendation
60 days prior to the visit	Team begins reviewing the narrative and all available exhibits	Team discusses and identifies questions and evidence needed	Team Lead shares list of questions and evidence identified by the team	On site review focuses on issues	
December 2011 - April 2012	As soon as SVD is available	2 weeks -1 month prior to the visit	After the Team Phone Call	Site Visit	

Site Visit Planning Guide 2011-12

Institution	
State Consultant	
Total Number of Team Members	
Site Visit Dates:	
	<input type="checkbox"/> Sunday-Wednesday Or <input type="checkbox"/> Monday-Thursday
Does the contract require board approval?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Contract Information:

	Dean/Director	Accreditation Contact	Fiscal Person	Person Signing the Contract
Name				
Title				
Phone				
Fax				
Email				
Mail address				

Information above is due to CTC a minimum of 1 week prior to the 3-6 Month Phone Call

**Send Information to Lynette Roby (lroby@ctc.ca.gov)
or Lori Gonzales (lgonzales@ctc.ca.gov)**

If you have any questions, please talk with your assigned accreditation consultant

For the 3-6 Month Out phone call, please have the following information ready							
A. Lodging:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Hotel name</td> <td></td> </tr> <tr> <td>Address</td> <td></td> </tr> <tr> <td>Phone #</td> <td></td> </tr> </table>	Hotel name		Address		Phone #	
Hotel name							
Address							
Phone #							
Lodging Rate (include tax & occupancy tax)							
Number of rooms on hold (only those reimbursed by CTC contract)							
Tax Exemption Accepted	<input type="checkbox"/> Yes <input type="checkbox"/> No						
B. Meeting Room Rate (include service charges and tax)							
C. Parking Fee/car/night							

Site Visit Planning Guide 2011-12

A. Lodging

Lodging for Accreditation Site Visit Team Members—Please consider the following requirements when setting up lodging arrangements

- * **Within state rates**—see below
- * Queen/King room, no smoking, for each team member
- * Close proximity to campus
- * Restaurant on site or within walking distance
- * Meeting room—24 hour hold must have free internet connectivity
- * Internet capabilities in lodging rooms and close to campus, transportation from airport are preferred (CTC does not pay for Internet charges)

The Commission on Teacher Credentialing will reimburse the host institution for all team members and staff according to the information below:

Lodging Details to Consider

Total rooms needed:	Arrive*	# of Nights Lodging	Room Rate	Room Tax Rate
Number of Team Members + Consultant	Arrival date and time	Total number of nights	Should Reflect State Rate	Tax Rate* Percent plus Occupancy Tax

*Rarely a team member might need to arrive on Saturday (Sunday) afternoon due to flights or distance.

*Check with hotel to determine if they honor the "state tax exemption."

Confirm that it is the **State Government rate!**

All California counties not listed below	Actual expense up to \$84 per night, plus tax
Los Angeles and San Diego counties	Actual expense up to \$110 per night, plus tax
Alameda, San Francisco, Santa Clara, and San Mateo Counties	Actual expense up to \$140 per night, plus tax

B. Meeting Room at the Hotel:

Total days needed:	Arrival*	Room Rate	Service Charges & Tax
	Arrival date and time	Note if cost is different for ½ days	Service Charges & Tax Rate Percent

What is the daily rate for the meeting room? \$_____ (some days are ½ rate because of ½ day usage)
This needs to be a 24 hour hold room! Meeting room is needed from Sunday noon through Wednesday noon (or Monday noon-Thurs noon).

Does the Meeting Room have free Internet Access? Yes No
(CTC does not pay for Internet charges)

C. Parking: Is there a Parking fee at the Hotel? If so, please notify your consultant \$_____/day

D. Meals: Decide if each meal will be at the institution or at the hotel—if at the hotel, will the meal be in the contract or reimbursed to team members on a TEC

Breakfast	Actual expense up to \$6	1st Day: Lunch and Dinner
Lunch	Actual expense up to \$10	2nd Day: Breakfast*, Lunch and Dinner
Dinner	Actual expense up to \$18	3rd Day: Breakfast*, Lunch, and Dinner
		4th Day: Breakfast* and Lunch

Be aware there may be team members with vegetarian or special dietary needs

*A **continental breakfast** is not adequate for team members—breakfast needs to include, at minimum, protein (eggs, yogurt), fruit, and a starch



Commission on Teacher Credentialing

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Professional Services Division

Site Visit Documentation

The Site Visit Documentation (SVD) is composed of a number of documents and is used by the accreditation site visit team members both before and during the site visit:

1. Common Standards Narrative
2. Documentation linked from the Common Standards Narrative
3. [Program Summary](#) for each approved educator preparation program
4. Program Narratives* addressing all [adopted program standards](#) for each Commission-approved educator preparation program
5. Documentation linked from each of the Program narratives.
6. Program Assessment Feedback for each of the Commission-approved educator preparation programs
7. [Biennial Reports](#) submitted since the last site visit (Section A, for each approved program and Section B, institutional summary)
8. Feedback from CTC for each Biennial Report

There are a variety of ways that an institution may provide this information:

- A. The preferred plan for the SVD is that each of these documents and additional supporting documentation is posted on an institutional web page that is ready for the team to use 60 days prior to the beginning of the site visit. If additional documentation is identified and posted once the web page has been initially posted, be sure to put a “Posted date” next to the link.
- B. If the web page plan does not work for an institution, then all documentation listed above may be put on a flash drive or CD and sent through US Mail to the state consultant, team lead, and team members. The mailing needs to be scheduled so that the flash drive/CD arrives 60 days prior to the site visit. If additional documentation is identified once the flash drive/CD has been sent, it is important for the institution to get the information to the consultant and team.

* Narratives should be [final narratives](#) with all edits and additions integrated into the normal text of the document. During Program Assessment programs usually need to modify the initial narrative and when it is posted/provided for the site visit team, it should be in final form with no tracked edits or text highlighted from the Program Assessment process.

The response to the Commission’s [Preconditions](#) is not part of the Site Visit Documentation. An updated response to all applicable Preconditions is due a minimum of 6 months prior to an accreditation site visit and should be submitted to accreditation@ctc.ca.gov.



Preparing a Precondition Report

If there are questions on the following information, please contact Teri Ackerman, tackerman@ctc.ca.gov or if you have an assigned CTC Consultant, please contact the consultant.

Between six and twelve months before the scheduled site visit, institutional officials prepare a *Precondition Report* to be submitted to the Commission. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Precondition Report* is a required part of the accreditation cycle and is designed to: 1) ensure compliance with certain laws, regulations, and Commission policies, and 2) help the Commission (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Precondition Report* includes the following three components.

1. Special Characteristics of the Institution
2. Response to Preconditions for all Approved Programs
3. Matrix of Approved Programs, Current Enrollment and Completers

1. Special Characteristics of the Institution: The institution notes any special characteristics about its credential programs that would affect the composition of the team, the organization of the visit, or the development of the team schedule. Offering programs at multiple sites, the use of unusual delivery formats-including technology, and/or unusual staffing patterns are of particular interest to the Commission and may require particular expertise among the review team members. Institutions with multiple-site programs must include specific information about the administrative relationships among the various locales and options. It is possible that there may not be any special characteristics for the institution or that the characteristics have been addressed in the Biennial Report. If this is the case, state that there are no special characteristics or that they have been detailed in the Biennial Report.

2. Response to Preconditions: In its *Precondition Report*, the institution includes its response to accreditation preconditions established by state laws and the Commission. The institution must respond to preconditions for all credential programs offered by the institution. The Preconditions may be found on the Site Visit web page (<http://www.ctc.ca.gov/educator-prep/program-accred-site-visits.html>) or within each approved program's Standards Handbook.

3. Matrix of Approved Programs, Current Enrollment, and Completers: The institution must provide a table that clearly shows the approved credential programs, the delivery model—traditional or intern, and the location the program is offered. In addition for each of the programs-delivery models-locations, the table must provide the current enrollment and the number of program completers from the prior year. An example of such a table is provided below. An institution may use this table or another that provides the same information.

Sample Matrix of Approved Programs, Current Enrollment and Completers

**Approved Credential Programs offered by Institution
Precondition Report
2011-12**

Credential Program	Delivery Model	Location	Current Enrollment	Completers 2010-11
Multiple Subject	Traditional	Main Campus		
	Intern	Main Campus		
	Intern	Satellite		
Single Subject	Traditional	Main Campus		
	Intern	Main Campus		
Preliminary Administrative Services	Traditional	Main Campus		
	Traditional	Satellite		
Reading Certificate	Traditional	Main Campus		
	Traditional	Satellite		

Add additional rows for all approved programs offered by the institution.

A full Program Review focusing on an Approved Educator Preparation Program Compared to the Program Sampling Approach

The Program Assessment process allows readers, in pairs, to carefully review program narratives and supporting documentation prior to the site visit. If the documents provide sufficient description of how the standards are addressed and supporting documentation corroborates the program design, the readers can find the standards to be Preliminarily Aligned. Once that happens, the program will not receive an intensive, focused review at the Site Visit but will complete a Program Sampling Review. In the event some concerns are identified by the readers despite the Sponsor’s provisions of additional information, the sponsor will have the time between the PA and the SV to provide additional information to address those problems.

However if the program sponsor does not provide adequate documentation that the program is preliminarily aligned with the standards, the Site Visit team will include an additional team member who will focus, intensively and exclusively, on the specific program. This will include reviewing program narratives and documentation, and interviewing representatives of the program.

Program Sampling Review	Full Program Review
Programs are grouped (3-4 programs) and reviewed by one team member	Each program is reviewed by a single team member with extensive expertise in the content area. The evidence is shared with the full team for decisions on each standard.
Interviews are conducted across the group of programs (with candidates, completers, faculty, supervisors, employers, advisory board)	Interviews (with candidates, completers, faculty, supervisors, employers, advisory board) are conducted focusing specifically on the one program
Interviews focus on the ‘10,000 foot level’ across 3 categories: Program Design, Course of Study, and Candidate Competence	Interviews focus on the specifics of the adopted standards, and review is conducted on a standard-by-standard basis
Interviewer is listening for any issues to ‘bubble up’ and if no issues arise, then the programs are deemed to be meeting the standards.	Interviewer is probing each concept in the adopted standards to ascertain if the each standard is met.
If an issue appears to arise, the team member will talk with the team lead and consultant as soon as the issue appears. The team discusses the issue and decides if there is sufficient evidence to move to the standard level.	
If it is agreed that the team will go to the standard level, the team leader and consultant notify the institution. Team members will conduct further interviews on the specifics of the standard or standards that address the issue.	
The program narrative is reviewed 2 years prior to the site visit through the Program Assessment process and all or almost all standards are <i>Preliminarily Aligned</i> prior to the site visit. The team member usually does not read the program narratives for the cluster’s programs but narratives need to be posted for reference.	The program narrative and supporting documentation is provided to the team member a minimum of 60 days prior to the site visit. The program narrative is reviewed thoroughly by the team member prior to the site visit and serves as the initial basis for the interviews conducted at the visit.
A 3-4 page Program Summary is provided to the team 60 days prior to the visit.	A 3-4 page Program Summary is provided to the team 60 days prior to the visit.

RED COHORT (38)

California State University

Dominguez Hills (F)*
Los Angeles (F)*!
Monterey Bay (S)*!
Sonoma State (S)*!

Private/Independents

Concordia University
Pacific Union College
Pepperdine University
Point Loma Nazarene Univ (S)*!
University of San Diego (F)*

Local Education Agencies continued

Sutter County SOS (121)
Campbell Union SD (203)
Contra Costa COE (204)
Oakland USD (212)
Redwood City SD (214)
Pleasanton USD (230)
Bay Area School of Enterprise/
REACH (234)
Manteca USD (311)
Tulare City SD (318)
Hanford ESD (321)
Dos Palos Oro Lomo JUSD(323)
Burbank USD (405)
Culver City USD (407)
Los Angeles USD (414/433/441-448)
Temple City USD (425)
Arcadia USD (435)
Chula Vista ESD (505)
Cajon Valley Union SD (506)
Orange USD (519)
Poway USD (521)
Riverside COE (612)

University of California

Berkeley
Los Angeles
Santa Cruz

Local Education Agencies

Alameda COE
Davis Joint USD (104)
Marin COE (110)
Placer COE (114)

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection Site Visit	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 th 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

*CTC/NCATE Joint Visit (F= Fall; S= Spring)

! = Initial Visit

~ CTC/TEAC Concurrent Visit

#Inactive

Updated April 2011