

Common Standards: Review of Language

Professional Services Division

May 1, 2008

Overview of this Report

At the March Commission meeting, the Commission heard an update regarding the work of the Induction Standards Design Team. The update included a discussion of the use of the Commission's Common Standards by approved Induction Programs. During the discussion of the agenda item, the Commission asked that the Committee on Accreditation (COA) review the language of the Common Standards for applicability to: 1) the variety of approved program sponsors including universities, college, school districts, county offices of education and other entities; and 2) the full range of educator preparation programs that are approved by the Commission including teaching credentials, service credentials, at both the initial and advanced level. Specifically, the intent here specifically is not to change the substance of the Common Standards, but rather to ensure that the language of the Common Standards is sufficiently broad enough and clear enough to be applicable and understandable to all program types and all program sponsors.

Staff Recommendation

This is an information item. The Commission has requested that the COA discuss the Common Standards at its May meeting and that staff report back to the Commission on possible language edits to allow the Common Standards to better apply to and support all program sponsors and apply to all credential programs.

Reviewing the Language of the Common Standards

As the Induction Standards Design Team, Commission staff and the SB 2042 Stakeholder work group began to examine the Common Standards for their applicability to all program types and program sponsors, it became clear that there should be consideration of the Common Standards from at least three different perspectives, and perhaps others as well.

The Induction Standards Design Team convened in response to SB 1209 with the charge of reviewing and revising standards as they apply to the Induction Program. Within this work, the design team has identified terms in the Common Standards that they believe are either not applicable or their applicability is unclear to induction programs.

In further analysis by staff, it appears that the Admission Standard is one where there are clear differences based on program types and sponsors and changes should be considered.

Within the work related to SB 2042 a group, including COA members, members of the Accreditation Study Work Group, and additional program leaders from intern programs, began to review the Commission's standards related to Intern programs during a meeting in July 2007. The group's review addressed the Multiple Subject and Single Subject Program Standards, but had not yet begun to focus on the Common Standards. The COA may wish to recommend that a similar group review the language related to intern programs and the Common Standards or the COA may wish to recommend the Commission adopt similar supplemental language for use with

the Commission’s revised Common Standards (2007). There may be other perspectives that are identified as the review continues, however, this item presents information about these three perspectives at this point in time.

The adopted Common Standards are provided beginning on page 6 of this item. After the COA’s discussion, staff will update the Commission at the June 2008 meeting, seek additional Commission direction, and prepare an agenda item for the COA’s August 2008 meeting.

Terms Identified as Unclear by the Induction Standards Design Team

Terms in the Commission’s Common Standards (2007) were identified by the Induction Standards Design Team as not clearly applicable to all types of program sponsors or all types of programs. Since all current induction programs are sponsored by local education agencies, charter schools, school districts or county offices of education, the terms that have been identified are the ones that do not seem to apply to these types of program sponsors or to a second tier preparation program where participants are not candidates for an initial teaching credential. The terms identified by the Design Team are listed in the table below and the Commission’s Common Standards (2007) are presented, beginning on page 6 of this item, with the terms underlined and in italics. In some cases, the Design Team has proposed possible alternative terms that could be used in the standard or included in a glossary.

Term	Possible alternative term(s)
Admission criteria	
Candidate	Participant
Certified	
Clinical experiences	
Clinical personnel	
Competency requirements	
Courses	Professional preparation, professional development
Course instructors	
Education unit	
Evaluated	
Faculty	Staff, Professional Developers
Faculty development	
Field and clinical supervision	
Field supervisors/field experience supervisors	
Institution	Program Sponsor, Local Education Agency
Library	Professional Development Resources
Multiple measures	
Professional placement	
Scholarship	
Selection of school sites	

Term	Possible alternative term(s)
Service	
Supervise/supervision/supervisory role	
Supervising personnel	
Unit	
Unit accountability	
Unit decision-making	
Unit evaluation	
Unit leadership	

Language Related to the Prior Admission Standard (1998)

Prior to the Commission’s current Common Standards, the Admission Standard was much more specific in reference to many of the Commission’s credential programs. Consideration might be given to proposing additional language to accompany the updated Admission Standard. Presented below is language related to the Commission’s prior Admission Standard and a variety of the Commission’s programs. After review of the language, the COA may want to recommend the Commission adopt similar language for use with the Commission’s revised Common Standards (2007). Or the COA may feel that the program specific language does not add additional specificity or that additional specificity is not necessary in the Common Standards and the recommendation would be not to add similar language to the updated Common Standards.

Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

- For *BCLAD* Emphasis Programs, *BCLAD* candidates must be assessed for language eligibility for entry into the program.
- For Middle Level Emphasis Programs, candidates must have academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Library Media Teacher Credential Program Admission Requirements - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.

Health Services/School Nurse Credential Programs Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution. Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

Preliminary Administrative Services Credential Programs - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

Professional Administrative Services Credential Programs - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

Language related to Intern programs

The prior Common Standards also included supplemental language specific to intern programs for most of the standards. Presented below is the language related to Intern programs and the prior Common Standards (1998) but staff has aligned the language with the revised Common Standards (2007).

Language applicable to Internship Programs aligned with the revised Common Standards

Standard 1: Educational Leadership

Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2: Unit and Program Evaluation System

The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 3: Resources

Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 5: Admission

Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

Standard 6: Advice and Assistance

Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Standard 7: Field Experience and Clinical Practice

The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Standard 8: Program Sponsor, District, and University Field Supervisors

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

Commission's Common Standards with Terms that might need Clarification Identified

COMMON STANDARDS (2007)

Common Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Common Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

Common Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library, digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Common Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Common Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

COMMON STANDARDS (2007)

Common Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidate's who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Common Standard 7: Field Experience and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Common Standard 8: Program Sponsor, District, and University Field Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students. Field supervisors are trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential.

Common Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.