

Common Standards: Language Review

**Professional Services Division
June 12-13, 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 and service credentials, at both the initial and advanced levels. The intent is not to change the substance of the Common Standards, but rather to ensure that the language of the Common Standards is sufficiently broad and clear to be applicable and understandable to all program types and all program sponsors.

The Commission requested that the COA discuss the Common Standards at its May meeting and that staff report back to the Commission on possible edits that would allow the Common Standards to better apply to and support all program sponsors and credential programs.

This discussion began at the May 2008 COA meeting and, because of its complexity and the need to include additional stakeholders, will continue at a COA working meeting scheduled specifically for this task. This item is the only item for the June 12-13, 2008 meeting.

Staff Recommendation

This is an information item. The products from the COA work meeting will be presented and discussed at the June 18-19, 2008 COA meeting in Item 13.

Reviewing the Language of the Common Standards

The background information found on pages 2-8 of this item is designed to support the discussion related to the Commission's Common Standards. Questions to be addressed during the COA working meeting include the following:

- What language in the adopted Common Standards is problematic for specific types of educator preparation programs or sponsors?
- What modifications should be made to ensure that the adopted Common Standards address all entities that sponsor educator preparation programs and all educator preparation programs?
- What terms should be in a Glossary designed to accompany the Common Standards?
- Should certain intern specific language be incorporated in the Preconditions for the intern programs rather than be in the Common Standards?
- Should there be Planning Prompts for the Common Standards? If yes, what should language of the planning prompts be?

Commission's Common Standards

Background Information for the June 12-13 Work Meeting

COA's Review of the Language of the Commission's Common Standards - Applicability to: 1) All Program Sponsors and 2) All Educator Preparation Programs

As the Common Standards were reviewed for their applicability to all program types and program sponsors, it became clear that there should be consideration of the Common Standards from many different perspectives.

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 adopted 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.

As the Induction Standards Design Team worked to revise the Induction Program Standards, it became clear that some of the language in the Commission's Common Standards does not clearly apply to programs offered by local education agencies.

At the May 2008 COA meeting, the discussion about the applicability of the Common Standards' language addressed the range of educator preparation programs that the Commission offers: teaching and service credentials for both initial and advanced credentials. The consensus was that the Common Standards should be reviewed with respect to each of these credential programs to ensure that the language of the standards is clear and applicable to each type of educator preparation program and all types of program sponsors. The June 12-13, 2008 working meeting was scheduled to address these issues.

The adopted Common Standards are provided beginning on page 7 of this item.

Language Applicable to the Full Range of Educator Preparation Programs Offered by the Commission

The Commission approves programs designed to prepare educators and other school personnel in a variety of areas. Teaching credentials can be earned in the following ten different areas. Each of the teaching credentials listed below has both a preliminary and clear level of the credential:

- Multiple Subject—Preliminary and Clear: *Designed for the self contained classroom, usually in the elementary school.*
- Single Subject—Preliminary and Clear: *Designed for the departmentalized classroom, usually in the middle and high school.*
- Education Specialists—Preliminary and Clear: *Designed for teaching individuals who have an Individualized Education Plan (IEP) in a regular classroom or a specialized setting.*
 - Mild/Moderate
 - Moderate/Severe
 - Deaf and Hard of Hearing
 - Visual Impairments
 - Physical and Health Impairments
 - Early Childhood Special Education

- Designated Subjects: *Designed for individuals teaching K-12 students or adults in technical, trade, or vocational courses which are part of a program of technical, trade, or vocational education.*
 - Career Technical Education—Preliminary and Clear
 - Adult Education—Preliminary and Clear

In addition, the Commission approves eleven different types of Services Credential programs. Service credentials authorize non-teaching services that are provided in the public schools, e.g., site administrators, school nurses, librarians, school counselors, school psychologists and school social workers. Service credentials may be earned in the following areas:

- Administrative Services—Preliminary and Clear
- Pupil Personnel Services—Clear
 - School Psychologist
 - School Counselor
 - School Social Worker
 - Child Welfare and Attendance
- Teacher Librarian Services
- Health Service: School Nurse—Preliminary and Clear
- Clinical or Rehabilitative Services—Clear
 - Audiology
 - Orientation and Mobility
- Speech Language Pathology—Clear
 - Language, Speech and Hearing

For the Administrative Services credential and the School Nurse credential, there are two levels to the credential: Preliminary and Clear (Tier II), much like the teaching credentials listed above. For the other Service credentials, there is a Clear level only.

For the credentials with two levels (Preliminary and Clear) the second level of the credential has either an explicit or implied requirement of experience while holding the first level of the credential prior to earning the second level credential. Therefore the approved program leading to the clear credential may have differing admission or field experience requirements than the current Common Standards address. The following chart provides additional information on the specific experience requirements of each of these credentials.

Type of Credential	Experience Required Prior to Earning the Clear Credential
Administrative Services	Minimum of two years of experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
Education Specialist	Minimum of two years of successful experience in a public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential, verified by the employer.
Multiple or Single Subject	An approved Induction Program. Currently all approved induction programs are sponsored by local education agencies (school districts or county offices of education) and require employment as a condition of entering the program.

Type of Credential	Experience Required Prior to Earning the Clear Credential
Designated Subjects	Verification by the employing LEA of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary teaching credential.
Health Services: School Nurse	Complete two years of successful experience as a school nurse.

In each of these cases, the individual who is working toward the clear credential might not be considered a credential “candidate” since he or she, by definition, holds a minimum of one other credential—the preliminary credential. In addition, in each of these programs, the individual must be employed as an admission requirement and, therefore, the ‘selection of school sites’ for ‘field experience’ addressed in Common Standard 7 may not apply as written.

This problem is not limited to participants of advanced or clear credentials. There are some preliminary preparation programs that require the individual to be employed and serving in the public schools prior to enrolling in the program. Specific Common Standards, e.g., 5: *Admission* and 7: *Field Experience and Clinical Practice*, may address issues that do not necessarily apply to these specific programs.

Type of Credential	To enroll in the Preliminary Preparation Program
Designated Subjects	Work experience is required for the credential and verification by the employing school district is required to begin the preparation program.
Health Services: School Nurse	The RN is required for the credential and verification by the employing school district is required to begin the preparation program.

Specific Common Standards Terms Identified as Unclear to One or More Types of Educator Preparation Programs

Some 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 currently, all induction programs are sponsored by local education agencies, charter schools, school districts or county offices of education, some terms used in the Common Standards do not apply directly to these types of program sponsors. Problematic terms were identified by the Design Team and are listed in the table below with some possible alternative terms proposed by the Design Team or the COA. The terms are underlined and italicized in the Commission’s Common Standards (2007) document, beginning on page 7 of this item.

Term	Possible alternative term(s)
Admission criteria	Eligibility criteria
Candidate	Participant
Certified	Certificated, credentialed
Clinical experiences	Classroom implementation
Clinical personnel	
Competency requirements	
Courses	Professional preparation, professional development
Course instructors	Professional Development Providers or Facilitators

Term	Possible alternative term(s)
Education unit	
Evaluated	
Faculty	Staff, Professional Developers
Faculty development	Professional development
Field and clinical supervision	Experience under supervision/guidance of an experienced individual
Field supervisors/field experience supervisors	Support provider
Institution	Program Sponsor, Local Education Agency-- See unit
Library	Information resources
Multiple measures	Evidence from multiple sources
Professional placement	Classroom experience
Scholarship	Professional development, research
Selection of school sites	
Service	Experience in the public schools
Supervise/supervision/supervisory role	For induction and other clear credential programs add support and mentor rather than supervise
Supervising personnel	For induction and other clear credential programs maybe the individual is a support and/or mentoring personnel
Unit	Unit: The regionally accredited or legally responsible entity sponsoring the program(s), e.g. college, university, school district, or county office of education.
Unit accountability	
Unit decision-making	
Unit evaluation	
Unit leadership	

To address the issue of problematic terms for these types of program sponsors the COA discussed the following two remedies. The first is to replace the terms with more generic terms that apply to all educator preparation programs. The second is to develop a glossary to provide additional information to clarify the meaning of potentially confusing terms to sponsors. The COA cautioned that the concepts in the Common Standards need to be protected and not ‘watered down’ by utilizing more generic terms. This work will be addressed in the meeting scheduled for June 12-13, 2008.

Language related to Intern programs

The prior Common Standards included supplemental language specific to intern programs for most of the Common Standards. An intern delivery model is possible with specific teaching and services credentials:

Multiple Subject
Single Subject
Education Specialist

Administrative Services
Pupil Personnel Services: School Counseling
Pupil Personnel Services: School Psychology
Pupil Personnel Services: School Social Work

The current Common Standards contain no such supplemental language related to internship programs. The COA agrees that this intern-specific language needs to be reviewed and recommendations be made with respect to whether similar language should accompany the current Common Standards. This work will also be addressed in the meeting scheduled for June 12-13, 2008.

Presented below is the language from the 1998 Common Standards related to Intern programs, that CTC staff has aligned with the language with the revised Common Standards (2007).

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 STANDARDS (2007)

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 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 and 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.