

**Common Standards Glossary**  
**Professional Services Division**  
Professional Services Division  
August 2008

**Overview of this Report**

This item identifies additional proposed changes to the Common Standards Glossary that were developed at the June 2008, COA meeting, and during a CTC accreditation consultant meeting held in July 2008.

**Staff Recommendation**

This is an information item.

**Background**

The COA directed Commission staff to hold a stakeholder meeting to determine how well the language of the Common Standards addresses all credential programs that are, or will become, a part of the revised accreditation system, including induction programs. A meeting was held in June 2008, during which some COA members, Accreditation Study Work Group members, members of the induction standards Advisory Panel, and other interested parties discussed the common standards and identified terms that were problematic for applying the common standards to all types of credential programs and all types of program sponsors. The group agreed to develop a Glossary that would define key terms in the Common Standards that, on the surface, were not clear to some programs or sponsors.

In the context of discussing changes to the Common Standards language that occurred during the June 2008 meeting, the COA identified additional terms for the Common Standards Glossary. In addition, the Professional Services Division convened a meeting for all accreditation staff during which changes to the Common Standards and the Glossary were also discussed. At that time, additional changes to the Glossary were identified. This item identifies those additions and provides a possible definition.

Staff request that the COA discuss the proposed additions and identify any additional changes.

**Next Steps**

The staff will incorporate any changes recommended by the COA and will prepare the item to return to the COA for possible adoption.

**Proposed Glossary  
for the Commission's  
Common Standards**

**DRAFT Common Standards Glossary DRAFT**

<b>Term and Corresponding Common Standard</b>	<b>Definition</b>
<i>Admission Criteria</i> <sup>1</sup> 5	<ul style="list-style-type: none"> <li>• Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.</li> </ul>
<i>Assessment and Evaluation System</i> 2	<ul style="list-style-type: none"> <li>• A comprehensive and integrated set of procedures that measure candidate performance and, thereby, allow an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.</li> </ul>
<b>Authority</b>	<ul style="list-style-type: none"> <li>• An individual who has been granted, by the institution, the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.</li> </ul>
<i>Candidate</i> 1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> <li>• An individual participating in a credential program, whether for an initial or advanced level credential or authorization.</li> </ul>
<b>Certified, Certificated</b>	<ul style="list-style-type: none"> <li>• An individual holding a California educator credential appropriate to his/her role and/or responsibility.</li> </ul>
<i>Clinical Experiences</i> 3, 4, 7	See Field-Based Experiences
<i>Clinical Personnel</i> 3, 4, 7	<ul style="list-style-type: none"> <li>• P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.</li> </ul>
<b>Coach</b>	See District-Employed Supervisors
<i>Competency Requirements</i> 9	<ul style="list-style-type: none"> <li>• The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</li> </ul>
<b>Cooperating Teacher</b>	See District-Employed Supervisors
<i>Course Instructors</i> 4	<ul style="list-style-type: none"> <li>• Individuals who teach courses and/or provide instruction to candidates.</li> </ul>
<i>Courses</i> 1	<ul style="list-style-type: none"> <li>• CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.</li> </ul>
<b>Directing Teacher</b>	See District Employed Supervisors

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<b>Term and Corresponding Common Standard</b>	<b>Definition</b>
<b><i>District-Employed Supervisors</i></b> 8	<ul style="list-style-type: none"> <li>• Applies only to Level I Credential Programs</li> <li>• The master teacher, cooperating teacher, resident teacher, or other designated supervisory personnel who evaluate student teachers.</li> <li>• In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.</li> </ul>
<b><i>Evaluate, Evaluation</i></b> 2, 4, 7, 8	<ul style="list-style-type: none"> <li>• Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes.</li> <li>• Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.</li> </ul>
<b><i>Faculty</i></b> 1, 4	<ul style="list-style-type: none"> <li>• Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.</li> </ul>
<b><i>Field and Clinical Supervisors</i></b> 4, 7	<ul style="list-style-type: none"> <li>• Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> </ul>
<b><i>Field-Based Work or Experience</i></b> 3, 4, 7	<ul style="list-style-type: none"> <li>• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</li> </ul>
<b><i>Governance</i></b> 1	<ul style="list-style-type: none"> <li>• The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.</li> </ul>
<b><i>Information Resources</i></b> 3	<ul style="list-style-type: none"> <li>• Library and/or digital media resources, and information and communication technology resources available to candidates. to input, store, process, and communicate information.</li> </ul>

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<b>Term and Corresponding Common Standard</b>	<b>Definition</b>
<b><i>Institution</i></b> <b>1, 6</b>	<ul style="list-style-type: none"> <li>The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).</li> </ul>
<b><i>Instructional Personnel</i></b> <b>4</b>	<ul style="list-style-type: none"> <li>Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</li> </ul>
<b>Intern Program</b>	<ul style="list-style-type: none"> <li>A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators.</li> </ul>
<b>Intern Support Provider</b>	See District-Employed Supervisor
<b>Intern, Intern Teacher</b>	<ul style="list-style-type: none"> <li>A candidate who is participating in an Intern Program and who has responsibility for K-12 students as the teacher of record or performs other functions compatible with their intern authorization.</li> </ul>
<b><i>K-12 Student</i></b> <b>7</b>	<ul style="list-style-type: none"> <li>Refers to students enrolled in kindergarten through 12<sup>th</sup> grade.</li> </ul>
<b>Master Teacher</b>	See District-Employed Supervisor •
<b>Mentor</b>	See District-Employed Supervisor
<b><i>Multiple Measures</i></b> <b>5</b>	<ul style="list-style-type: none"> <li>The set of assessments and evaluative activities that provide data to determine a candidate’s progress with respect to acquisition of the set of knowledge, skills, and abilities required of the candidate.</li> </ul>
<b><i>P-12</i></b> <b>4,</b>	<ul style="list-style-type: none"> <li>Refers to the entire range of grades in which students are enrolled; preschool through 12<sup>th</sup> grade.</li> </ul>
<b><i>Partners</i></b> <b>7</b>	<ul style="list-style-type: none"> <li>Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, segments of an institution, county offices of education, and school districts.</li> </ul>
<b><i>Professional Development</i></b> <b>3,</b>	<ul style="list-style-type: none"> <li>Learning opportunities for individuals to develop new knowledge and skills such as inservice education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.</li> </ul>

*DRAFT Common Standards Glossary DRAFT*

<b>Term and Corresponding Common Standard</b>	<b>Definition</b>
<i>Professional Placement</i> <b>6</b>	<ul style="list-style-type: none"> <li>• A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate’s assigned location for field experiences.</li> </ul>
<i>Program</i> <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>	<ul style="list-style-type: none"> <li>• A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.</li> </ul>
<i>Program Completer</i> <b>2</b>	<ul style="list-style-type: none"> <li>• An individual who has completed a credential program,</li> </ul>
<b>Program Personnel</b>	See Instructional Personnel
<b>Program Supervisor</b>	<ul style="list-style-type: none"> <li>• For intern programs, see Field and Clinical Supervisors.</li> </ul>
<i>Qualified Personnel</i> <i>Qualified Persons</i> <b>3, 4</b>	<ul style="list-style-type: none"> <li>• Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.</li> </ul>
<i>Recognize</i> <b>4, 8</b>	<ul style="list-style-type: none"> <li>• To acknowledge and to appreciate the contributions and achievements of another member of the institution.</li> </ul>
<b>Resident Teacher</b>	See District-Employed Supervisor
<i>Scholarship</i> <b>1, 4</b>	<ul style="list-style-type: none"> <li>• Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.</li> </ul>
<b>Second Tier Credential Programs</b>	<ul style="list-style-type: none"> <li>• Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first tier credential to earn a second level credential.</li> </ul>
<i>Service</i> <b>1, 4</b>	<ul style="list-style-type: none"> <li>• Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual’s specialized knowledge and the institution and unit’s mission as preparers of educators.</li> </ul>
<i>Site-Based Supervising Personnel</i> <b>7</b>	See Field and Clinical supervisors
<i>Site Support Person</i>	<ul style="list-style-type: none"> <li>• For intern programs only.</li> </ul> See Field and Clinical Supervisors

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<b>Term and Corresponding Common Standard</b>	<b>Definition</b>
<i>Stakeholder</i> <i>1</i>	<ul style="list-style-type: none"> <li>Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution</li> </ul>
<i>Student</i> <i>7</i>	<ul style="list-style-type: none"> <li>In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12<sup>th</sup> grade, or adult education program.</li> </ul>
<i>Sufficient</i> <i>3</i>	<ul style="list-style-type: none"> <li>Adequate or ample to meet the need.</li> </ul>
<b>Supervising personnel</b>	<ul style="list-style-type: none"> <li>Program or field-based individuals who supervise, guide, direct, and evaluate candidates in a credential program. This supervision does not apply to evaluation for employment purposes.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>Activities undertaken to evaluate a candidate’s competence by a program or district supervisor designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.</li> </ul>
<b>Support Provider</b>	<ul style="list-style-type: none"> <li>A qualified individual who supports a candidate in his/her early teaching or service and assists in collecting evidence relating to the candidate’s competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.</li> </ul>
<i>Unit</i> <i>1, 6, 7</i>	<ul style="list-style-type: none"> <li>The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.</li> </ul>
<i>Unit Leadership</i> <i>1</i>	<ul style="list-style-type: none"> <li>Those individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, such as a college or university dean or director of teacher education, district superintendent or county office program director.</li> </ul>

<sup>1</sup>Italics indicate that the term is used in one of the Common Standards. The number following the term identifies the Common Standard(s) in which the term is found.