

**Plan to Transition BTSA Induction Programs into the  
Commission's Accreditation System  
Professional Services Division  
January 2009**

**Overview of this Report**

This agenda presents a plan to transition BTSA Induction Programs to the Commission's Accreditation system beginning July 1, 2009. Each approved BTSA Induction program would be assigned to one of the Commission's accreditation cohorts. The cohort assignment would take into account 1) the color cohort the institution is already assigned to if it sponsors other educator preparation programs, 2) recent BTSA Induction Program Review (IPR) activities, and 3) the prior BTSA IPR schedule.

**Staff Recommendation**

This is an action item. Based on the COA's discussion at the October meeting and subsequent work with the BTSA Induction Cluster Region Directors (CRDs), staff presents this plan for consideration and possible adoption. If the COA determines that significant modifications need to be made to the plan, staff can bring an updated plan to the April 2009 COA meeting for adoption.

**Background**

The August COA agenda item began the discussion of transitioning BTSA Induction programs into the Commission's accreditation system and posed some important questions about the transition of the programs into the accreditation system (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-08/2008-08-item-14.pdf>). The October 2008 COA agenda item (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-10/2008-10-item-16.pdf>) provided additional details about the BTSA Annual Improvement Plan process and the CRDs proposed a possible accreditation cycle for BTSA Induction programs (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-10/2008-10-item-16-insert.pdf>). In addition, the discussion at the October meeting identified that there is a distinction between the activities of the Commission's accreditation system and BTSA specific activities that funded BTSA programs complete as a condition of being funded by California.

The discussion at the October 2008 meeting provided feedback from the COA that it is important that all approved educator preparation programs participate in the Commission's accreditation system and that modifications to the system for a group of programs would need to have a compelling rationale. Provided below are four of the questions regarding moving BTSA Induction programs into the accreditation system and the staff's understanding of the COA's current thinking. The information below forms the basis for the transition plan discussed later in this item.

- 1. Should the evaluation activities for induction programs move to a 7 year cycle to align with other Commission approved credential programs? If yes, should the process begin in 2009-10 or 2010-2011?*

The movement of BTSA Induction programs to the 7 year evaluation cycle that all other educator preparation programs participate in has been supported during discussion by the CRDs and members of the COA. Therefore staff proposes that the programs move to the 7 year cycle of accreditation activities, beginning in 2009-2010. The induction programs would need to transition into the cycle, much like all other educator preparation programs did in the 2007-08 and 2008-09 years. The transition is discussed in more detail later in this agenda item.

2. *Currently Induction Programs participate in Peer Program Review (PPR) and submit an Annual Improvement Plan (AIP). Should these procedures be utilized in lieu of the Biennial Reports? If yes, what current BTSA Induction procedures, if any, would need to be modified to meet the needs of the Commission's accreditation system?*

The Biennial Reports are designed such that approved programs a) submit aggregated data, b) provide an analysis of the data, and c) identify any program modifications based on the analysis. The BTSA programs currently collect data, analyze the data and report on program modifications on an annual basis. The COA's discussion at the October 2008 meeting seemed to imply that BTSA Induction programs should participate in the accreditation activities as other educator preparation programs do; therefore, this information would be due to the Commission in years 1, 3, and 5 of the accreditation cycle. It would be up to the BTSA State Leadership team if approved BTSA Induction programs continued to submit information annually.

3. *Currently the site visit for Induction Programs addresses the concepts in the Commission's Common Standards and the Program Standards. The site visit in the Commission's revised accreditation system focuses primarily on the Common Standards and confirms the preliminary findings from Program Assessment. There is no process independent of the site visit for induction programs that satisfies the purpose of the Program Assessment activity in the Commission's accreditation system.*
  - *Should the induction site visit continue to focus on both the Common and Program Standard issues? If yes, what current BTSA Induction procedures, if any, would need to be modified to meet the needs of the Commission's accreditation system?*
  - *Or, should the program review for Induction Program Standards be separated from the site visit? If yes, would induction programs participate in Program Assessment as is currently designed?*

Program Assessment is designed to begin in year 4 and be completed by the middle of year 5 of the accreditation cycle. This provides information to the program sponsor and the COA a minimum of 1 year before the scheduled site visit. Staff proposes that BTSA Induction programs participate in Program Assessment. During this activity, members of the Board of Institutional Reviewers (BIR) with expertise in Induction review the narrative response to the six Induction Standards and other documentation. If the program assessment identifies gaps or concerns, additional team members would be placed on the site visit team to gather information in the identified areas.

Within the Commission's revised accreditation system, the site visit focuses on both the Common and Program Standards—the emphasis is on the Common Standards, but individuals are confirming the preliminary findings from Program Assessment. The Common Standards portion of the site visit team might be as few as two individuals in the smallest institutions to as many as six or seven individuals for an institution with a large number of approved programs and a complex administrative structure, such as satellite campuses. In addition, the site visit team will have one to four individuals whose primary responsibility is to interview stakeholders and confirm that the program(s) is meeting the program standards. Smaller institutions, those with only one or two approved educator preparation programs would usually have one team member focusing on this task while the largest institutions might have four members focusing on the approved programs.

As with all institutions, it is the intention that approximately half the site visit team members will have participated in reviewing one of the institution's program assessment documents. This will ensure that individuals at the site visit have a contextual understanding of the institution and knowledge about the programs the institution offers. If the Program Assessment has identified concerns or questions about one (or more) program and how it is meeting the standards, then the site visit team would be augmented with additional team member (or members) whose responsibility is to focus on that program (or programs).

4. *Should the report from the induction site visit team be presented to the COA with an accreditation recommendation, allowing the COA to make an accreditation decision?*

There was support expressed by the COA and the BTSA CRDs that the reports from the site visit team should be presented to the COA and the COA will make the accreditation decision. With approximately 20 additional accreditation reports placed on the COA's agenda annually, it will be important to schedule sufficient COA meetings, most likely 6 full two-day meetings, and to schedule all accreditation activities to allow the COA adequate time to review and consider all accreditation decisions.

Currently the accreditation site visit 'season' is from mid February to mid May. If an institution is also accredited by NCATE and scheduled for a fall visit, the merged visit takes place in October or November. But no additional accreditation site visits have been scheduled for the fall. Maybe the fall months should be considered for additional accreditation site visits beyond the NCATE visits to allow the visits to be spread across the year more equally.

### **Plan to Transition BTSA Induction Programs into the Commission's Accreditation System**

Based on the discussions to date—with the COA and the BTSA CRDs—staff has developed a plan for transition of the BTSA Induction Programs into the Commission's accreditation system.

- Beginning in the 2009-10 year, BTSA Induction Programs would participate in all accreditation activities with the exception of the site visit to the Yellow Cohort Induction Programs. Since the BTSA Induction programs are moving into a complex accreditation system, where some of the activities are based on prior activities, there will need to be some modification in some of the activities until the programs are fully transitioned into

the Commission's accreditation system. The proposed accreditation activities by cohort are presented in Appendix A of this item.

- As of July 1, 2009 all initial approvals of BTSA Induction programs as educator preparation programs with the ability to recommend an individual for a Clear Credential would become the responsibility of the Committee on Accreditation.
- Staff would identify a color cohort for each approved BTSA Induction Program taking into consideration if the LEA is already assigned to a color cohort because it offers additional educator preparation programs (Appendix B), the 2006-07 and 2007-08 Induction Program Review activities programs have participated in, and factors to balance the number and types of institutions in the seven cohorts.
- The programs in the Orange, Blue and Violet cohorts would submit Biennial Reports in August, October or December of 2010 focusing on data collected during the 2009-2010 year.
- The programs in the Red cohort would participate in Program Assessment by submitting a current program narrative in October 2009 or January 2010. Induction programs would use their program narrative that was submitted by June 30, 2009 for Program Assessment unless some significant modification has been made between submitting the narrative in June 2009 and the submission date of October 2009 or January 2010. Members of the BIR with expertise in Induction would review the program narrative, asking for additional information when necessary.
- In lieu of a site visit, the programs in the Yellow cohort would also participate in Program Assessment following the procedures identified in the item above.
- Staff would schedule additional BIR trainings to ensure that adequate number of individuals from the Induction community have the option to join the BIR and participate in the Commission's accreditation activities.
- The first BTSA Induction site visits would be to the Orange cohort in 2010-11 and these visits will focus equally on the Common and Program Standards since the institutions in the Orange cohort will not have completed program assessment prior to the site visit. Beginning with the Red cohort, in 2011-12, the site visit will focus primarily on the Common Standards and collect additional information to confirm the Preliminary Standard Findings from Program Assessment.
- Reports from the accreditation site visit will be presented to the COA. The site visit team will make a recommendation in the report on the appropriate accreditation decision. The team lead will present the report to the COA and the COA will make the accreditation decision.

**Staff Recommendations:**

That the COA take the following actions to move approved BTSA Induction Programs into the Commission's accreditation system:

1. As of July 1, 2009 all approved BTSA Induction Programs will participate in the Commission's accreditation system.
2. Direct staff to implement a reasonable transition plan to move the BTSA Induction programs into the Commission's accreditation system.

## Appendix A

### Proposed BTSA Induction Accreditation Activities Transition Plan

	<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>	<b>Indigo</b>	<b>Violet</b>
<b>2009-2010</b>	Program Assessment	Biennial Report	<i>Program<sup>1</sup> Assessment</i>		Biennial Report		Biennial Report
<b>2010-2011</b>	Biennial Report	<i>Site Visit<sup>2</sup></i>		Biennial Report		Biennial Report	Program Assessment
<b>2011-2012</b>	Site Visit <sup>3</sup>	Follow-Up Activities	Biennial Report		Biennial Report	Program Assessment	Biennial Report
<b>2012-2013</b>	Follow-Up Activities	Biennial Report		Biennial Report	Program Assessment	Biennial Report	Site Visit
<b>2013-2014</b>	Biennial Report		Biennial Report	Program Assessment	Biennial Report	Site Visit	Follow-Up Activities
<b>2014-2015</b>		Biennial Report	Program Assessment	Biennial Report	Site Visit	Follow-Up Activities	Biennial Report
<b>2015-2016</b>	Biennial Report	Program Assessment	Biennial Report	Site Visit	Follow-Up Activities	Biennial Report	
<b>2016-2017</b>	Program Assessment	Biennial Report	Site Visit	Follow-Up Activities	Biennial Report		Biennial Report

- <sup>1</sup> Instead of a site visit, programs in the yellow cohort will participate in Program Assessment during 2009-10.
- <sup>2</sup> Site visit will review both the Program Standards and the Common Standards since the programs will not have completed Program Assessment two years prior to the site visit.
- <sup>3</sup> Site visit will follow the Commission's revised model of focusing on the Common Standards and confirming the preliminary findings from the Program Assessment process.

## Appendix B

### Local Education Agencies that currently offer both a BTSA Induction Program and one or more other Commission-approved educator preparation programs

Institution	Current Cohort*
Butte County Office of Education	Orange
Compton Unified School District	Violet
Contra Costa County Office of Education	Red
Fresno County Office of Education	Green
High Tech High	Green
Imperial County Office of Education	Violet
Kern County Office of Education	Violet
Los Angeles County Office of Education	Green
Los Angeles Unified School District	Red
Mt. Diablo Unified School District	Blue
Oakland Unified School District	Red
Ontario-Montclair School District	Red
Orange County Office of Education	Blue
REACH	Red
Sacramento County Office of Education	Indigo
Santa Clara Unified School District	Yellow
San Diego County Office of Education	Green
San Diego Unified School District	Green
San Joaquin County Office of Education	Indigo
Santa Barbara County Education Office	Orange
Stanislaus County Office of Education	Yellow
Ventura County Office of Education	Yellow

\* It is likely that a few institutions will have their cohorts changed to provide for appropriate timing of accreditation activities for both the Induction and other educator preparation programs offered by the one institution.