

**Common Standards Glossary and the NCATE Crosswalk**  
**Professional Services Division**  
**January 2009**

**Overview of this Report**

The Commission adopted the COA's proposed edits to the Common Standards at its November 2008 meeting. Therefore the NCATE Crosswalk needs to be reviewed and updated to reflect the edits to the Common Standards. In addition, a few issues related to the Common Standards have been identified that could be addressed by the Glossary.

**Staff Recommendation**

Staff recommends that the COA review the proposed edits to the Common Standards Glossary and consider adoption of the edits. In addition, staff recommends that the COA review the revised NCATE Crosswalk and consider adoption of the revised crosswalk

**Background**

At the October 2008 meeting, the COA adopted the Common Standards Glossary (provided in Appendix A of this agenda item). The Glossary is designed to provide definitions of the terms found in the Common Standards and to be used by staff, institutions, and team members in the accreditation process. At the November 2008 Commission meeting, the Commission adopted the proposed revisions to the Commission's Common Standards.

After the Commission adopted the revised Common Standards in June 2007, the COA developed the NCATE Crosswalk and adopted the crosswalk at the October 2007 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2007-10/2007-10-item-10.pdf>). The crosswalk allows institutions to pursue both Commission and NCATE accreditation with one document written to the NCATE Unit Standards that also addresses the elements of the Commission's Common Standards identified as missing from the NCATE Unit Standards. With the adoption of the edits to the Common Standards, staff has revised the matrix to include the newly adopted Common Standard language. The revised matrix is presented for the COA's consideration and adoption in this agenda item.

**Common Standards Glossary**

The issue of candidates being treated equitably within their credential programs with respect to implementation of assessments has been identified as a concept that is not explicitly addressed in the Commission's standards. Although not specific to the teaching credentials only, with the implementation of the teaching performance assessment, this topic has been raised as an issue that should be addressed more specifically by the accreditation system. It seems that the Common Standards is the appropriate place to address this issue. Currently the definition of Assessment as presented in the Common Standards Glossary is as follows:

*Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. Information gained through assessment processes performed for the accreditation process is not used for employment purposes.*

Staff proposes that the definition of ‘Assessment’ be modified by inserting the second bullet below to read as follows:

- *Process to evaluate, appraise, or measure a candidate’s knowledge, skills and ability in relation to meeting the adopted program standards.*
- *Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the program.*
- *Information gained through assessment processes performed for the accreditation process is not used for employment purposes.*

If the COA believes the revised definition adequately addresses the issue of candidates being treated in a fair and equitable manner within an educator preparation program, the COA may wish to take action to adopt the revised definition. Alternatively, the COA may wish to discuss the definition and propose other edits to the Common Standards Glossary to address this issue.

### **Common Standards Crosswalk**

Staff has updated the CTC-NCATE Crosswalk with the edited Common Standards (see Appendix B beginning on page 8 of this agenda item). The sentences from the Common Standards that were edited are identified in italics in the matrix. The majority of the changes to the Common Standards were editorial in nature and do not impact the CTC-NCATE Crosswalk.

The only substantive changes made to the Common Standards were in *Common Standard 8: District Employed Supervisors*. The concepts in Common Standard 8 are addressed by NCATE *Unit Standard 3: Field Experiences and Clinical Practices* and *Standard 5: Faculty Qualifications, Performance, and Development*.

The updated crosswalk is presented in Appendix B of this agenda item for the COA to review and, if appropriate, adopt.

## Appendix A

### Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
<b>Admission Criteria</b>	<b>5</b>	<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>
<b>Assessment</b>	<b>2, 3, 9</b>	<ul style="list-style-type: none"> <li>• Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. Information gained through assessment processes performed for the accreditation process is not used for employment purposes.</li> </ul>
<b>Assessment and Evaluation System</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing 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>	<b>1</b>	<ul style="list-style-type: none"> <li>• An individual who the institution has granted 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>
<b>Candidate</b>	<b>1, 2, 3, 4, 5, 6, 7</b>	<ul style="list-style-type: none"> <li>• An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.</li> </ul>
<b>Certified, Certificated</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• To hold a California educator credential appropriate to his/her role and/or responsibility.</li> </ul>
<b>Clinical Experiences</b>	<b>3, 4, 7</b>	<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> <li>• See also Field-Based Experiences</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
<b>Clinical Personnel</b>	<b>3, 4, 7</b>	<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>Competency Requirements</b>	<b>9</b>	<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>Course Instructors</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Individuals who teach courses and/or provide instruction to candidates.</li> </ul>
<b>Courses</b>	<b>1</b>	<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>District-Employed Supervisors</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who <u>assesses</u> 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>Evaluate, Evaluation</b>	<b>2, 4, 7, 8</b>	<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>Faculty</b>	<b>1, 4</b>	<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>Field and Clinical Supervisors</b>	<b>4, 7</b>	<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> <li>• For intern programs, this individual may be called a Site Support Person.</li> </ul>
<b>Field-Based Work or Experience</b>	<b>3, 4, 7</b>	<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</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
		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.
<b>Governance</b>	<b>1</b>	<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>Information Resources</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Library and/or digital media resources, as well as information and communication technology resources available to candidates.</li> </ul>
<b>Institution</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>Instructional Personnel</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. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.</li> </ul>
<b>P-12 Student</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Refers to students enrolled in pre-school through 12<sup>th</sup> grade.</li> </ul>
<b>Multiple Measures</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.</li> </ul>
<b>P-12</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>Partners</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, county offices of education, and school districts.</li> </ul>
<b>Professional Development</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P-12 schools.</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
<b>Professional Placement</b>	<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>
<b>Program</b>	<b>all</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>
<b>Program Completer</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• An individual who has completed a credential program,</li> </ul>
<b>Personnel</b>	<b>3,7, 9</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> <li>• See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel</li> </ul>
<b>Qualified Persons, Qualified Members</b>	<b>4, 6</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>
<b>Recognize</b>	<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 or partner organization.</li> </ul>
<b>Scholarship</b>	<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 level/tier/preliminary credential to earn a second level credential.</li> </ul>
<b>Service</b>	<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>
<b>Site-Based Supervising Personnel</b>	<b>7</b>	<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> <li>• See Also Field and Clinical Supervisors.</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
<b>Stakeholder</b>	<b>1</b>	<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>
<b>Student</b>	<b>7</b>	<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>
<b>Sufficient</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Adequate or ample to meet the need.</li> </ul>
<b>Supervise</b>	<b>4</b>	<ul style="list-style-type: none"> <li>The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.</li> </ul>
<b>Supervisor</b>	<b>4, 8</b>	<ul style="list-style-type: none"> <li>For intern programs, 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> <li>See Also Field and Clinical Supervisors.</li> </ul>
<b>Supervision</b>	<b>3, 8</b>	<ul style="list-style-type: none"> <li>Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.</li> </ul>
<b>Support</b>	<b>1, 3, 4, 5, 6, 7, 8, 9</b>	<ul style="list-style-type: none"> <li>Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes 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>
<b>Unit</b>	<b>1, 6, 7</b>	<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>
<b>Unit Leadership</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority 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 a director of teacher education, district superintendent or county office program director.</li> </ul>

*Italics* indicate that the term does not appear in the Common Standards.

## Appendix B

### Proposed CTC-NCATE Crosswalk

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p> <p>1a. Content Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1b. Content Knowledge for Other Professional School Personnel</p> <p>1c. Pedagogical Knowledge for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1d. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1e. Professional Knowledge and Skills for Other School Personnel</p> <p>1f. Dispositions for All Candidates</p> <p>1g. Student Learning for Teacher Candidates (<i>Initial and Continuing Preparation of Teachers</i>)</p> <p>1h. Student Learning for Other Professional School Professionals</p>	<p><b>Standard 5: Admissions</b></p> <p>5.1 In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.</p> <p>5.2 Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</p> <p><i>5.3 The unit determines that admitted candidates have appropriate pre-professional experiences and 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.</i></p> <p><b>Standard 9: Assessment of Candidate Competence</b></p> <p>9.1 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.</p> <p>9.2 Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.</p>

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 2: Assessment System and Unit Evaluation</b> The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit, and its programs.</p> <p>2a. Assessment System</p> <p>2b. Data Collection, Analysis, and Evaluation</p> <p>2c. Use of Data for Program Improvement</p>	<p><b>Standard 2: Unit and Program Evaluation System</b></p> <p><i>2.1 The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.</i></p> <p>2.2 The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations.</p> <p><i>2.3 Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</i></p> <p><b>Standard 6: Advice and Assistance</b></p> <p>6.4 Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
<p><b>Standard 3: Field Experiences and Clinical Practice</b> The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p> <p>3a. Collaboration between Unit and School Partners</p> <p>3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn</p>	<p><b>Standard 7: Field Experiences and Clinical Practice</b></p> <p><i>7.1 The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based 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 P-12 students meet state-adopted academic standards.</i></p> <p><i>7.2 For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel.</i></p> <p><b>Standard 8: District Employed Supervisors</b></p> <p><i>8.1 District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p> <p><i>8.2 A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.</i></p> <p><i>8.3 Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 4: Diversity</b> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</p> <p>4a. Design, Implementation, and Evaluation of Curriculum and Experiences</p> <p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Candidates</p> <p>4d. Experiences Working with Diverse Students in P-12 Schools</p>	<p><b>Standard 4: Faculty and Instructional Personnel</b></p> <p>4.3 They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity.</p> <p><b>Standard 5: Admissions</b></p> <p>5.2 Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</p> <p>5.3 <i>The unit determines that admitted candidates have appropriate pre-professional experiences and 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.</i></p> <p><b>Standard 7: Field Experiences and Clinical Practice</b></p> <p>7.3 <i>Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</i></p>
<p><b>Standard 5: Faculty Qualifications, Performance, and Development</b> Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p> <p>5a. Qualified Faculty</p> <p>5b. Modeling Best Professional Practices in Teaching</p> <p>5c. Modeling Best Professional Practices in Scholarship</p> <p>5d. Modeling Best Professional Practices in Service</p> <p>5e. Collaboration</p> <p>5f. Unit Evaluation of Professional Education Faculty Performance</p> <p>5g. Unit Facilitation of Professional Development</p>	<p><b>Standard 4: Faculty and Instructional Personnel</b></p> <p>4.1 <i>Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.</i></p> <p>4.2 <i>Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.</i></p> <p>4.4 <i>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</i></p> <p>4.5 <i>They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.</i></p> <p>4.6 <i>The institution provides support for faculty development.</i></p> <p>4.7 <i>The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</i></p> <p><b>Standard 8: District Employed Supervisors</b></p> <p>8.1 <i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p> <p>8.3 <i>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>

NCATE Unit Standards (2006)	California's Common Standards (2008)
<p><b>Standard 6: Unit Governance and Resources</b>            The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.</p> <p>6a. Unit Leadership and Authority</p> <p>6b. Unit Budget</p> <p>6c. Personnel</p> <p>6d. Unit Facilities</p> <p>6e. Unit Resources including Technology</p>	<p><b>Standard 1: Educational Leadership</b></p> <p>1.1 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.</p> <p>1.2 <i>The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.</i></p> <p>1.3 <i>Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.</i></p> <p><b>Standard 3: Resources</b></p> <p>3.1 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.</p> <p>3.2 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.</p> <p>3.3 Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs.</p> <p>3.4 A process that is inclusive of all programs is in place to determine resource needs.</p>

After a careful review of both sets of standards, the Committee on Accreditation (COA) determined that a California institution that addresses the adopted NCATE Unit Standards (2006) has adequately addressed California's Common Standards (2008) except for the four statements below. The following Common Standards (2008) are not adequately addressed by the NCATE Unit Standards (2006) and must be addressed by all California institutions responding to the NCATE Unit Standards.

**Standard 1: Standard 1: Educational Leadership**

- 1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

**Standard 6: Advice and Assistance**

- 6.1 *Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.*
- 6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements.
- 6.3 *The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.*

If you have questions about this CTC/NCATE Crosswalk, please contact Teri Clark ([tclark@ctc.ca.gov](mailto:tclark@ctc.ca.gov)).