

Continued Discussion of Common Standard Rubrics

Professional Services Division

April 2009

Overview of this Report

This agenda item presents the updated version of the descriptors for the nine Common Standards for COA discussion.

Staff Recommendation

This is an information item.

Background

The October 2008 COA agenda item (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-10/2008-10-item-15.pdf>) on the draft Common Standards Rubrics presented a two-level descriptor where one descriptor described the standard as “Not Met” and the other descriptor described the standard as “Met.” The October item presented draft language for three of the nine Common Standards. The COA expressed support for the two-level rubric and requested that staff return with additional language for the descriptors.

The January 2009 COA agenda item (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-01/2009-01-item-14.pdf>) presented draft language of a two-level descriptor for the Commission’s nine Common Standards. The COA reviewed the draft language and suggested edits. This agenda item presents the revised language for the COA’s review.

The proposed edits are shown as ~~strikeout for deletions~~ and *italics for additions*. Standards 2 and 3 were not reviewed at the January meeting, but Standard 2 had been reviewed at the October 2008 meeting. The following groups of COA members worked on the text.

Standard 1: Gary Kinsey, Dana Griggs, Sue Teele and Joyce Abrams

Standards 4-6: Karen O’Connor, Nancy Watkins and Ruth Sandlin

Standards 7-9: Carol Leighty, Joseph Jimenez, Reyes Quezada, and Ellen Curtis-Pierce

Staff requests that the COA review the draft language. Please provide edits to grammar and spelling in writing to staff. During the meeting substantive issues will be discussed. Staff will then work on the next version of the descriptors.

Next Steps

After the COA’s discussion at the April meeting, staff will update the draft descriptors and post the descriptors for stakeholder feedback. This item will return to the COA at the June meeting for consideration and possible adoption.

DRAFT Common Standard Rubrics for COA Discussion

Standard 1: Educational Leadership	
Not Met	Met
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.	
The institution has either not created or not articulated a <i>written</i> vision for educator preparation. The institution's vision is not research-based. The institution's vision is not responsive to the adopted standards or curriculum frameworks.	The institution has <i>described the process used in creating their vision</i> for educator preparation. and continues to articulate a <i>The vision that is research-based and is responsive clearly aligned with the adopted standards and curriculum frameworks. The institution describes the process for re-examining the vision in order to keep it current with the field.</i>
The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.	
The institution's vision does not provide direction for one or more of the aspects of the program(s) or the procedures of the education unit.	The institution's vision clearly provides direction for all aspects of <i>all</i> program(s) including <i>courses, field experiences, and assessment</i> and procedures .
The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.	
The institution does not actively involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, or governance of all programs.	The institution <i>clearly, and in detail, describes how it actively involves the faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and governance of all programs. Evidence in support of involvement is available.</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.	
The leadership of the unit does not have the authority or support within the larger institution to put effective strategies into place. The leadership of the unit does not consider the needs of each program with in the institution.	The leadership of the unit has the authority and institutional support to put effective strategies in place. <i>The unit has clearly described who is involved, the process and timelines it uses to meet the needs of each program. The leadership of the unit ensures that the needs of each program are considered.</i>
The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	
The unit has not implemented a process that ensures that individuals recommended for a credential have completed all credential requirements. The unit does not have a monitoring process to confirm that all individuals recommended for a credential have met all requirements.	The unit has <i>described and implemented</i> a process that ensures that all candidates recommended for a credential have met all credential requirements. The unit has a monitoring process in place to confirm that all individuals recommended for a credential have met all requirements.

Common Standard 2: Unit and Program Assessment and Evaluation*

Not Met

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.

The institution does not have an assessment and evaluation system that reflects professional, state, and institutional standards. The institution has not involved its professional community in the development of its system. The institution's assessment system is limited in its capacity to monitor candidate performance, institution operations, and programs. Decisions about candidate performance are based on a single or few assessments. Assessments may only be used at admission into programs, some transition points, and/or program completion. The institution has not examined possible sources of bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and institution operations.

The institution has an assessment and evaluation system that reflects professional, state, and institutional standards. The institution regularly involves its professional community in the evaluation of its system. The institution's system includes comprehensive and integrated assessment procedures to monitor candidate performance and manage and to improve the institution's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The institution has taken effective steps to eliminate bias in assessments and is working to ensure the fairness, accuracy, and consistency in its assessment procedures and institution operations.

The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations.

The institution does not use multiple assessments to collect data on applicant qualifications, candidate proficiencies, program completers, institution operations, and program quality. The institution does not regularly or comprehensively aggregate, summarize, or analyze assessment and evaluation information about the institution's operations, its programs, or its candidates. The institution cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The institution does not maintain a record of formal candidate complaints or document the resolution of complaints. The institution does not use information technologies to maintain its assessment system.

The institution maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, institution operations, and program quality. Using multiple assessments from internal and external sources, the institution collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. These data are regularly and systematically collected, aggregated, summarized, and analyzed to improve candidate performance, program quality, and institution operations. The institution disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The institution maintains records of formal candidate complaints and documentation of their resolution. The institution maintains its assessment system through the use of information technologies appropriate to the size of the institution and institution.

Common Standard 2: Unit and Program Assessment and Evaluation*, continued

Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and are used for improvement purposes.

The institution makes limited or no use of data collected, including candidate or program completer performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The institution fails to make changes in its courses, programs, or clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty does not have access to candidate assessment data and/or data systems. Candidates and faculty are not regularly provided formative feedback based on the institution's performance assessments.

The institution regularly and systematically uses data, including candidate and program completer performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The institution analyzes program evaluation and performance assessment data to initiate changes in programs and institution operations. Faculty has access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates by faculty who help them reflect on and improve their performance and programs.

**Adapted from the NCATE Unit Standard 2 Rubric*

Standard 3: Resources	
Not Met	Met
The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.	
The institution does not provide the unit with adequate budget, personnel, facilities or other resources to support its programs.	The institution provides the unit with the budget, personnel, facilities and other resources to support its programs.
Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.	
The lack of sufficient resources in one or more of the following areas coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management impacts effective operation.	The unit allocates sufficient resources in the areas of coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.
Sufficient information resources and related personnel are available to meet program and candidate needs.	
The unit does not have sufficient information resources and related personnel to meet the program or candidate needs.	The unit has sufficient information resources and related personnel to meet the program and candidate needs.
A process that is inclusive of all programs is in place to determine resource needs.	
The unit does not consider all educator preparation programs when allocating resources.	The unit has a process to include all programs in the process to allocate resources.

Standard 4: Faculty and Instructional Personnel*	
Not Met	Met
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.	
The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.	Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but may not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.
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.	
Professional education faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning.	Professional education faculty have a thorough understanding of the content they teach. Teaching by Professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning, assess candidate performance and use that information to inform instruction. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles.
They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.	
Professional education and school unit faculty have limited knowledge and experiences related to <i>preparing candidates to work with diversity</i> . The unit has not demonstrated good-faith efforts to recruit and maintain male and female faculty from diverse ethnic/racial groups <i>faculty diversity</i> .	Faculty with whom candidates work in professional education classes and clinical practice Professional education faculty have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.
They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.	
Faculty and instructional personnel have little to no experience with academic content standards, curriculum frameworks and accountability systems of the public schools.	Faculty and instructional personnel understand the academic content standards, curriculum frameworks and accountability systems <i>and their uses in the public schools</i> .

Standard 4: Faculty and Instructional Personnel*, continued

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.	
Faculty and instructional personnel do not work with P-12 colleagues and members of the larger education community regularly or systematically. When collaboration does take place, it may not focus on improving teaching, candidate learning and educator preparation.	Faculty and instructional personnel work with P-12 colleagues and members of the larger education community. The work takes place regularly and systematically. The focus of the <i>There is evidence that collaboration is to supports and</i> improves teaching, candidate learning and educator preparation.
The institution provides support for faculty development.	
Professional development is not related to faculty evaluations or new information in the field. The unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations and/or new developments in the field, the unit provides opportunities for faculty to acquire new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity <i>and</i> technology.
The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.	
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice <i>or make decisions about continued work within the program.</i>	The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.

**Portions adapted from the NCATE Unit Standard 4 and 5 Rubrics*

Common Standard 5: Admissions	
Not Met	Met
In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.	
The unit has no articulated admission process and does not ensure that all admitted applicants have met all Commission-adopted requirements.	The unit has an articulated admission process that evaluates all applicants and admits only those who meet the admission criteria, including Commission-adopted requirements.
Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.	
The unit has not demonstrated efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.	The unit values diversity and makes efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.
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.	
The unit does not have a process to ensure that all candidates admitted to all credential programs have the personal qualities and pre-professional experiences, including sensitivity to California's student population, that suggest a strong potential for success.	The unit has a process whereby each individual granted admission to a credential program has the personal qualities and pre-professional experiences, including sensitivity to California's student population, that suggest a strong potential for success.

Standard 6: Advice and Assistance	
Not Met	Met
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.	
<i>People assigned to advise may not have up-to-date program information. Candidates may get conflicting information from a variety of sources.</i>	The unit clearly articulates those who are assigned to advise applicants and ensures that they are qualified, <i>accessible</i> , and have correct up-to-date information.
Appropriate information is accessible to guide each candidate's attainment of all program requirements.	
Information is unavailable, or out of date.	Current, accurate information is accessible <i>and provided</i> to candidates.
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.	
There are no documented procedures for determining whether candidates are suited for entry or advancement in the education profession. Not <i>There are no</i> procedures and processes to provide support and assistance to candidates.	There are clearly documented procedures to provide support and assistance to candidates. Procedures are in place in order to retain 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.	
There is no evidence that information on candidate progress and performance is used to guide <i>advisement</i> and assistance for candidates.	There is a clear link that evidence regarding candidate progress and performance is consistently utilized to guide <i>advisement and assistance efforts for candidates.</i>

Common Standard 7: Field Experiences and Clinical Practice	
Not Met	Met
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.	
The unit's school partners do not participate in the design, delivery, or evaluation of <i>a planned sequence</i> of field experiences or clinical practice. Field experiences do not support candidates in developing and demonstrating the knowledge and skills necessary to support student learning. The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them.	The unit, its school partners, and other members of the professional community design, deliver, and evaluate <i>a planned sequence</i> of field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.
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.	
Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools or districts.	The unit and its school partners jointly determine the criteria for placement of student teachers, interns, and other school personnel to provide appropriate learning experiences. The unit and its school partners collaborate on the criteria for selecting school sites, effective clinical personnel, and site-based supervising personnel.

Common Standard 7: Field Experiences and Clinical Practice

Not Met	Met
<p>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.</p>	
<p>Not all candidates participate in field experiences or clinical practices with students with disabilities or with students from ethnic/racial, gender, language, and socioeconomic groups. Candidates are not given feedback to help them reflect on diversity or develop skills for having a positive effect on student learning for all students. Candidates do not receive feedback on their ability to meet the needs of all students.</p>	<p>Field experiences or clinical practice provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice. so that Candidates can develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn. Candidates’ reflections upon their ability to ensure that all students learn is assisted by peers and supervisors.</p>

Standard 8: District-Employed Supervisors

Not Met	Met
<p>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</p>	
<p>The institution does not ensure that all site based, district employed supervisors have the appropriate credentials and experience in the activities authorized by the candidate’s prospective credential.</p>	<p>The institution ensures that all site based, district employed supervisors have the appropriate credentials and experience in the activities authorized by the candidate’s prospective credential.</p>
<p>A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.</p>	
<p>The institution does not have clear processes for selecting supervisors. When supervisors are selected, it is not based on clearly identified criteria that ensures they are knowledgeable and/or supportive of the academic content standards.</p>	<p>The institution has clear processes for selecting supervisors, based on clearly identified criteria. Supervisors are knowledgeable and supportive of the academic content standards.</p>
<p>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	
<p>The institution does not ensure that supervisors are oriented to their role and provided training, if necessary. Supervisors are not evaluated or recognized in a systematic manner.</p>	<p>The institution ensures that supervisors are oriented to their role and provided training, if necessary. Supervisors are evaluated and recognized in a systematic manner.</p>

Standard 9: Candidate Assessment*	
Not Met	Met
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.	
Candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards. <i>Candidates do not demonstrate a professional disposition to ensure that all students learn.</i> Candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.	Candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. <i>Candidates demonstrate a professional disposition to ensure that all students learn.</i> Candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.
Assessments indicate that candidates meet professional, state, and institutional standards.	
The institution does not have processes and procedures in place to ensure that all candidates are assessed or the assessments do not focus on professional, state, and institutional standards. <i>The results of assessments do not indicate that candidates meet professional, state and institutional standards.</i>	The institution has processes and procedures in place to ensures that all candidates are assessed and the assessments focus on professional, state, and institutional standards. <i>Results of assessments indicate that candidates meet professional, state and institutional standards.</i>

**Portions adapted from the NCATE Unit Standard 1 Rubric*