

## **Institutions New to the Commission's Accreditation System May 2009**

### **Overview of this Report**

With the redesign of the Commission's accreditation system and the inclusion of all programs that prepare individuals for a credential or a certificate to teach or provide services in California's public schools, a number of institutions have been added to the accreditation system. For many of these institutions and the programs offered at the institution, some transitional challenges currently exist. As a result, the Committee on Accreditation may wish to consider modified procedures or reports as these programs move fully into the accreditation system over the next few years

### **Staff Recommendation**

This is an information item only.

### **Background**

The Accreditation Study Work Group (Work Group) and the COA made a number of recommendations to the Commission regarding the accreditation system for educator preparation in California. Included in the recommendations on which the Commission took action was the concept that all programs that lead to a credential, certificate or authorization should be included in the Commission's accreditation system.

Therefore, staff began working with program sponsors which were approved to offer educator preparation programs but had not previously been involved in the Commission's accreditation system. A number of technical assistance meetings were held to introduce the accreditation system to these institutions.

### **Types of Program Sponsors New to the Accreditation System**

Traditionally, institutions of higher education have prepared educators for California's public schools and the Commission's accreditation system has reviewed and accredited the institutions of higher education. The colleges and universities which elect to offer educator preparation programs are required to be regionally accredited by the Western Association of Schools and Colleges (WASC) or one of the other five regional accrediting bodies.

A few school districts and county offices of education have been approved to offer teacher preparation, both general and special education, through internship models since 1983. These district intern programs were initially excluded by law from the Commission's accreditation system. Beginning in 1997 district intern programs were included into the accreditation system. But due to the hiatus in accreditation activities from December 2002 through the 2006-07 year, many of the school districts or county offices of education have not had an accreditation site visit prior to the 2007-08 year.

Recently, school districts and county offices of education (LEAs) became eligible to offer preparation for school administrators and a number of districts and county offices are sponsoring preparation programs for school administrators. In addition, beginning in 1979, LEAs became

eligible to sponsor programs to prepare teachers for the Designated Subjects teaching credentials—Vocational/Career Technical Education and Adult Education. But the LEA based programs were not included in the Commission’s accreditation system.

In addition to school districts and county offices of education, other organizations are also eligible to offer administrative services educator preparation programs (preliminary and Tier II programs) as defined in Education Code §44270.6. The Association of California School Administrators (ACSA) sponsors a Tier II Guidelines-based Administrative Services preparation program. Standards Aligned Instructional Leadership (SAIL) and Boston Reed College also offer preparation for the Tier II Administrative Services credential. The Santa Barbara County Education Office sponsors a preliminary administrative services preparation program.

Specific types of educator preparation programs have been integrated into the Commission’s accreditation system since the restart of accreditation activities in fall 2006. Designated Subjects (Adult Education and Vocational/Career Technical Education) educator preparation programs sponsored by local education agencies (LEAs) had never been reviewed by the Commission’s accreditation system. Guidelines-based Administrative Services preparation programs had not previously been included in the accreditation system.

### **Current Challenges in Transitioning into the Accreditation System**

For these sponsors that are new to the Commission’s accreditation system, it has been a learning experience for both the institutions and staff. The challenges take several major forms.

First, institutions who have never been a part of the accreditation system are finding it necessary to become knowledgeable about expectations of the system. The Commission staff has been working closely with many of these institutions to assist in this effort, however, many institutional personnel are finding they need to create the very basic internal processes, procedures, and communication mechanisms necessary to take part in the accreditation system. For staff, educating the relevant stakeholders about the basics of accreditation, deadlines, and expectations has been critical. Staff also believes there is much work yet to be done with many of these institutions and programs.

Second, while the transitional issues related to the adoption of new standards is always difficult, it is particularly more complex with these programs. In part, this is due to the fact that programs are simply “figuring out” the new accreditation system simultaneously with attempting to make sense of the new standards. But it is also particularly difficult because of the different structure of the old standards to the new standards.

The standards for these two types of programs: Designated Subjects and Tier II Guidelines-based programs were not designed to be used in conjunction with the Commission’s Common Standards. For all other types of educator preparation programs, the institution must meet the Common Standards and then the specific program standards.

In the Designated Subjects, the program standards were developed and adopted before the Commission had Common Standards. So the concepts from the Common Standards are addressed in the program standards. For the Guidelines-based Administrative Services

programs, the original intention was that the programs would not address the Common Standards or participate in the accreditation system. But many of the concepts from the Commission's Common Standards are addressed in the Guidelines. Provided in Appendix A of this agenda item are alignment matrices for both the Adult Education and Guidelines-based Administrative Services program standards aligned to the Commission's Common Standards.

In addition, for both of these types of programs, two of the Common Standards are not applicable to the program. The Common Standards addressing field experience are not required in either program:

Common Standard 7: Field Experience and Clinical Practice

Common Standard 8: District-Employed Supervisors

The current program standards or guidelines do not require the traditional field experience or supervision from a district-employed supervisor as is required in all other educator preparation program. Therefore at a site visit where Designated Subjects and/or Guidelines-based Administrative Services educator preparation programs are offered, the team members must make adjustments in the evidence they are looking to examine. If a sponsor only offers a program or programs in Designated Subjects and Guidelines-based Administrative Services, then the accreditation site visit report will not provide information related to Common Standards 7 and 8. There is an accreditation report later on the May 2009 agenda from such an institution.

In addition, Vocational/Career Technical Education programs are in the process of transitioning from the prior standards (1993) to the recently adopted program standards (2008). This adds another layer of complexity to the reviews of some Designated Subjects teacher preparation programs. Once all CTE programs transition, then the CTE programs will be responding to the Commission's Common Standards and will address Common Standards 7 and 8. With the transition timeline that the Commission has published, the Vocational Education Programs that are reviewed in the 2009 year will be transitioning to the new Career Technical Education program standards by the end of 2010. The Adult Education program standards are currently out for stakeholder review and are returning to the Commission at the August 2009 meeting for possible adoption. During the 2010 accreditation site visits, institutions will be preparing to transition to the newly adopted adult education preparation program standards.

**Appendix A**

**Adult Education  
and  
Guidelines-based Administrative Services  
Alignment Matrices**

**Adult Education Program Standards and Common Standards Alignment Matrix**

<b>Adult Education Standards (1993)</b>	<b>Common Standards (2008)</b>
<p><b>1: Program Design, Rationale and Coordination</b> Each program of personalized preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.</p>	
<p><b>2: Attention to the Program</b> Ongoing attention is given to the effective operation of the program of personalized preparation, and administrative needs are addressed promptly.</p>	<p><b>1: Educational Leadership</b> The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>
<p><b>3: Resources Allocated to the Program</b> Sufficient resources are allocated to enable each program to fulfill the Standards in Categories I through III.</p>	<p><b>3: Resources</b> The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and</p>

<b>Adult Education Standards (1993)</b>	<b>Common Standards (2008)</b>
	candidate needs. A process that is inclusive of all programs is in place to determine resource needs.
<p><b>4: Qualifications of Faculty</b> All courses are taught and all field experiences are supervised by qualified persons.</p>	<p><b>4: Faculty and Instructional Personnel</b> 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. 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. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. 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. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.</p>
<p><b>5: Faculty Evaluation and Development</b> All faculty are evaluated regularly. The evaluation process contributes to faculty development. Outstanding teaching is recognized and rewarded.</p>	
<p><b>6: Program Development and Evaluation</b> There is a comprehensive, ongoing system of program development and evaluation which involves program participants and local practitioners and leads to substantive program improvement. Opportunities are provided for meaningful involvement by representative community groups in program development and evaluation decisions.</p>	<p><b>2: Unit and Program Assessment and Evaluation</b> The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>
<p><b>7: Acceptance of Candidates</b> There is an established set of current standards and criteria for accepting candidates into the program of personalized preparation.</p>	<p><b>5: Admission</b> In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that</p>

Adult Education Standards (1993)	Common Standards (2008)
	suggest a strong potential for professional effectiveness.
<p><b>Standard 8: Dissemination of Program Information</b> Candidates are informed of the requirements, standards and procedures that affect their progress and of the individuals, committees and/or offices that are responsible for operating each program component.</p>	<p><b>6: Advice and Assistance</b> 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. Appropriate information is accessible to guide each candidate's attainment of all program requirements. 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. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
<p><b>Standard 9: Advisement, Assistance and Retention</b> Qualified staff is assigned and available to advise candidates about their academic and professional development as the need arises. Candidates have adequate opportunities to acquire knowledge and skills to improve academic and occupational deficiencies. Only those candidates who are likely to attain the Standards of Candidate Competence and Performance in Category III are retained in the program.</p>	
<p><b>Standard 10: Diversity in Students and Communities</b> Candidates demonstrate knowledge and understanding of diversity in students and communities and demonstrate the ability to teach students from diverse backgrounds. Student and community diversity may include, but not be limited to, ethnic, cultural, gender, age, linguistic, educational and socio-economic differences. Diversity also includes individuals with special needs because of learning, physical, mental or emotional disability.</p>	
<p><b>Standard 11: Adult Learning Process</b> Candidates demonstrate knowledge of and the ability to apply adult learning and developmental theories prior to assuming teaching responsibilities or within the first two years of teaching.</p>	
<p><b>Standard 12: Instructional Practices</b> Candidates use a variety of instructional strategies, activities, and materials that are appropriate for adults with diverse needs and learning styles. Candidates are aware of the many roles and responsibilities that adult</p>	

<b>Adult Education Standards (1993)</b>	<b>Common Standards (2008)</b>
students have in their daily lives and take these factors into consideration in planning instruction. Candidates present ideas and instruction clearly and meaningfully to adult students.	
<b>Standard 13: Instructional Technology</b> Candidates use a variety of instructional technologies including, but not limited to, computer-based technology and its applications in educational settings, to enhance learning for students with diverse needs and learning styles.	
<b>Standard 14: Curriculum</b> Candidates are able to prepare course outlines consistent with state statutes, regulations and policies. Candidates prepare lesson plans that are well defined and appropriate for adults. Candidates demonstrate an awareness of curriculum development and that course outlines and lesson plans are part of an overall curriculum.	
<b>Standard 15: Evaluation of Instruction and Student Achievement</b> Candidates demonstrate the ability to plan and implement a variety of evaluation techniques to determine the extent to which pre-established goals are being met, including student learning and teacher effectiveness.	
<b>Standard 16: Counseling and Guidance</b> Candidates demonstrate the ability to recognize personal and academic problems of students and to identify appropriate school or community services available to students.	
<b>Standard 17: Community, Legislative and Occupational Relationships</b> Candidates are aware of community, legislative, and occupational relationships common to adult education, including knowledge of governing boards, delivery systems, school law and legislation, funding sources, and marketing/public relations.	
<b>Standard 18: Interpersonal Relations</b> Candidates demonstrate the ability to foster	

<b>Adult Education Standards (1993)</b>	<b>Common Standards (2008)</b>
respect and to promote positive interpersonal relationships in the classroom, school and community. Candidates demonstrate the ability to use motivational, group facilitation, and conflict resolution skills.	
<p><b>Standard 19: Determination of Candidate Competence</b>  Upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the candidate has satisfied each Standard in Category III. The LEA determines that each candidate has attained all standards as they relate to the teaching of the subject(s) to be authorized by the credential.</p>	<p><b>9: Assessment of Candidate Competence</b>  Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p>

**Administrative Services Guidelines and Common Standards Alignment Matrix**

<b>Administrative Guidelines (2004)</b>	<b>Common Standards (2008)</b>
<p><b>Guideline 1: Program Design and Coordination</b>  The program sponsor identifies the basis upon which decisions will be made in determining developmental objectives for each candidate in the program and for assessing the advancement of each candidate toward those objectives during the course of the program. The program is coordinated effectively, and key program personnel are identified and their responsibilities are clearly defined.</p>	<p><b>Parts of 1: Educational Leadership</b>  The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>
<p><b>Guideline 2: Evaluation of Program Quality</b>  The program sponsor conducts ongoing evaluation of the quality and effectiveness of the program for the purpose of identifying needs for program improvement and to ensure that the program is</p>	<p><b>2: Unit and Program Assessment and Evaluation</b>  The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects,</p>

<b>Administrative Guidelines (2004)</b>	<b>Common Standards (2008)</b>
<p>providing mentoring, support and assistance of high quality that is targeted to meet individual candidates' needs. The program sponsor maintains records of services provided to candidates, candidate assessments and other documentation of program and candidate activities for use in external program assessment activities to be conducted by the Commission.</p>	<p>analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>
<p><b>Guideline 3: Initial Assessment of Candidate Competence</b>  Within the candidate's first 90 days of employment in a position requiring possession of an administrative services credential, the program sponsor initially assesses candidates based on the program's general administrator performance expectations. This initial assessment includes a candidate self-assessment component in which the candidate describes current job responsibilities and challenges, and perceived personal strengths and weaknesses. The results of this initial assessment inform decisions concerning the administrator's needs and developmental objectives to be met during the course of the program. Mentoring, support and assistance activities initially focus on those areas in which the initial assessment indicates additional support is needed for the candidate to be successful in his/her current assignment.</p>	<p><b>Parts of 3: Resources</b>  The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p> <p><b>Parts of 5: Admission</b>  In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate 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.</p>

Administrative Guidelines (2004)	Common Standards (2008)
<p><b>Guideline 4: Individualized Mentoring Plan</b> The program sponsor establishes a process through which a mentoring plan is created for each administrator served by the program. The plan addresses the mentoring, support and assistance needs of each administrator, and may identify additional learning activities needed for the administrator’s professional development. The plan includes developmental objectives that the individual administrator is expected to meet over the course of the program.</p>	<p><b>Parts of 6: Advice and Assistance</b> 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. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. 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. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
<p><b>Guideline 5: Provision of Mentoring, Support and Assistance</b> The program sponsor provides mentoring, support and assistance that is designed to meet the individual administrator’s needs, and is conducted on a regular, ongoing basis throughout the course of, at minimum, the administrator’s first two years of administrative service while possessing the Preliminary Administrative Services Credential.</p>	
<p><b>Guideline 6: Mentor Qualifications and Assignment</b> The program sponsor establishes specific qualifications for the selection of lead mentors* and criteria to be used in determining the appropriate assignment of lead mentors to individual administrators served by the program. Qualifications for lead mentors include appropriate mentor training and experience. The program sponsor establishes an evaluation process for lead mentors and uses the evaluation results to amend mentor selection qualifications and/or training requirements, and to reassign or replace mentors as needed.</p>	<p><b>Parts of 4: Faculty and Instructional Personnel</b> 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. 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. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional</p>

\* “Lead mentor” refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator’s primary contact and to lead in the coordination of all mentoring activities.

Administrative Guidelines (2004)	Common Standards (2008)
	community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.
<p><b>Guideline 7: Assessment of Candidate Competence</b></p> <p>The program sponsor conducts ongoing assessment of the candidate’s competence based on the program’s general administrator performance expectations, and provides the results to the candidate and the candidate’s lead mentor to be used as an indicator of candidate progress, and to redirect the focus of mentoring, support and assistance, if needed. Prior to certifying that each candidate has completed program requirements, the program sponsor conducts a culminating assessment of the candidate’s competence based on the program’s general administrator performance expectations and the developmental objectives identified in the candidate’s individualized mentoring plan. Through this assessment the program sponsor and the lead mentor verify that the candidate has met the developmental objectives established in the individualized mentoring plan and has reached a level of administrative competence appropriate to merit recommendation for the Professional Clear Administrative Services Credential.</p>	<p><b>9: Assessment of Candidate Competence</b></p> <p>Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p>