

Update On The Conceptual Framework and Plan for Strengthening and Streamlining the Commission's Accountability System for Educator Preparation June 2014

Introduction

This agenda item provides an update on the efforts to streamline and strengthen the Commission's accountability system.

Staff Recommendation

No specific action is being recommended at this time.

Background

At the June 2014 Commission meeting, the Commission discussed the draft of the conceptual framework and plan for strengthening and streamlining the accountability system for educator preparation. The agenda item discussed by the Commission is included as Appendix A to this item.

Staff will provide the COA with an update on that discussion and request feedback for further consideration. This discussion will help inform future agenda items for the Commission as it continues to work on streamlining and strengthening the accountability system.

Professional Services Committee

**Draft Conceptual Framework and Plan for Strengthening and Streamlining the
Commission's Accountability
System for Educator Preparation**

Executive Summary: This item presents a conceptual framework and a plan for accomplishing the Commission's goals for strengthening and streamlining the Commission's accountability system for educator preparation for Commission consideration and potential action.

Policy Question: Do the draft conceptual framework and the plan for strengthening and streamlining the Commission's accountability system for educator preparation meet the Commission's objectives for ensuring high quality educator preparation in California?

Recommended Action: That the Commission approve the conceptual framework and the plan for strengthening and streamlining the Commission's accountability system for educator preparation in California.

Presenters: Cheryl Hickey and Phyllis Jacobson, Administrators, and Teri Clark, Director, Professional Services Division.

Strategic Plan Goal:

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Draft Conceptual Framework and Plan for Strengthening and Streamlining the Commission's Accountability System for Educator Preparation

Introduction

This agenda item presents for Commission consideration and potential action a draft conceptual framework for the Commission's accountability system for educator preparation, along with a plan of activities for accomplishing the Commission's objective to strengthen and streamline the Accountability system.

Background

In several recent Commission agenda items, the Commission has had the opportunity to discuss the strengths and weaknesses of the Commission's current accountability system for educator preparation in California and has discussed the broad direction for moving forward with strengthening and streamlining the existing system. In December 2013, the Commission discussed some of the feedback received as a result of numerous conversations with stakeholders and further identified some possible areas for strengthening and streamlining the Commission's accountability system (<http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2G.pdf>). Discussions with stakeholders continued throughout early 2014 to further inform this work and the results of these conversations were reported in the April 2014 Commission agenda item (<http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-4D.pdf>). While consensus had not yet been reached about the manner in which the Commission's accountability system should be modified, the April 2014 Commission agenda item noted some themes around which there appeared to be agreement emerging. These themes were as follow:

1. *Revisions to Standards* to refocus on essential elements of program quality, using clear and consistent language; to align the standards with the student academic content standards; to require a strong program clinical component; and to enable program flexibility and innovation.
2. *Revisions to the Accreditation System* to increase the use of reliable candidate and program outcomes data from a variety of sources and decrease reliance on extensive program narrative documentation; to target the efficient use of site visits to increase focus on issues arising from program document reviews while still conducting a comprehensive program review; and to identify both poor performing programs and those with exemplary practices and outcomes.
3. *Increasing the amount and scope of publicly-available information about the quality and outcomes of preparation programs* to increase transparency within the Accreditation

System, using, for example, a data dashboard for each accredited program that would contain a variety of data elements from multiple sources.

Stakeholder Meeting on Accountability

On May 8, 2014 staff held an Accountability Summit for all interested stakeholders to discuss the concepts that have arisen to date on this topic. Participants shared their various perspectives related to the essential elements of the current standards, discussed strategies for streamlining accreditation processes and presented ideas for enhancing the ability of the public to access important data about preparation programs. Participants shared ideas about what aspects of the current system should be maintained and which aspects should be streamlined or eliminated in an effort to both reduce the onerousness of the system while refocusing on the most important aspects of preparation.

A New Conceptual Framework for the Commission's Accountability System for Educator Preparation

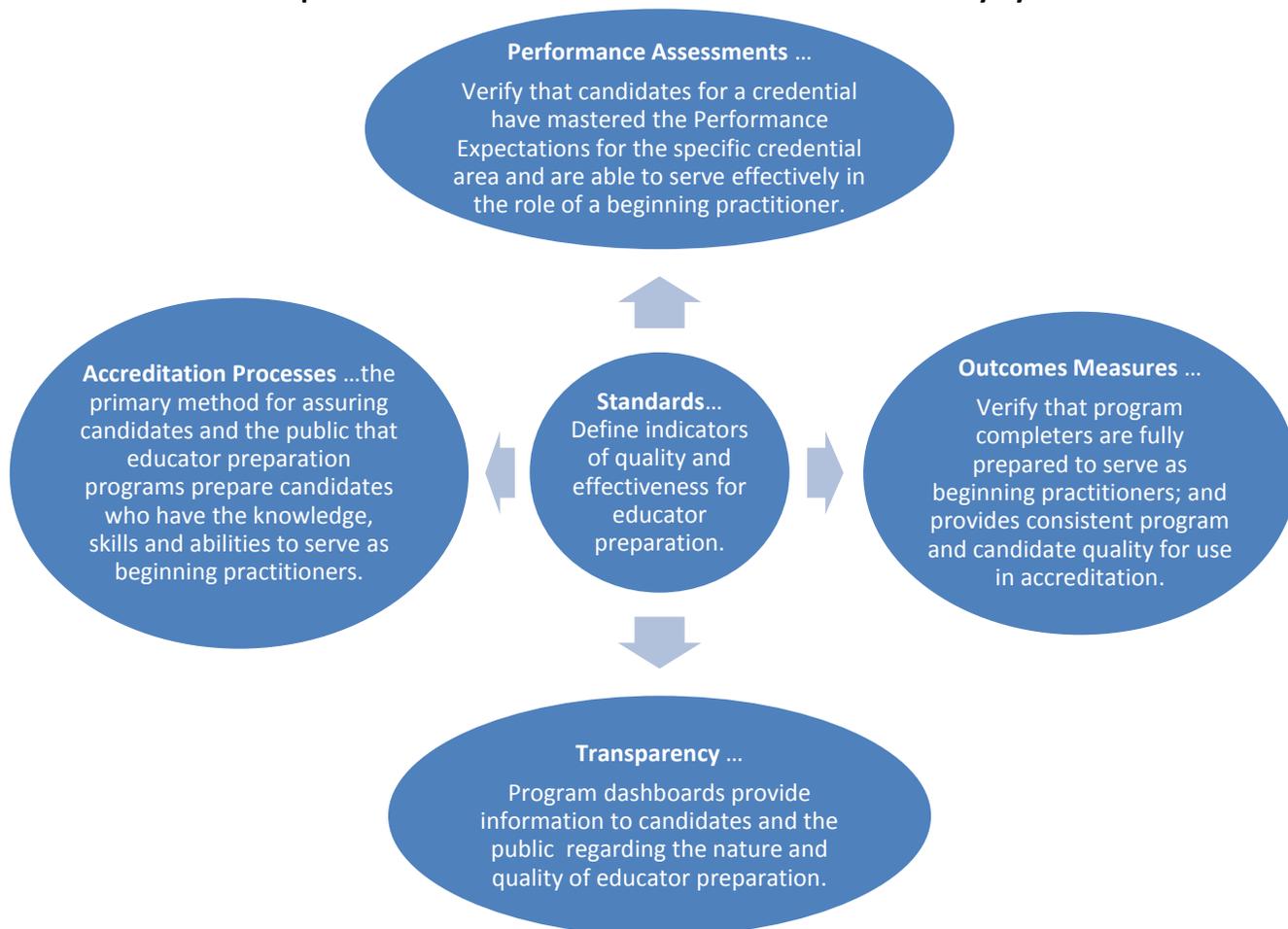
Taking into consideration all of the feedback received to date, it is clear that a new conception of what the Commission's Accountability System should consist of has been emerging. Broadly speaking, California's Educator Accountability System should be more than accreditation alone, as has historically been the major component and focus. Rather, the Accountability System should encompass all components and elements that together provide a clear picture of the quality and effectiveness of educator preparation in California.

In this new, broader view of the Accountability System, five interrelated and interdependent components summarize the universe of program quality and effectiveness elements and are proposed here as the basis for the draft Conceptual Framework for the Commission's revised Accountability System. These five components, each of which is described in greater depth below and each of which has a synergistic effect on the others, are as follows:

- Rigorous educator preparation **program standards**;
- Valid and reliable **performance assessments** that ensure candidate competence;
- A variety of reliable candidate and program **outcomes measures**;
- **Accreditation processes** that are cost effective, efficiently managed, and able to distinguish weak programs from highly effective programs and provide the Commission with the authority to act accordingly; and
- **Transparency** to the public, not only as relates to decisions and institutional reports, but also some common indicators for all programs.

The graphic below illustrates this proposed new conceptual framework:

Conceptual Framework for the Commission's Accountability System



Description of the Components of the Proposed Accountability System Conceptual Framework

As indicated above in both the narrative and the graphic, the proposed revised Accreditation System would be comprised of five key interrelated and interdependent components. Each component has its own purpose and role within the Accountability System and its own essential requirements that address quality indicators for that component consistent with discussions with the field and the emerging consensus as described above. Each component also has a synergistic effect on the other components, as no component could exist on its own and be sufficient to comprise in and of itself an effective Accountability System for the future.

In the following five charts, each individual component of the proposed Accountability System is more fully described in terms of:

- Its role and purpose within the Accountability Framework;
- Its essential requirements (i.e., quality indicators);
- The work that would need to be done to implement this component within the new Accountability System; and
- Estimated time frame for the proposed work to be completed.

Five Interrelated Components of the Accountability System

Standards	Performance Assessments	Outcomes Measures	Accreditation Process	Transparency
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Role/Purpose within the Accountability Framework

The Commission's program standards define indicators of quality and effectiveness for educator preparation.

Essential Requirements for Standards:

- Define candidate outcomes
- Are clear, well-organized, and non-duplicative
- Identify only the fundamental program elements needed to attain the specified candidate outcomes
- Allow for multiple program approaches to attain candidate outcomes (e.g., residency, extended clinical practice and fieldwork)
- Require programs to justify their program's educational philosophy and rationale
- Specify that candidates must be prepared to teach California's adopted K-12 student academic content standards and assure that programs verify candidate competency

What Needs to be Done?

- All teacher preparation standards will need to be streamlined and updated to reflect the essential requirements outlined above
- The Common Standards will need to be streamlined and updated to reflect the essential requirements outlined above
- Other preparation standards (e.g., Pupil Personnel Services, School Nurse) will need to be streamlined and updated to reflect the essential requirements outlined above

How Long Will This Take?

- Standards revisions have historically taken two years to complete and two years for implementation. On an expedited schedule, the Multiple and Single Subject Preliminary program standards revisions development could be completed by Spring of 2015 with the other preparation program standards following.

Five Interrelated Components of the Accountability System

Standards	Performance Assessments	Outcomes Measures	Accreditation Process	Transparency
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Role/Purpose within the Accountability Framework

Performance assessments verify that candidates for a credential have mastered applicable sets of knowledge, skills and abilities relevant to the specific credential area, and are able to serve effectively in the job role of a beginning practitioner.

Essential Requirements for the Next Generation of Performance Assessments:

- Defines the candidate outcomes to be measured on the assessment
- Focuses on candidate tasks that are clear, well-organized, and non-duplicative
- Meets industry standards of reliability and validity for both the instrument itself and for the ongoing scoring processes, whether the scoring process is centralized or locally-conducted.
- Assesses all appropriate content areas as determined by the Commission
- Describes the data services the model owner must provide, including candidate, program, and statewide level data useful for accountability system reporting
- Is guided by Common TPA implementation policies (e.g., content areas to be addressed, basis for scoring rubrics, faculty involvement)

What Needs to be Done?

- All Commission approved TPA models will need to align with Commission expectations
- Program standards related to implementation expectations for performance assessments will need to be revised as appropriate
- The Assessment Design standards need to be updated to reflect the essential requirements
- A determination will need to be made about what data elements should be reported, how often, and in what format
- A program candidate-level performance assessment for Preliminary Administrative Credential candidates needs to be developed, validated, and integrated into preparation programs for this credential.
- A plan for performance assessments or comparable measures in other credential areas (e.g., Education Specialist, services credentials) needs to be developed.

How Long Will This Take?

The length of time for this aspect will depend heavily on decisions that are made. Staff estimates the majority of this work will take place from Fall 2014 through Spring 2016.

Five Interrelated Components of the Accountability System

Standards	Performance Assessments	Outcomes Measures	Accreditation Process	Transparency
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Role/Purpose within the Accountability Framework

Outcomes measures serve to verify that candidates for a credential have been fully prepared to serve as beginning practitioners; measure candidate competencies and outcomes not otherwise addressed in performance assessments; and provide consistent program and cross-program quality data as well as consistent candidate quality data to the accountability system, as specified by the Commission.

Essential Requirements for Outcomes Measures:

- Define the candidate and/or program outcomes to be measured within the preparation program that are not unnecessarily duplicative of candidate competencies measured and reported through performance assessments
- Designed to obtain program-level data from program completers and employers of program completers within the educator preparation system about the quality of preparation (i.e., a range of surveys for program completers and employers of program completers)
- Provide for results that can be used within the Accountability System, in the manner specified by the Commission, to indicate program quality as well as to inform accreditation decisions

What Needs to be Done?

- The range of the Commission's preparation program standards needs to be updated to reflect the essential requirements outlined above concerning measurement of candidate and program quality outcomes
- The range of surveys currently under development need to be finalized for completers and employers of program completers, for all credential preparation programs
- The range of surveys, once finalized, need to be administered to completers and employers of program completers, and the data received need to be analyzed and reported within both the Accountability System and as part of the Transparency component
- The Biennial Report within the Accreditation System needs to specify the specific program outcomes measures to be reported (see also the Accreditation System component)

How Long Will This Take?

Teacher preparation program completer surveys are being piloted for a second year in 2013-14. The survey process will take one year to complete, including finalizing the surveys, sending them to target recipients, receiving feedback from participants, and reporting results.

Five Interrelated Components of the Accountability System

Standards	Performance Assessments	Outcomes Measures	Accreditation Process	Transparency
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Role/Purpose within the Accountability Framework

The Accreditation process serves as the primary method by which the Commission assures candidates and the public that the educator preparation programs offered in California are of sufficient quality to prepare candidates who have the knowledge, skills and abilities to serve as beginning practitioners.

Essential Requirements for the Accreditation System:

- Should focus on only those elements that are indicative of program quality and effectiveness
- Includes quantitative and qualitative outcomes data that support evaluation of program quality and effectiveness
- Should reduce reliance on extensive documentation and increase reliance on outcomes measures and data
- Should rebalance the focus of site visits to include both a comprehensive review of program quality elements as well as a more in-depth review of issues arising from review and analysis of outcomes data
- Facilitates accreditation decisions regarding the identification of programs that are not performing sufficiently
- Facilitates the identification of exemplary programs and/or practices

What Needs to be Done?

- Define those elements that are critical to be reviewed at the site visit in order to evaluate the full range of program services while still focusing on issues arising from candidate and programs outcomes data
- Revise the Biennial Report format to facilitate program reporting of outcomes data in a uniform manner across the state
- Revise the Program Assessment process to reduce reliance on extensive documentation
- Rebalance the focus of site visits as described above
- Enhance the Commission's ability to close non-performing programs
- Establish criteria and a process for identifying exemplary programs and/or practices

How Long Will This Take?

Most of the proposed activities could be accomplished by Spring 2015.

Five Interrelated Components of the Accountability System

Standards	Performance Assessments	Outcomes Measures	Accreditation Process	Transparency
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Role/Purpose within the Accountability Framework

Improving transparency will provide the public with information in a variety of formats to assure candidates and the public that the educator preparation programs offered in California are of sufficient quality to prepare candidates who have the knowledge, skills and abilities to serve as competent beginning practitioners.

Essential Requirements for Transparency:

- A “data dashboard” that provides information consistent across educator preparation programs regarding candidate and program quality outcomes and characteristics
- Information about specified aspects of educator preparation programs is easily accessible and presented in a manner understandable by the general public
- Transparency efforts, including but not limited to a data dashboard, help inform the public and accreditation activities
- Improved information and links to additional information related to candidate and program quality indicators and outcomes on the Commission’s webpage (including, for example, the annual Title II report and the annual Teacher Supply report)

What Needs to be Done?

- Define the elements of the “data dashboard”
- Establish a process for the collection data, the analysis of these data, and for the publication of the data dashboards for individual programs
- To determine whether and how the components of a data dashboard inform accreditation activities
- To redesign the Commission’s website to allow the public greater accessibility to specified information about preparation programs, accreditation decisions, and available program quality information

How Long Will This Take?

Work could begin in Fall of 2014 with the identification of data sources and development of common definitions. Preliminary data dashboard will begin being implemented in 2015.

Five Interrelated Components of the Accountability System

Proposed Work Plan to Implement the Components of the Accountability System

Because of both the breadth and the complexity of the work within each component and the necessary interrelatedness of the work across components to ensure a coherent Accountability System as a whole, staff proposes that a Steering Committee be appointed by the Executive Director to help organize the implementation of the various activities and serve as an advisory body to Commission and staff. In addition, staff proposes that each Accountability System component also have its own component-specific task group to help carry out the work plan activities.

Steering Committee

The Steering Committee, to be appointed by the Executive Director, would be responsible for overseeing the completion of tasks of each of the component-specific task groups. The chair of each component-specific task group would serve as a member of the Steering Committee, would participate fully as a member of the task group, and would report back on the nature of the conversations and the progress being made by the task group. Consistent with Commission policy, the Steering Committee would also include members nominated by the key stakeholder groups (the California Federation of Teachers, the California Teachers Association, the Association of California School Administrators, the California School Boards Association, the University of California, the California State University, the Association of Independent California Colleges and Universities, and California County Superintendents Educational Services Association) as well as individuals selected by the Executive Director for their specific expertise. The Steering Committee as a whole would provide feedback to the task groups and would be, in collaboration with Commission staff, responsible for reporting to the Commission on the development of the new Accountability System.

Component-Specific Task Groups

Five component-specific task groups would be established, each chaired by a member of the Steering Committee. The five component-specific task groups would be:

1. Standards;
2. Performance Assessment;
3. Outcome Measures;
4. Accreditation Processes; and
5. Transparency.

The five task groups would typically meet in conjunction with one another to ensure coherence across the full scope of the accountability system.

Activities and Proposed Timeline

Appendix A includes a draft plan for accomplishing the work presented in this item. The table identifies specific activities, the purpose or objective of each activity and the anticipated timeline.

Five Interrelated Components of the Accountability System

Cost Implications

The initial cost estimate for the proposed work plan is at least \$100,000, which includes travel costs associated with the Steering Committee and subgroup meetings. While some of the work can be conducted through the use of technology, the steering committee and five work groups will need to hold meetings, and costs could increase depending on the frequency of the meetings and the scope and complexity of the work undertaken by each task group. The proposed activities that follow represent a significant investment in time and Commission resources. The Executive Director will work with staff to prioritize the work required to accomplish each of the tasks listed.

Five Interrelated Components of the Accountability System

**Appendix A
Proposed Work Plan
Accountability System for Educator Preparation**

Activity	Purpose/Objective/Comments	Timeline
<p>Standards: Review and Propose Revisions <i>Objective: To ensure that the Commission’s standards reflect the essential elements of a high quality educator preparation program, uses clear, concise, and consistent language, align with the K-12 academic content standards, and achieve other important priorities set forth by the Commission and as described below.</i></p>		
<p>Common Standards Revision</p>	<p>Working with the Standards Subgroup, accomplish the following:</p> <ol style="list-style-type: none"> 1) Identify essential elements of the Common Standards that should be maintained and those that are duplicative of program standards and can be eliminated. 2) Identify any new expectations for inclusion in subsequent versions of the Common Standards such as program impact or specific outcome measures 	<p>Summer-Fall 2014 Fall 2014-Spring 2015</p>
<p>Multiple/Single Subject Program Standard Revisions</p> <p><i>Note: All credential areas will need revision, but MS/SS credentials will take priority, followed by Ed Specialist, followed by the other preparation standards</i></p>	<p>Working with the Standards Subgroup, develop updated program standards for Multiple and Single Subject standards that accomplishes the following:</p> <ol style="list-style-type: none"> 1) Identify those aspects that are essential for inclusion in the next iteration of the standards and elimination of those aspects that can be left to program discretion. 2) Takes into consideration the report of the Special Education Task Force, as appropriate and as directed by the Commission, in developing the revised program standards for MS and SS preparation programs. 3) Strengthens the expectations around field experiences and clinical practices. This would include clear expectations around recruitment, selection, training and evaluation of all those who support the field experiences and clinical practices of candidates, minimum number of hours of field experiences and/or clinical practices, expectations for partnerships, and other expectations for field experiences. 4) Addresses the recommendations of the Teacher Preparation Advisory Panel related to the delivery of programs in an online setting and for different pathways. 5) Strengthens preparation of candidates to use instructional technology to enhance student learning. 6) Consider the need for a program effectiveness or impact standard that requires programs to demonstrate that their program includes some evidence of effectiveness with K-12 students. 7) Consider a structural design for standards that includes, but is not limited to: attention to program design grounded in research and evidence; strong field experiences; ‘opportunity to learn’ standards that identify what should be included in content, candidate assessment (formative and summative); and program effectiveness/impact. 	<p>Summer 2014 – Spring 2015</p>
<p>Education Specialist Program Standard Revision</p>	<p>The Special Education Task Force currently underway is expected to make recommendations that have implications for both general education and special education teacher preparation. Once presented to and as determined by the Commission, these recommendations will need to be taken up by the standards workgroup.</p>	<p>Fall 2014-Spring 2015</p>
<p>Clear General Education and</p>	<p>This work is pending the work by stakeholders and others to address concerns related to the availability and future of induction for new teachers in California.</p>	<p>Discussions to take place in</p>

Five Interrelated Components of the Accountability System

Activity	Purpose/Objective/Comments	Timeline
Induction Program Standards	Timeline for work on standards will depend on direction of these discussions.	Summer 2014-Fall 2014
Other preparation standards	Upon completion of program standards revision for MS, SS, and Education Specialist Standards, update the Pupil Personnel Services and other credential standards as necessary to bring them into alignment with the new accountability system.	Spring 2015-Spring 2016
<p>Performance Assessments: Development and/or Revision</p> <p><i>Objective: To ensure that the accountability system includes assessments that verify that candidates have mastered the Teaching Performance Expectations (for teacher candidates) or the applicable sets of knowledge, skills and abilities relevant to the specific credential area, and are able to serve effectively in the job role of a beginning practitioner; and to ensure that the results of these assessments inform program improvement and accreditation decisions by providing consistent data across program.</i></p>		
Next Generation TPA Policy Development and Implementation	<p>Working with the Performance Assessment Task Group:</p> <ol style="list-style-type: none"> 1) Determine whether scorable TPA tasks may be distributed across the program year, used as an end of program culminating assessment, or a combination of approaches. 2) Examine and make recommendations regarding appropriate support and guidance to candidates during the TPA process. 3) Establish common TPA implementation policies, including but not limited to: which content areas should be assessed for Multiple Subject candidates; what are appropriate candidate support policies for work to be submitted for scoring; what should the basis for scoring rubrics be; how can scoring reliability and consistency best be addressed; should the scoring process be centralized in some manner, and if so, how local program faculty can be involved in the process. 4) Establish what data elements should be collected for reporting purposes and program improvement purposes. 5) Design standard templates for reporting data to candidates and to programs in a manner helpful to candidates during induction and for program improvement use by preparation program faculty. 6) Establish which candidate competencies should be assessed by the program, which by the TPA, and which areas require multiple measures in order to assure that candidates have the appropriate knowledge, skills, and abilities. 7) Use policies and procedures developed for the Teaching Performance Assessment to guide development of an Administrator Performance Assessment and other comparable systems in each credential area. 8) Based on policy direction from the Commission on the issues enumerated above, develop and recommend an approach to redesigning the California Teaching Performance Assessment as a model for use with California candidates for a teaching credential and as a guide or standard for all other models adopted for use in California to meet. 	Fall 2014-Spring 2016

Five Interrelated Components of the Accountability System

Outcome Measures: Develop and Implement Survey Instruments <i>Objective: To ensure that the Commission's accountability and accreditation system incorporates reliable program outcomes data including, but not limited to, surveys of candidate completers and employers.</i>		
Pilot Program Completer Survey for Multiple, Single and Education Specialist credential completers	Initial survey was developed by stakeholders working with Commission staff. Pilot survey was distributed summer 2013.	Completed June-August, 2013
Review data from pilot and revise survey for full implementation	Feedback from stakeholders included strategies to increase response rate but to increase outreach efforts to ensure candidates completed the survey, including the assistance and notification by program sponsors to their completers.	Winter 2013
Make revisions based on pilot to the survey	Working with stakeholders, staff completes the revision of the program completer survey and prepares for distribution for candidates that have completed programs from January 1, 2014 and beyond.	Spring 2014
Program Sponsor Notification and Request for Assistance	A memo informing all program sponsors of the Commission's efforts to survey preliminary program completers was issued in May 2014. Commission staff also collaborated with the California Credential and Analysts of California (CCAC) to help maximize the return of surveys for 2014.	May 2014
Full Implementation - Distribution of Preliminary Program Completer Survey	Commission staff distributes survey to for Preliminary Multiple Subject, Single Subject, and Education Specialist program completers for 2014.	June 2014-August 2014
Provide Program Sponsors with data from 2014 survey.	Provide statewide and local institution specific data from program completer survey to the program sponsors to inform program improvement.	Fall 2014
Develop processes and procedures for use of statewide survey data in accreditation processes.	Work with COA and stakeholders to examine data and determine processes and procedures for use of data in accreditation activities. Develop language for inclusion in Accreditation Handbook to reflect use of survey data in accreditation focus and decisions. This work also could impact the discussion related to the development of common indicators for the biennial report.	August 2014-December 2014
Distribution of a Program Completer Survey for Induction Program Candidates	The BTSA state survey will continue to be distributed in 2013-14. Building on years of BTSA State Survey experience, a program completer survey for all Clear Teaching Credential candidates [General Education (MS/SS) Clear and Induction programs and Clear Education Specialist Induction programs] will be distributed for responses.	Spring 2015

Five Interrelated Components of the Accountability System

Development of draft surveys for Preliminary Administrative program completers and Pupil Personnel Services completers.	Staff will complete the initial draft of these surveys and will work with stakeholders in finalizing a survey instrument for these credential areas.	June 2014
Distribution of Surveys for Admin and PPS	Implement a process that mirrors the process used for the Preliminary MS/SS and Education Specialist program completer survey.	Summer/Fall 2014
Development of Employer Survey for Program Completors	Commission staff will complete draft survey and seek feedback from small group of administrators as well as identify strategies for distributing statewide.	May 2014 – December 2014
Accreditation Processes: Streamline and Strengthen <i>Objective: To ensure appropriate attentiveness to inputs as well as outcomes and to increase the efficiency of the Commission's accreditation processes.</i>		
Revise Program Assessment Processes	<p>As the standards are revised and streamlined and other aspects of the Accountability System developed, Commission staff will work the Accreditation Process Task Group and the COA to redesign the Program Assessment processes in the following ways:</p> <ul style="list-style-type: none"> a) Institute Page limits; b) Require a matrix that demonstrates program alignment with TPEs and/or Program Standards; c) Reconsider the type of evidence needed and submitted by programs; d) Identify standards for which data or tables should be provided in lieu of voluminous narrative. 	Summer 2014-Winter 2015
Revise the Biennial Report Requirements	<p>Working with the Accreditation Task Group and the COA, the Biennial Reports will be refined in the following ways:</p> <ul style="list-style-type: none"> a) Identify common data elements that all biennial reports must contain; b) Develop new data templates for the manner in which data need to be reported; c) Explore online data submission possibilities; d) Reconsider the review process for biennial reports and role of the data in accreditation decisions 	Summer 2014 – Winter 2015
Revise the Site Visit Format	<p>Over the past year, the site visit has been shortened significantly for continuing NCATE institutions and those program sponsors with only one to two preparation programs. With the introduction of program sampling for review of programs and other cost saving measures, the number of team members on visits has been significantly reduced as well. However, the site visit format could be reconsidered to accomplish the following:</p> <ul style="list-style-type: none"> 1) Identify ways in which particular outcomes data may focus the site visit or possibly relieve institutions of portions of the site visit if the data indicate they are effective; 2) More effectively include outcomes data in accreditation decisions and in 	<p>Summer 2014- Winter 2015</p> <p>Implement with Site Visits scheduled for 2015-16</p>

Five Interrelated Components of the Accountability System

	<p>reports;</p> <p>3) Ensure that site visits contribute fully and effectively to the overall determination of quality and effectiveness in educator preparation</p> <p>In addition, the elimination of Cluster Regional Directors for Induction programs results in a need for the Commission to determine how to staff visits to institutions with only induction programs for 2014-15 and beyond.</p>	
<p>Strengthen Commission's ability to close weak programs</p>	<p>California Education Code requires that the Commission make a single accreditation decision for the institution as a whole. By working with the COA, at its June and August 2014 meetings, recommendations to strengthen the Commission's ability to close weak programs will be presented to the Commission.</p>	<p>Fall 2014 discussions with Commission agenda item presented in October or December 2014</p>
<p>Identification of Effective Programs</p>	<ol style="list-style-type: none"> 1) Establish webpage that identifies institutions that have met all standards, most standards, or some standards. 2) Working with the Accreditation Task Group and the COA establish a process to identify those programs exemplifying best practices. 3) Consider various approaches to identifying effective programs and make recommendations for Commission consideration. These approaches may include: adoption of additional "higher" standards that institutions may voluntarily meet, the adoption of a developmental approach to reviewing alignment with the Commission's standards (such as CAEP's unacceptable, acceptable, and target), a more open ended process that allows review teams to identify exemplary practices for which evidence has been presented, the adoption of a standard(s) that requires that the institution demonstrate its effectiveness in a particular area, or other recommendation. 	<p>Summer 2014-Winter 2015</p>
<p>Transparency: Development of Data Dashboard</p> <p><i>Objective: To provide the public with greater transparency about educator preparation programs in California by ensuring that consistent information is readily available for each program operating in California through the development of a data dashboard.</i></p>		
<p>Identify Indicators to be Included in Data Dashboard</p>	<p>Working with the Transparency Task Group and the COA, identify specific indicators that will be used in the Commission's data dashboard. Consideration will be given, but not limited to, the following possibilities:</p> <ul style="list-style-type: none"> • Number of candidates accepted in the program annually; • Demographic information on candidates accepted into the program; • Data from entrance examinations and entering GPAs; • Information on required courses; • Clinical experiences, including data on duration of supervised student teaching; • Data on program completion rates; and • Data on entry and retention into the profession, including information on mobility and careers of graduates. <p>In identifying indicators, the Task Group will take into consideration, where appropriate, the anticipated regulations from the U.S. Department of Education that will require the submission of specific data from educator preparation, current Title II data requirements, CAEP data requirements, advocacy groups, and other relevant materials.</p>	<p>Summer 2014 – Winter 2015</p>

Five Interrelated Components of the Accountability System

Ensure common definitions for the data dashboard indicators	Developing common definitions for the data indicators will be essential to ensure consistent data across programs and institutions. The Accreditation Task Group will advise the Commission and the COA on these definitions.	Summer 2014-Winter 2015
Establish manner, processes, and timeline for submission of data to the Commission	Commission staff will identify the most efficient manner in which data can be submitted to the Commission and made available to the public.	Summer 2014-Spring 2015
Identify most cost efficient, effective mechanism to make this data available to the public on an ongoing basis	Commission staff will seek strategies for establishing a searchable data system containing the data from the data dashboard is made available along with other accreditation information.	Fall 2014-Spring 2015