

**Update on Efforts to Streamline and Strengthen the
Commission's Accountability System
August 2014**

Overview

This agenda item provides information for discussion regarding efforts to streamline and strengthen the Commission's accountability system, specifically the streamlined Biennial Report pilot.

Staff Recommendation

Review pilot Biennial Report submissions for the purpose of possible revision and implementation of streamlined Biennial Report Template and instructions.

Background

As part of the ongoing discussion pertaining to strengthening and streamlining accreditation, staff presented a streamlined Biennial Report template at the last COA meeting. The COA asked staff to refine the new format and make it available to institutions.

The Biennial Report was edited per the discussion from the COA. The new streamlined Biennial Report template and directions were disseminated via email to the three cohorts that are currently preparing Biennial Reports (Indigo, Yellow, Red) as an option for the reports due this fall. It was also posted on the Commission website on the Biennial Report page <http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html>. It is also attached to this item.

A Commission consultant is assigned to each accreditation cohort. The consultants assigned to Indigo, Yellow, and Red have established nine technical assistance opportunities. The majority will be via Google Hangout, with three occurring through phone conferencing. These are interactive small group sessions allowing for questions and much discussion. The first Google Hangout for Indigo cohort institutions was held on July 24, 2014. As anticipated, the attendance was small, however the participation was lively. Because the Biennial Reports for the Indigo cohort are due in September, staff does not expect that many will make use of this new template, however, it has been well-received with a number of Yellow and Red cohort institutions

Biennial Reports are due in September and December. Staff will review submissions on the new template with an eye for improvement. The template will be refined and presented to COA at the January meeting for further discussion.

Next Steps

Based upon the COA's discussion, staff will prepare future agenda items or undertake additional work on this topic. In addition, staff will report in October on the success and challenges of those institutions thus far that chose to pilot the template.



**Commission on Teacher Credentialing
Biennial Report Fall 2014
Academic Years 2012-2013 and 2013-2014**

Institution	
Cohort	
Date report is submitted Indigo due on September 15, 2014 Red and Yellow due November 15, 2014	
Program documented in this report	
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	
Credential awarded	
Is this program offered at more than one site?	
If yes, list all sites at which the program is offered	
Program Contact	
Title	
Phone #	
E-Mail	
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name	
Title	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

¹Enrollment 2013-14		Traditional:	Intern:	Other:
²Prior Enrollment 2012-13		Traditional:	Intern:	Other:
³Expected Length of Program		<input type="checkbox"/> <input type="checkbox"/> Months		
⁴Completer Rates:				
^a On time (Expected Length of Program)	^b Within One Year beyond Expected Length of Program	^c More than One Year beyond Expected Length of Program	^d Non- Completers	
			ⁱ Counseled Out	ⁱⁱ Other
⁵Analysis of Completer Rate Data:				
⁶Program Description				
Briefly describe program. Pay specific attention to providing program details that will assist the reviewer in understanding the context of the data and analysis provided in Part II. <i>(limit 300 words)</i>				
⁷Program Changes Since Last Accreditation Activity				⁸Implementation Date

PART II –Candidate Assessment and Program Effectiveness Analysis and Discussion of Data

REQUIRED Data Table #1

⁹ Briefly describe Key Assessment #1 (Candidate Competency):											^a Scoring Scale: ^b Passing Score:			
¹⁰ CTC Competencies/Standards Assessed:														
¹¹ Location	2012-13							2013-14						
	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed
		Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score			Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score	
Campus X		Traditional ()						Traditional ()						
		Intern ()						Intern ()						
Campus Y		Traditional ()						Traditional ()						
		Intern ()						Intern ()						
Online		Traditional ()						Traditional ()						
		Intern ()						Intern ()						
¹⁵ Summary of Findings and Data Analysis:														
¹⁶ Resulting Program Modifications														

REQUIRED Data Table #2

⁹ Briefly describe Key Assessment #2 (Candidate Competency):											^a Scoring Scale:			
											^b Passing Score:			
¹⁰ CTC Competencies/Standards Assessed:														
¹¹ Location	2012-13							2013-14						
	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed
		Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score			Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score	
Campus X	Traditional ()						Traditional ()							
	Intern ()						Intern ()							
Campus Y	Traditional ()						Traditional ()							
	Intern ()						Intern ()							
Online	Traditional ()						Traditional ()							
	Intern ()						Intern ()							
¹⁵ Summary of Findings and Data Analysis:														
¹⁶ Resulting Program Modifications														

REQUIRED Data Table #3

¹⁷ Briefly describe Key Assessment #3 (Candidate Competency in Fieldwork/Clinical Practice):										^a Scoring Scale:			
										^b Passing Score:			
¹⁸ CTC Competencies/Standards Assessed:													
¹⁹ Delivery Model:	²¹ Results												
	2012-13						2013-14						
	Intern (N)		Traditional (N)		Total (N)		Intern (N)		Traditional (N)		Total (N)		
²⁰ Key Indicators:	^a R	^b M	^a R	^b M	^c M	^d SD	^a R	^b M	^a R	^b M	^c M	^d SD	
Indicator 1													
Indicator 2													
Indicator 3													
Indicator 4													
Indicator 5													
Indicator 6													
Indicator 7													
Indicator 8													
Indicator 9													
Indicator 10													
Indicator 11													
Indicator 12													
Total Overall													
²² Summary of Findings and Data Analysis:													
²³ Resulting Program Modifications													

REQUIRED Data Table #4

²⁴Briefly describe Key Assessment #4 (Program Effectiveness) ^aScoring Scale:

²⁵CTC Program Standards Assessed:

²⁶ Delivery Model:	²⁸ Results											
	2012-13						2013-14					
	Intern (N)		Traditional (N)		Total (N)		Intern (N)		Traditional (N)		Total (N)	
²⁷ Key Indicators:	^a R	^b M	^a R	^b M	^c M	^d SD	^a R	^b M	^a R	^b M	^c M	^d SD
Indicator 1												
Indicator 2												
Indicator 3												
Indicator 4												
Indicator 5												
Indicator 6												
Indicator 7												
Indicator 8												
Indicator 9												
Indicator 10												
Indicator 11												
Indicator 12												
Total Overall												

²⁹Summary of Findings and Data Analysis:

³⁰Resulting Program Modifications

REQUIRED Intern Data Table 1 (Multiple, Single Subject and Education Specialist Intern Programs only)

Teacher Intern Support and Supervision						
It is not necessary to submit individual candidate data for the Biennial Report*. Using that data, calculate the following :						
³¹ Cohort	³² Total number of candidates	³³ Number of Candidates <u>without</u> prior ELA	³⁴ Average # hours provided by <u>Program</u> for each candidate	³⁵ Average # hours provided by <u>Employer</u> for each candidate	³⁶ Average hours <u>EL Support</u> for each candidate w/o ELA	³⁷ Total

**Important: Individual data should be available upon the request of a site visit team.*

Please Note

Data Tables 1-4 and the Intern Data Table 1 meet the requirement for the Biennial Report data and analysis for 4 key assessments. Tables 5 and 6 are optional. If the program elects to use them, they are on pages 8-9. All programs must provide a response to Part III Conclusion found on page 10.

OPTIONAL Data Table #1

⁹ Briefly describe Key Assessment #5:	^a Scoring Scale: ^b Passing Score:
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¹⁰CTC Competencies/Standards Assessed:

¹¹ Location	2012-13							2013-14						
	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed
		Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score			Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score	
Campus X	Traditional ()							Traditional ()						
	Intern ()							Intern ()						
Campus Y	Traditional ()							Traditional ()						
	Intern ()							Intern ()						
Online	Traditional ()							Traditional ()						
	Intern ()							Intern ()						

¹⁵Summary of Findings and Data Analysis:

¹⁶Resulting Program Modifications

OPTIONAL Data Table #2

⁹ Briefly describe Key Assessment #6 :											^a Scoring Scale:			
											^b Passing Score:			
¹⁰ CTC Competencies/Standards Assessed:														
¹¹ Location	2012-13							2013-14						
	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed	¹² Delivery Model (N)	¹³ Distribution of Results					¹⁴ Candidates Not Assessed
		Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score			Top 25%	2 nd 25%	3 rd 25%	Bottom 25%	^a Mean Score	
Campus X	Traditional ()							Traditional ()						
	Intern ()							Intern ()						
Campus Y	Traditional ()							Traditional ()						
	Intern ()							Intern ()						
Online	Traditional ()							Traditional ()						
	Intern ()							Intern ()						
¹⁵ Summary of Findings and Data Analysis:														
¹⁶ Resulting Program Modifications														

Part III: Program Summary Conclusion

*Upon reviewing data, analysis, and proposed modifications that were provided for each assessment, briefly describe any conclusions that can be reached for the program as a whole. Are there **trends that are prevalent across data sources**? This section will also inform the unit lead as s/he completes Section B of the Biennial Report. Please try to limit comments to the space in the boxes below. This should suffice for most programs.*

Summary of Overall Program Findings	
³⁹ Program Strengths	
⁴⁰ Areas for Program Improvement	⁴¹ Response/Next Steps

Section B: Institutional Summary

¹Unit Assessment System

² Proposed Changes	³ Common Standard(s)

⁴**Verification and Transmittal Approval.** *The electronic signature of Unit Leader below provides verification that s/he has read all program reports and provided an Institutional Summary (Section B). Further, the electronic signature provides approval to transmit the Biennial Report to the Commission on Teacher Credentialing.*

Name/Title	Date
Email	Phone