

## **Review of Revised Common Standards Glossary October 2015**

### **Overview of this Report**

The revision of the Common Standards requires the revision of the Common Standards Glossary to ensure all programs fully understand what is required in the Common Standards. The staff has made changes and additions to the glossary to keep it current with the proposed Common Standards.

### **Staff recommendation**

This is an information item and no action is needed at this time.

### **Background**

Common Standards reflect aspects of program quality that are the same for all educator preparation programs, regardless of the type of program. The program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution

On February 12, 2015 staff updated the Commission on the work to strengthen and streamline the Commission's accreditation system. This included an update from the Accreditation Process group on their work to update the Common Standards. This was done in an attempt to eliminate duplication, streamline language, and focus on essential aspects. The specific proposed revised language is still in development, but the structure of the Common Standards is proposed to be reduced from nine Common Standards to five (5). The five new Common Standards will reduce redundancy, review, regroup and clarify the current set of nine standards to assure their direct application to preparing educators for K-12 settings.

The Commission is set to review and possibly adopt the new Common Standards at their October 2015 meeting, which means the glossary needs to be updated and reviewed, to ensure that it remains pertinent to the new standards. Institutions often use different terms to describe the same idea, so this glossary was developed to ensure communication with programs was clear.

Staff requests the COA review the Glossary and identify if any additional terms should be added or if any of the definitions are not clear. The proposed Common Standards and Glossary are included in the appendix to this item. Commission staff will review the glossary with the COA and discuss any concerns and the plan is to bring the Glossary back at the next COA meeting for possible adoption once the Commission adopts the revised Common Standards.



# Commission on Teacher Credentialing

## Common Standards and Glossary

*October 2015*

Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

Words in *italics* in the Standards will be found in the attached Glossary

## **Standard 1 – Institutional Infrastructure to Support Educator Preparation**

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.
- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.
- The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.
- The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, *professional development/* instruction, field based supervision and *clinical experiences*.
- The *Unit* Leadership has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.
- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and *support* diversity.
- *The institution* employs, assigns and retains only *qualified persons* to teach courses, provide *professional development*, and supervise field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service*.
- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

## **Standard 2 – Candidate Recruitment and Support**

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.
- The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.
- Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of *program* requirements.
- Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

## **Standard 3 – Fieldwork and Clinical Practice**

The *unit* designs and implements a planned sequence of *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and *support P-12 students* in meeting state-adopted content standards. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of clinical personnel, *site-based supervisors* and school sites, as appropriate to the *program*.

- Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.
- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.
- The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.
- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.
- All *programs* effectively implement and *evaluate* fieldwork and clinical practice.

- For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.

#### **Standard 4 – Continuous Improvement**

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.

- Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.
- The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational *services* provided to *students* during supervised practice; and 3) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

#### **Standard 5 – Program Impact**

The *unit* and its *programs* demonstrate that they are having a *positive impact on teaching and learning* in schools that serve California's *students*.

## Common Standards Glossary

Adopted by the COA October ~~2008~~ 2015

Term	Common Standard	Definition
<b>Admission Criteria</b> <a href="#"><u>Admittance Policy</u></a>	<b><u>52</u></b>	<ul style="list-style-type: none"> <li>• Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.</li> </ul>
<b>Assessment</b>	<b><u>2, 3, 9</u></b>	<ul style="list-style-type: none"> <li><del>• Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards.</del></li> <li><del>• Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution.</del></li> <li><del>• Information gained through assessment for the accreditation process is not used for employment purposes.</del></li> </ul>
<b>Assessment and Evaluation System</b>	<b><u>23</u></b>	<ul style="list-style-type: none"> <li>• A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.</li> </ul>
<b>Authority</b>	<b><u>1</u></b>	<ul style="list-style-type: none"> <li>• An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.</li> </ul>
<b><a href="#"><u>Broader Educational Community</u></a></b>	<b><u>1</u></b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Outside educational services, advocates, P-12 schools, other IHEs, district offices, reading specialists, math specialists, SELPAs, special education program managers, local business and industry, counseling services, and social services</u></a></li> </ul>
<b><a href="#"><u>California Public Schools</u></a></b>	<b><u>3</u></b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Includes typical public schools, charter schools, and non-public schools. (Does not include private or faith-based schools)</u></a></li> </ul>
<b>Candidate</b>	<b><u>1, 2, 3, 4, 5, 6, 7</u></b>	<ul style="list-style-type: none"> <li>• An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.</li> </ul>
<b>Certified,</b>	<b><u>83</u></b>	<ul style="list-style-type: none"> <li>• To hold a California educator credential appropriate to his/her role</li> </ul>

Term	Common Standard	Definition
<b>Certificated</b>		and/or responsibility.
<b>Clinical Experiences</b>	1, 3, <del>4</del> , <del>7</del>	<ul style="list-style-type: none"> <li>• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</li> <li>• See also Field-Based Experiences</li> </ul>
<b>Clinical Personnel</b>	3, <del>4</del> , <del>7</del>	<ul style="list-style-type: none"> <li>• P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.</li> </ul>
<b>Competency Expectations Requirements</b>	<del>92</del>	<ul style="list-style-type: none"> <li>• <del>The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</del></li> </ul>
<b>Course Instructors</b>	4	<ul style="list-style-type: none"> <li>• Individuals who teach courses and/or provide instruction to candidates.</li> </ul>
<b>Courses</b>	1	<ul style="list-style-type: none"> <li>• CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.</li> </ul>
<b>District-Employed Supervisors</b>	8	<ul style="list-style-type: none"> <li>• <del>Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers.</del></li> <li>• In <del>internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.</del></li> </ul>
<b>Evaluate, Evaluation</b>	1, 2, <del>4</del> , <del>7</del> , <del>83</del>	<ul style="list-style-type: none"> <li>• Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for</li> </ul>

Term	Common Standard	Definition
		<p>employment purposes.</p> <ul style="list-style-type: none"> <li>Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.</li> </ul>
<b>Faculty</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.</li> </ul>
<del>Field and Clinical Supervisors</del> <del>Field-Based Supervisor</del>	<del>4, 71</del>	<ul style="list-style-type: none"> <li><del>Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice.</del></li> <li><del>Second-Tier Credential Programs do not have field supervisors.</del></li> </ul>
<del>Field-Based Work and Clinical Experience</del>	<del>3, 4, 71</del>	<ul style="list-style-type: none"> <li><del>Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</del></li> </ul>
<del>Governance</del>	<del>1</del>	<ul style="list-style-type: none"> <li><del>The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.</del></li> </ul>
<b>Information Resources</b>	<b>1, 3</b>	<ul style="list-style-type: none"> <li>Library and/or digital media resources, as well as information and communication technology resources available to candidates.</li> </ul>
<b>Institution</b>	<b>1, 6</b>	<ul style="list-style-type: none"> <li>The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).</li> </ul>
<del>Instructional Personnel</del>	<del>41</del>	<ul style="list-style-type: none"> <li><del>Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach</del></li> </ul>

Term	Common Standard	Definition
		one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
<b><i>Intern Program</i></b>		<ul style="list-style-type: none"> <li>• <del>A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.</del></li> </ul>
<b><u>Key Stakeholders</u></b>	<b><u>4</u></b>	<ul style="list-style-type: none"> <li>• <u>Those that have an interest in the program; parents, community members, local business/industry, school employers, district/county offices, and community special education services.</u></li> </ul>
<b>P-12 Student</b>	<b><u>73</u></b>	<ul style="list-style-type: none"> <li>• Refers to students enrolled in pre-school through 12<sup>th</sup> grade.</li> </ul>
<b><u>Positive Impact on Teaching And Learning</u></b>	<b><u>5</u></b>	<ul style="list-style-type: none"> <li>• <u>Positive effect on student achievement, which may include academic, social and behavioral needs</u></li> </ul>
<b>Multiple Measures</b>	<b>2,5</b>	<ul style="list-style-type: none"> <li>• Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California’s diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.</li> </ul>
<b>P-12</b>	<b><u>41</u></b>	<ul style="list-style-type: none"> <li>• <del>Refers to the entire range of grades in which students are enrolled; preschool through 12<sup>th</sup> grade.</del></li> </ul>
<b>Partners</b>	<b><u>72-3, 4</u></b>	<ul style="list-style-type: none"> <li>• Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.</li> </ul>
<b>Professional Development</b>	<b><u>31</u></b>	<ul style="list-style-type: none"> <li>• Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.</li> </ul>
<b>Program</b>	<b><u>All-2, 3, 4, 5</u></b>	<ul style="list-style-type: none"> <li>• A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.</li> </ul>

Term	Common Standard	Definition
<b>Program Completer</b>	<b><u>24</u></b>	<ul style="list-style-type: none"> <li>• An individual who has completed a credential program,</li> </ul>
<b>Personnel</b>	<b><u>3,7,92</u></b>	<ul style="list-style-type: none"> <li>• <del>Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</del></li> <li>• <del>See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel</del></li> </ul>
<b>Qualified Persons, Qualified Members</b>	<b><u>4,61</u></b>	<ul style="list-style-type: none"> <li>• Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.</li> </ul>
<b>Recognize</b>	<b><u>4,83</u></b>	<ul style="list-style-type: none"> <li>• <del>To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.</del></li> </ul>
<b>Research-Based Vision</b>	<b><u>1</u></b>	<ul style="list-style-type: none"> <li>• A plan that reflects the best in current research and practice</li> </ul>
<b>Scholarship</b>	<b><u>1,4</u></b>	<ul style="list-style-type: none"> <li>• Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.</li> </ul>
<b><del>Second Tier Credential Programs</del></b>		<ul style="list-style-type: none"> <li>• <del>Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.</del></li> </ul>
<b>Service</b>	<b><u>1,3,4</u></b>	<ul style="list-style-type: none"> <li>• Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.</li> </ul>
<b><u>Site-Based Supervising Personnel</u> Site Based Supervisor</b>	<b><u>73</u></b>	<ul style="list-style-type: none"> <li>• Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>• See Also Field and Clinical Supervisors.</li> </ul>

Term	Common Standard	Definition
Stakeholder	<u>1, 4</u>	<ul style="list-style-type: none"> <li>Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.</li> </ul>
Student	<del>7</del> <u>3, 4, 5</u>	<ul style="list-style-type: none"> <li>In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12<sup>th</sup> grade, or adult education program.</li> </ul>
Sufficient	<del>3</del> <u>1</u>	<ul style="list-style-type: none"> <li><del>Adequate or ample to meet the need.</del></li> </ul>
Supervise	<u>1, 4</u>	<ul style="list-style-type: none"> <li><del>The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.</del></li> </ul>
Supervisor	<del>4, 8</del> <u>1, 3</u>	<ul style="list-style-type: none"> <li>For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>See Also Field and Clinical Supervisors.</li> </ul>
Supervision	<u>1, 3, 8</u>	<ul style="list-style-type: none"> <li><del>Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.</del></li> </ul>
Support	<u>1, 2, 3, 4, 5, 6, 7, 8, 9</u>	<ul style="list-style-type: none"> <li>Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.</li> </ul>
Unit	<del>1, 6, 7</del> <u>all</u>	<ul style="list-style-type: none"> <li>The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.</li> </ul>
Unit Leadership	<u>1</u>	<ul style="list-style-type: none"> <li>Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals.</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
		The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.