

## Discussion of Expectations for Common Standards Review Process and Required Evidence January 2016

### Overview

This agenda item provides information for discussion regarding possible options for submission requirements and review of the Common Standards during Year Five of the newly strengthened and streamlined accreditation cycle. The review of the Common Standards will begin in Year Five of the accreditation cycle with a single review by members of the BIR with the feedback guiding the site visit team in its activities in Year Six.

### Staff Recommendation

This item is for discussion and information only.

### Background

The Commission has engaged in an effort to strengthen and streamline the accreditation system over the past year and has adopted new standards and policy to support that effort. This included the adoption of new Common Standards at the December 2015 Commission meeting. Activities within the accreditation cycle have also been strengthened and streamlined, shifting the focus from program inputs to outputs. As a result, the need for lengthy narrative responses to standards for approved program sponsors has been replaced with a review of data, program documents, and evidence related to candidate competence and program effectiveness.

The 2015 Common Standards are comprised of six standards, each with specific elements. All aspects of the standards must be addressed when institutions submit the Common Standards response during Year Five of the accreditation cycle. Under the previous system, narrative responses to the nine Common Standards were submitted during Year Six as part of the site visit.

### Revised Submission Requirements

The table on the following pages illustrates potential submission requirements for the Common Standards during the review process. Rather than requiring institutions to write in descriptive narrative about each Common Standard it is suggested that each standard response requires specific documents or other evidence that demonstrates that the institution is meeting the standard. In some cases, the evidence will already have been provided during the Program Review submission (also due in Year 5) and may not need to be resubmitted. This is especially true in regards to *Common Standard 3: Fieldwork and Clinical Practice*. Additionally, within *Common Standard 1: Institutional Infrastructure to Support Educator Preparation* there are several elements related to resources that staff is proposing would only be reviewed at the site

visit if one or more standards is less than fully met and the team finds a connection between the issues identified and resources.

<b>Submission Requirements Addressing the Common Standards</b>	
<b>Common Standards</b>	<b>Required Documentation</b>
<b>Standard 1 – Institutional Infrastructure to Support Educator Preparation</b>	
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Provide <b>Vision Statement, Brief description of</b> research-base for vision and how it is consistent with preparing educators.
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<b>Table</b> denoting activities in which stakeholders are involved in organization, coordination and decision making and the stakeholders (name/role and affiliation) that are in regular attendance.
<ul style="list-style-type: none"> <li>The education <i>unit</i> ensures that <i>faculty</i> and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the <i>broader educational community</i> to improve educator preparation.</li> </ul>	<b>Published policy documents</b> (handbooks, MOUs, etc) ensuring that faculty and instructional 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.

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<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit.</p>
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity.</li> </ul>	<p><b>Documentation (most recent 2 years)</b> pertaining to recruitment and faculty development activities including strategies that assist faculty in supporting diversity.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Copy of instructor, professional development, and field-based supervisor <b>evaluation forms</b>.</p> <p>Copy of <b>job descriptions</b> for faculty and other instructional personnel, which include qualifications that are required. (Vitae are not required because already submitted in Program Review)</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>

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<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<b>Brief description</b> of monitoring practice
<b>Standard 2 – Candidate Recruitment and Support</b> Candidates are recruited and supported in all educator preparation programs to ensure their success.	
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	<b>Links</b> to the admittance requirements for each program
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Recruitment materials</b> (including link to website). <b>Brief Description</b> and <b>supporting evidence</b> of candidate advisement and assistance. <b>List</b> of personnel positions assigned to supporting, advising, and placing candidates.
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</li> </ul>	Information is available through <b>Program Review</b> submission
<ul style="list-style-type: none"> <li>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.</li> </ul>	Information is available through <b>Program Review</b> submission
<b>Standard 3 – Fieldwork and Clinical Practice</b> 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	

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partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Information is available through <b>Program Review</b> submission.</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	<p>Information is available through <b>Program Review</b> submission</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	<p>Information is available through <b>Program Review</b> submission.</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	<p>Information is available through <b>Program Review</b> submission</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	<p>Information is available through <b>Program Review</b> submission</p> <p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>

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<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Reviewed during the site visit <u>only</u></b> if concerns have been identified leading up to or during the site visit</p>
<p><b>Standard 4 – Continuous Improvement</b></p> <p>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.</p>	
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>Graphic depiction</b> of the unit assessment system including the roles of responsibilities of personnel in the unit and programs.</p> <p>Multi- year unit <b>assessment cycle schedule</b>.</p> <p><b>Annotated list</b> of data sources included in the assessment cycle, including those submitted in annual data reporting and those that aren't.</p> <p><b>Annual data submission, analysis, and feedback</b> (located in data warehouse) will be reviewed</p> <p><b>Survey Data</b> including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate</p>
<p><b>Standard 5 – Program Impact</b></p>	
<ul style="list-style-type: none"> <li>The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet</li> </ul>	<p>Information is available through <b>Program Review</b> submission</p>

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the Commission adopted competency requirements as specified in the program standards.	
<ul style="list-style-type: none"> <li>The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students.</li> </ul>	<b>Description of <u>how</u></b> the institution knows that its programs have a positive impact with <b>link to evidence</b> that corroborates its claim.

**Next Steps**

Based upon the COA's discussion, staff will prepare future agenda items or undertake additional work on this topic.