



Commission on Teacher Credentialing

Common Standards

Adopted by the Commission, November 2008

Common Standard Glossary

Adopted by the COA, October 2008

Updated April 2011

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: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs, courses, teaching, candidate performance* and experiences, *scholarship, service, collaboration, and unit* accountability. The *faculty, instructional personnel, and relevant stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority and institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program and unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completion* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development, instruction, field-based supervision and/or clinical experiences, and assessment* management. Sufficient *information resources* and related personnel are available to meet *program and candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development, and to supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel and faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship, and service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12 settings/college/university units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support for faculty* development. The *unit* regularly *evaluates* the performance of *course instructors and field supervisors, recognizes* excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising* personnel. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory* role, *evaluated* and *recognized* in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
Admission Criteria	5	<ul style="list-style-type: none"> • 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.
Assessment	2, 3, 9	<ul style="list-style-type: none"> • Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. • Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution. • Information gained through assessment for the accreditation process is not used for employment purposes.
Assessment and Evaluation System	2	<ul style="list-style-type: none"> • 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.
Authority	1	<ul style="list-style-type: none"> • 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.
Candidate	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • 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.
Certified, Certificated	8	<ul style="list-style-type: none"> • To hold a California educator credential appropriate to his/her role and/or responsibility.
Clinical Experiences	3, 4, 7	<ul style="list-style-type: none"> • 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. • See also Field-Based Experiences

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Clinical Personnel	3, 4, 7	<ul style="list-style-type: none"> • P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.
Competency Requirements	9	<ul style="list-style-type: none"> • The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.
Course Instructors	4	<ul style="list-style-type: none"> • Individuals who teach courses and/or provide instruction to candidates.
Courses	1	<ul style="list-style-type: none"> • 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.
District-Employed Supervisors	8	<ul style="list-style-type: none"> • 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. • In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.
Evaluate, Evaluation	2, 4, 7, 8	<ul style="list-style-type: none"> • Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. • Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.
Faculty	1, 4	<ul style="list-style-type: none"> • 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.
Field and Clinical Supervisors	4, 7	<ul style="list-style-type: none"> • 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. • Second Tier Credential Programs do not have field supervisors.
Field-Based Work or Experience	3, 4, 7	<ul style="list-style-type: none"> • 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

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		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.
Governance	1	<ul style="list-style-type: none"> 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.
Information Resources	3	<ul style="list-style-type: none"> Library and/or digital media resources, as well as information and communication technology resources available to candidates.
Institution	1, 6	<ul style="list-style-type: none"> 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).
Instructional Personnel	4	<ul style="list-style-type: none"> 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.
Intern Program		<ul style="list-style-type: none"> 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.
P-12 Student	7	<ul style="list-style-type: none"> Refers to students enrolled in pre-school through 12th grade.
Multiple Measures	5	<ul style="list-style-type: none"> 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.
P-12	4	<ul style="list-style-type: none"> Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
Partners	7	<ul style="list-style-type: none"> 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.
Professional Development	3	<ul style="list-style-type: none"> 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-

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		12 schools.
Program	all	<ul style="list-style-type: none"> • 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.
Program Completer	2	<ul style="list-style-type: none"> • An individual who has completed a credential program,
Personnel	3,7, 9	<ul style="list-style-type: none"> • 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. • See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel
Qualified Persons, Qualified Members	4, 6	<ul style="list-style-type: none"> • 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.
Recognize	4, 8	<ul style="list-style-type: none"> • To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
Scholarship	1, 4	<ul style="list-style-type: none"> • 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.
Second Tier Credential Programs		<ul style="list-style-type: none"> • 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.
Service	1, 4	<ul style="list-style-type: none"> • 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.
Site-Based Supervising Personnel	7	<ul style="list-style-type: none"> • 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. • See Also Field and Clinical Supervisors.

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Stakeholder	1	<ul style="list-style-type: none"> 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.
Student	7	<ul style="list-style-type: none"> 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 12th grade, or adult education program.
Sufficient	3	<ul style="list-style-type: none"> Adequate or ample to meet the need.
Supervise	4	<ul style="list-style-type: none"> The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.
Supervisor	4, 8	<ul style="list-style-type: none"> 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. See Also Field and Clinical Supervisors.
Supervision	3, 8	<ul style="list-style-type: none"> 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.
Support	1, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> 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.
Unit	1, 6, 7	<ul style="list-style-type: none"> 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.
Unit Leadership	1	<ul style="list-style-type: none"> 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. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.

Italics indicate that the term does not appear in the Common Standards.