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Information

Professional Services Committee

Implementation Procedures Following Commission Adoption of New or Updated Program Standards

Executive Summary: This agenda item presents information on the implementation process that takes place with stakeholders after the Commission adopts new or updated program standards.

Recommended Action: For information only

Presenter: Teri Clark, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2011

Implementation Procedures Following Commission Adoption of New or Updated Program Standards

Introduction

This agenda provides information to the Commission about the activities that take place after it adopts standards. The Commission routinely adopts standards for educator preparation programs and also updates existing program standards in accordance with a review schedule, provided in Appendix A, but the Commission may not be aware of the steps that take place after the standards are adopted.

Background

The Commission has developed and adopted standards for 47 different teaching and service authorizations. Some of the programs lead to an initial teaching credential (i.e., Multiple Subject, Single Subject, Education Specialist, and Designated Subjects). Other teacher preparation programs lead to a second tier authorization, an additional authorization or a specialist teaching authorization. Preparation programs for services authorizations prepare candidates for school counseling, school psychology, school social work, administrative services, school nurse, teacher librarian, or other related services credentials. The sets of standards that have most recently been reviewed and updated during the past five years are displayed in Table 1. The schedule for the review of standards may be amended if legislation or other factors call for a review prior to the scheduled review.

Table 1: Educator Preparation Program Standards (2006-11) Year Adopted

Standard	Year Adopted
Agriculture Specialist	2006
California Teachers of English Learners (CTEL)	2006
School Nurse	2007
General Education (Multiple Subject and Single Subject) Induction	2008
Experimental Programs	2008
Preliminary Multiple and Single Subject Teaching (2001) *	2009
General Education (Multiple Subject and Single Subject) Clear	2009
Bilingual Authorization	2009
Education Specialist Preliminary Teaching and Other Related Services	2009
Clear Education Specialist Induction	2009
Preliminary Administrative Services (2003) *	2009
Designated Subjects: Career Technical Education	2009
Mathematics Instructional Added Authorization	2010
Mathematics Instructional Leadership Specialist	2010
Reading and Literacy Added Authorization	2010
Reading and Literacy Leadership Specialist	2010
Designated Subjects: Adult Education	2010

*Reformatting of standards rather than a full review and update.

Transitioning to Recently Adopted Standards

Adoption of either new or revised standards by the Commission represents the beginning of a series of activities undertaken by Commission staff and by program sponsors to begin to transition existing preparation programs to the new or revised standards. Each approved program will need to transition to the recently adopted program standards. A timeline is developed and publicized for the transition of programs which allows institutions up to two years to review and redesign their current program to meet the revised standards. Local program sponsors may also need within that timeframe to complete internal review and approval processes. At the end of the transition period, the prior programs expire and only the revised programs may recommend individuals for the authorization. Individual candidates are allowed an extended time frame in which to complete the credential program under the program in which they enrolled.

As the advisory panel that recommends the standards is completing its work, staff in the Professional Services Division (PSD) works with the advisory panel to complete an analysis of the content of the prior standards, if there were prior standards, and the standards proposed for adoption. The process which the currently approved programs will complete to transition to the new standards will be partially determined by the degree of difference from the prior standards.

At times the updating of standards includes a revision in the authorization an individual earns when he or she completes the preparation program. When that is the case, Title 5 regulations must be amended to add or delete sections as needed. The Certification, Assignment and Waivers Division works with the Office of Administrative Law to complete the regulatory process. At this time, the regulatory process is nearing completion for the authorization changes in the Education Specialist and Other Related Services credentials but the process is just beginning for the Reading and Literacy Added Authorization, the Reading and Literacy Specialist Leadership Credential, the Mathematics Instructional Added Authorization and the Mathematics Instructional Leadership Specialist Credential.

Transition Process when the Content of Revised Standards is the Same as the Prior Standards

Commission standards typically contain one or more statements about the responsibility of a program to help candidates develop and demonstrate specific sets of knowledge, skills, and abilities. In order to provide both further explication of the intent and/or the content of the standards, and also to help program sponsors develop their responses to the standards, there have been several prior approaches to the format of the standards. One such format included along with the standards' statements a series of "Required Elements" that further explicated the content of the standards with additional requirements that the program sponsor had to address and meet in order to gain program approval. Another format included "Program Planning Prompts" which performed a similar informational function but which did not need to be directly addressed in the program sponsor's response to the standards. The evolution of standards formats over time has resulted in different formats for the range of Commission-adopted program standards.

Recently, stakeholders as well as the Accreditation Study Work Group have suggested that standards with Required Elements are too prescriptive. The Commission's standards are intended to define what each educator preparation program must do and the knowledge and skills each program completer must demonstrate, but not how the program must meet the standards. Staff

continues to work with program sponsors and other stakeholders to ensure that the format of revised/updated standards best meet the needs of the Commission, program sponsors, and candidates to assure educator excellence.

Two prime examples of when the structure of the standards has been modified but the content have remained the same as the prior standards are the Preliminary Multiple and Single Subject Teaching and the Preliminary Administrative Services standards. Both sets of these standards were developed with 'Required Elements.' Required Elements had to be met by the program in addition to the language in the standard statements.

The update to the Preliminary Multiple and Single Subject Teaching and Preliminary Administrative Services standards involved the reformatting of the standards but did not change the content. After the preliminary teaching credential standards were updated, parallel updating was undertaken with for the preliminary administrative services program standards since those standards also had required elements.

Transition Process When the Content of Recently Adopted Standards Differs but not Substantively from the Prior Standards

When recently revised standards are different from prior standards but not substantively, the basic structure and areas of content of the credential preparation program is retained, staff provides technical assistance so that the new requirements are understood by all approved programs. The program sponsor is initially required to submit a Transition Plan describing how the institution familiarized its staff with the recently adopted standards and how the program will be modified to meet the new standards. After the program has been operating for six months to a year, the program sponsor submits a full program document to the Commission. Since within the revised accreditation system required activities take place throughout the seven year cycle, the regularly scheduled accreditation process can be the vehicle through which a transitioned program is reviewed if the timing works out. If an institution is not scheduled for Program Assessment within two years of the transition to revised standards, then an early Program Assessment is scheduled.

Transition Process in Other Instances

For all other sets of standards all programs must complete an initial review before the program is eligible to recommend candidates for credentials. The initial review requirement is triggered when one or more of three criteria are in place: (a) There has been an extended length of time since the standards were last reviewed; (b) there were no prior program standards for this credential, certificate or authorization; and/or (c) the revised/updated standards are drastically different from the prior standards. For example, in the case of the Bilingual Authorization standards, the prior BCLAD standards were adopted in 1994 and the revised/updated standards adopted in 2009 are significantly different from the prior version. Now, the Bilingual Authorization programs may be offered concurrently with an initial teacher preparation program or in a program for currently credentialed teachers. The prior programs could only be offered in tandem with an initial multiple or single subject teacher preparation program. Another example is the California Teachers of English Learners (CTEL) program standards. These are the initial set of program standards where an institution may recommend an individual for a CTEL (or CLAD) authorization. Prior to the adoption of the CTEL standards, no standards existed for a

CLAD program. Instead, there were individual CLAD courses that were reviewed and accepted by the certification division and individuals applied directly to the Commission for the authorization.

Table 2 provides information on each of the sets of standards that have been adopted by the Commission over the past five years and the type of transition that the programs have completed or are in the process of completing at this time.

Table 2: Transition Process For Recently Adopted Standards

Standards	Comparison to Prior Standards	Process for Approval
Preliminary Multiple and Single Subject Teaching	Standards are essentially the same as the prior standards.	No transition plan is needed. Program is reviewed through the regularly scheduled accreditation activities.
Preliminary Administrative Services		
School Nurse	Standards are similar to the prior standards but with minor differences.	A transition plan is submitted. Program is reviewed through the regularly scheduled accreditation activities or an early Program Assessment.
General Education (MS and SS) Induction		
Education Specialist Preliminary Teaching & Other Related Services		
Reading and Literacy Added Authorization		
Reading and Literacy Leadership Specialist		
California Teachers of English Learners (CTEL)	No prior standards existed.	Programs must complete the Initial Program Review (IPR) process prior to being offered by the institution.
Mathematics Instructional Added Authorization		
Agriculture Specialist	Extended time elapsed since the standards were reviewed; also there were significant changes from the prior standards.	
Bilingual Authorization		
Experimental Programs		
Designated Subjects: Career Technical Education		
Designated Subjects: Adult Education		
Mathematics Instructional Leadership Specialist		
General Education (MS and SS) Clear Teaching		
Clear Education Specialist Induction		

Standards Handbook

After the adoption action is taken by the Commission, staff compiles the adopted standards and Preconditions into a document that is posted on the Commission's standards web page: <http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>. At times the advisory panel that developed the standards also develops Program Planning Prompts. As indicated above, these prompts are used to guide prospective program sponsors in understanding the types of activities and content that the advisory panel envisioned for the preparation program. In addition, the Standards Handbook provides information on the transition process for currently approved programs if there have been prior standards for this area.

Program Sponsor Alert

Beginning in 2008, the PSD began developing, releasing and posting for future reference a series of Program Sponsor Alerts (PSAs). After standards are adopted, a PSA is developed and posted (<http://www.ctc.ca.gov/educator-prep/PS-alerts.html>) for all interested individuals. The PSA is publicized in the PSD weekly E-News for a few weeks. The PSA is one vehicle through which the Commission communicates with all institutions (colleges, universities, school districts, county offices of education and other entities) approved to offer educator preparation programs.

The PSA that is developed related to recently adopted program standards provides information to all interested stakeholders on the transition of currently approved programs from the prior program standards to those which were recently adopted. In addition it provides information to entities which are interested in offering the program as a new program. The timelines for when the current programs may no longer accept candidates and when the candidates in the prior program must have completed the program are also indicated in the PSA. Recently the search function on the PSA web page was upgraded such that a search can be conducted only on the PSAs. So an individual may search for a specific topic, such as mathematics or the teaching performance assessment, and find all the PSAs that pertain to that topic.

Preparation Program-Specific Web Page

With the increased use of technology, the Commission has begun developing web pages targeted to many of the Commission's credential areas. The web page is initially developed during the time that the advisory panel is working. Once the standards are adopted, the web page becomes a resource for all institutions sponsoring that type of educator preparation program.

Table 3: Educator Preparation Program

Subject Specific Web Page

California Teachers of English Learners (CTEL)	http://www.ctc.ca.gov/educator-prep/ELA.html
Bilingual Authorization	
Education Specialist Preliminary Teaching and Other Related Services	http://www.ctc.ca.gov/educator-prep/special-education.html
Clear Education Specialist Induction	http://www.ctc.ca.gov/educator-prep/ed-specialist-cred-programs.html
Preliminary Administrative Services	http://www.ctc.ca.gov/educator-prep/ASC.html
Designated Subjects: Career Technical Education	http://www.ctc.ca.gov/educator-prep/CTE.html
Mathematics Instructional Added	

Table 3: Educator Preparation Program**Subject Specific Web Page**

Authorization	http://www.ctc.ca.gov/educator-prep/math-specialist.html
Mathematics Instructional Leadership Specialist	
Reading and Literacy Added Authorization	http://www.ctc.ca.gov/educator-prep/reading-specialist.html
Reading and Literacy Leadership Specialist	
Designated Subjects: Adult Education	http://www.ctc.ca.gov/educator-prep/AE.html
Teacher Librarian	http://www.ctc.ca.gov/educator-prep/teacher-librarian.html

Technical Assistance Meetings

In addition to the activities described above staff schedules a technical assistance meeting once a new set of program standards is adopted. Prior to the ability to broadcast a technical assistance meeting from the Commission room and archive the broadcast for future reference, staff would hold a number of technical assistance meetings in locations across the state when revised standards were adopted. But with the ability to broadcast the technical assistance meeting and archive the meeting, only one technical assistance meeting is usually scheduled now <http://www.ctc.ca.gov/educator-prep/webcasts.html>.

Table 4: Educator Preparation Program**Technical Assistance Webcast**

Education Specialist Preliminary Teaching and Other Related Services	May 5, 2010 and November 9, 2009
Clear Education Specialist Induction	October 26, 2009
Designated Subjects: Career Technical Education	October 24, 2008
Mathematics Instructional Added Authorization	Not scheduled yet
Mathematics Instructional Leadership Specialist	
Reading and Literacy Added Authorization	January 31, 2011
Reading and Literacy Leadership Specialist	
Designated Subjects: Adult Education	January 21, 2011
General Education (Multiple Subject and Single Subject) Induction	April 27, 2009

Program Review Process After Transition

As is the Commission's practice, obtaining feedback from stakeholders is essential to the process of reviewing standards, recommending revisions to standards, initial program review and the transition of approved programs to newly adopted program standards. Feedback received from stakeholders was that the SB 2042 standards transition process was too laborious and was a deterrent for institutions. At the time the multiple and single subject programs were transitioning to the SB 2042 standards, the Commission's accreditation system consisted of one site visit every six to seven years with no required activities in the intervening years. In addition, near the end of that transition period, the Commission's accreditation system began a five year hiatus. Under the prior accreditation system, there needed to be a review to provide some degree of confidence that the redesigned teacher preparation programs met the SB 2042 standards.

The transition process used by other accrediting agencies, including national accreditation for educator preparation, does not usually require programs that are accredited to complete an additional review, out of the scheduled sequence, when updated standards are adopted. Instead, the accrediting body sets a date and requires that the programs meet the new standards as of that date. At the next scheduled accreditation activity, the program is reviewed against the recently adopted standards. With the Commission's current accreditation system, the Program Assessment activity is a perfect vehicle to review programs that have transitioned from prior standards to recently adopted standards.

Therefore, beginning in 2007 with the School Nurse program standards, the Commission's transition process has been to use its regularly scheduled accreditation activities to review programs that have transitioned to updated standards as has been described in this agenda item. In general institutions have reported that the transition process is supportive, reasonable, and allows a greater focus on providing quality preparation programs.

Next Steps

As additional program standards are reviewed and revisions to standards are adopted by the Commission, staff will continue to work with the field to ensure that high quality programs are being offered by institutions approved to offer educator preparation in California.

Appendix A
Current Standards Review and Revision Timeline

Program Standards	Adopted	Year for Review
Preliminary SB 2042 Multiple and Single Subject Teaching Programs	2001	2012
Pupil Personnel Services Programs <ul style="list-style-type: none"> • School Psychologist • School Counseling • School Social Work • Child Welfare and Attendance 	2001	2013
Administrative Services Credential Programs <ul style="list-style-type: none"> • Preliminary • Professional-Guidelines based • Professional-Standards based 	2003	2013
Designated Subjects: Career Technical Education	2006	2016
Agricultural Specialist Programs	2006	2016
California Teachers of English Learners Programs	2006	2016
Professional School Nurse Programs including Special Teaching Authorization in Health	2007	2017
General Education Induction Teaching Programs	2008	2018
Special Education Teaching Programs <ul style="list-style-type: none"> Preliminary Programs <ul style="list-style-type: none"> • Mild to Moderate • Moderate to Severe • Deaf and Hard of Hearing • Visual Impairments • Physical and other Health Impairments • Early Childhood Special Education • Language and Academic Development Clear Education Specialist Induction Program 	2008-09	2018
Clinical Rehabilitative Services Programs <ul style="list-style-type: none"> • Speech-Language Pathology • Audiology • Orientation & Mobility • Special Class Authorization 	2008-09	2018
General Education Clear Teaching Programs	2009	2019
Adapted Physical Education Specialist Programs	2009	2019
Bilingual Authorization Programs	2009	2019
Reading and Literacy Added Authorization Programs	2010	2020
Reading and Literacy Leadership Specialist Programs	2010	2020
Designated Subjects: Adult Education Programs	2010	2020
Mathematics Instructional Added Authorization Programs	2010	2020
Mathematics Instructional Leadership Specialist Programs	2010	2020
Teacher Librarian Services Programs	2011 ²	2021

¹ This chart does not include subject matter program standards

² Expected date of adoption