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Action

Educator Preparation Committee

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014 as Required by Title II of the Higher Education Act

Executive Summary: This agenda item is the Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014, as required by Title II of the 2008 Reauthorization of the Higher Education Act. It is the fifteenth annual report and includes a description of credentialing requirements to teach in California public schools and qualitative and quantitative information on teacher preparation programs, including pass rate data for all examinations used by the state for credentialing purposes.

Recommended Action: Commission approval of the report. Upon approval, staff will reformat the report as necessary for transmission via the federal web-based reporting system of the U.S. Department of Education on or before October 31, 2015 as required by law.

Presenters: Marjorie Suckow, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

October 2015

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014 as Required by Title II of the Higher Education Act

Introduction

This agenda item presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014* as required by Title II of the Higher Education Act. In 2008, the law was reauthorized and substantial changes were made to the Title II data collection and reporting requirements. The 2008-09 reporting year was the pilot year in which states were asked to implement the changes and the 2009-2010 reporting year started full implementation of the new requirements. This is the fifteenth annual report and it includes the pass rate data for all examinations used for teacher credentialing purposes in California in addition to data for the new reporting requirements.

Background

Section 207 of Title II requires institutions to submit annual reports to state agencies on the quality of the teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the United States Department of Education (ED) that reports on the success of teacher preparation programs and describes efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. The new reporting requirements for Title II impact (1) the sponsors of all teacher preparation programs; (2) the state agencies that certify new teachers for service in public schools; and (3) the U.S. Secretary of Education.

Institutional and Program Report Cards for 2012-2013

Westat, the ED's contractor, developed a web-based data entry tool called the Institutional and Program Report Card (IPRC) and states were given the option to either develop their own system or use Westat's IPRC. The Commission elected to use Westat's system because it is free to the states and enables data to be collected uniformly across many states. Forty-eight (48) states, Washington DC, and the following jurisdictions - Puerto Rico, American Samoa, Marshall Islands, Palau, Virgin Islands, Micronesia, Guam, and Northern Mariana Islands - used the IPRC developed by Westat for the 2013-2014 reporting year. All California teacher preparation programs that have approved Multiple Subject, Single Subject, and Education Specialist preliminary credential programs submitted their IPRC to Westat on or before April 30, 2015, in compliance with federal reporting deadlines set forth in Title II.

The IPRC web system collected information in the following sections:

- Section I Program Information
- Admission Requirements
- Program Enrollment

	Supervised Clinical Experience
	Teachers Prepared by Subject Area
	Teachers Prepared by Academic Major, and Program Completers
Section II	Annual Goals; Assurances
Section III	Assessment Pass Rates and Summary Pass Rates
Section IV	Low-Performing Teacher Preparation Programs
Section V	Use of Technology
Section VI	Teacher Training (General Education and Special Education)
Section VII	Contextual Information (Optional)

The State Report Card for 2013-2014

Sections 205 through 208 of the *Title II of the Higher Education Act (HEA)*, as amended in 2008 (PL 110-315), call for increased or different types of accountability for programs that prepare teachers. Section 205 of the Title II requires annual reports from each institution of higher education (IHE) that conducts a traditional preliminary teacher preparation program or an alternative route program to state certification or that enrolls students receiving federal assistance under HEA (e.g., Title IV).

States are responsible for coordinating the IHE traditional route, IHE-based alternative route, and non-IHE-based alternative route data collection. There are many common data reporting elements in the IHE and state Title II data collection. Much of the data that the IHEs and non-IHE-based alternative routes report to the state will be included in the state report to the ED. State Title II reporting is a paperless process. This data collection is mandatory and provides a national database on teacher preparation in all states. States report through a web-based reporting system called the State Report Card System (STRC). The STRC is an online tool, developed and maintained by Westat, used by states to meet the annual reporting requirements on teacher preparation, certification, and licensing mandated by Title II. States must use the STRC to report their Title II data to the ED.

Title II data are intended to inform students and aspiring teachers, the education community, institutions of higher education, Congress, researchers, policymakers and the public about the quality of teacher preparation in the U.S. Title II reporting is intended to encourage transparency and accountability and to encourage a national conversation on teacher quality. The Title II report submitted by each state will be available at <http://title2.ed.gov/>.

The STRC web system collected information in the following sections:

Section I	Program Information
	Admission Requirements
	Enrollment
	Supervised Clinical Experience
	Teachers Prepared by Subject Area
	Teachers Prepared by Academic Major
	Teachers Prepared by Area of Credential, and Program Completers

Section II	Assurances
Section III	Credential Requirements
Section IV	Standards and Criteria
Section V	Assessment Information by Traditional and Alternative routes
Section VI	Alternative Routes
Section VII	Program Performance
Section VIII	Low Performing
Section IX	HQT Shortages
Section X	Use of Technology
Section XI	Improvement Efforts

Pass rate information by assessment for each of the teacher preparation programs for both traditional and alternate routes are presented in *Appendix A* and all IPRC sections are presented in *Appendix B*. The final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the ED will need to be completed via the web-based Title II Data Collection System by October 31, 2015.

Recommendation

Staff recommends that the Commission approve the *2013-2014 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the ED on or before October 31, 2015.

Section I: Program Information, Admission Requirements, Enrollment, Supervised Clinical Experience, Teachers Prepared by Subject Area and Academic Major, Program Completers, and Credentials Issued

In the academic year 2013-14, a total of 143 Institution and Program Report Cards (IPRC) were submitted to the U.S. Department of Education (ED). Teacher preparation programs with alternative routes are required to submit two separate reports: one for Traditional Route only and a second report for the Alternative Route only. There were 82 Traditional Route reports, 53 IHE-based Alternative Route (University Intern) reports, and 8 Non IHE-based Alternative Route (District Intern) reports. Data are analyzed and summarized by routes: Traditional Route and Alternative Route (both IHE-based Alternative Route and Non IHE-Based Route reports are combined under Alternative Route). Summary tables are provided in the agenda item and detailed responses by individual teacher preparation program are provided in the *Appendices* as listed on Page 45.

Section 1 of the IPRC requires all teacher preparation programs that offer preliminary teaching credentials to provide data on admission requirements, program enrollment, supervised clinical experience, teachers prepared by subject area and academic major, program completers, and credentials issued. Every data element collected and reported in IPRC comes directly from HEA and the specific section of HEA is listed in *italics* along with each section requirement.

Section 1.b Admission Requirements

This section requires programs to report the following information about the teacher preparation programs' entry and exit requirements. *(§205(a)(1)(C)(i))*

- *Are there initial certification programs at the postgraduate level?*
If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.
 - *Transcript*
 - *Fingerprint check*
 - *Background check*
 - *Minimum number of courses/credits/semester hours completed*
 - *Minimum GPA*
 - *Minimum GPA in content area coursework*
 - *Minimum GPA in professional education coursework*
 - *Minimum ACT score*
 - *Minimum SAT score*
 - *Minimum basic skills test score*
 - *Subject area/academic content test or other subject matter verification*
 - *Recommendation(s)*
 - *Essay or personal statement*
 - *Interview, and*
 - *Other requirements.*
- *What is the minimum GPA required for admission into the program?*
- *What was the median GPA of individuals accepted into the program in academic year 2013-14?*

- What is the minimum GPA required for completing the program?
- What was the median GPA of individuals completing the program in academic year 2013-14?

Table 1 indicates that the admission requirements are fairly similar for both traditional and alternative routes. The minimum GPA required for admission into the program ranged between 2.0 and 3.0, however, the median GPA of individuals accepted into the program ranged between 2.0 and 3.97. The median GPA of individuals who completed the program in 2013-14 ranged between 2.0 to 4.0.

Table 1. GPA Requirements for Postgraduate Program, by Route

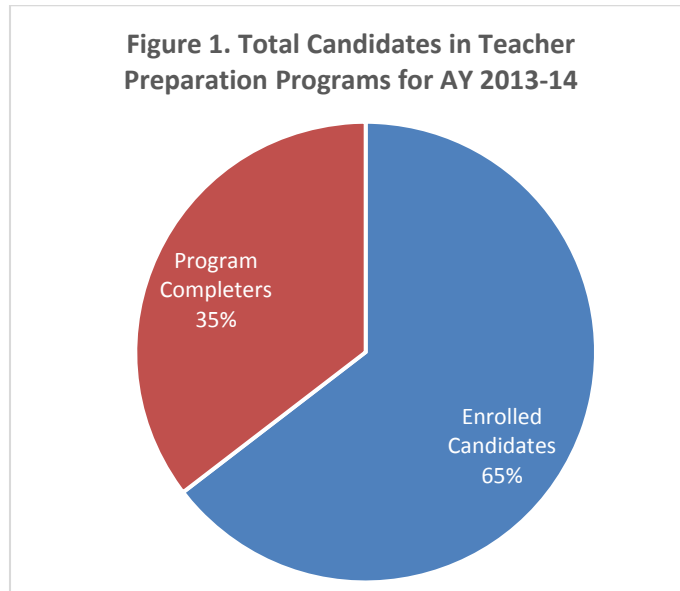
	All Routes	Traditional Route	Alternative Route
Minimum GPA required for admission into the program (range)	2.0 to 3.0	2.5 to 3.0	2.0 to 3.0
Median GPA of individuals accepted into the program in academic year 2013-14 (range)	2.0 to 4.0	2.5 to 4.0	2.0 to 3.8
Minimum GPA required for completing the program (range)	2.0 to 3.4	2.5 to 3.4	2.0 to 3.0
Median GPA of individuals completing the program in academic year 2013-14 (range)	2.0 to 4.0	3.0 to 4.0	2.0 to 4.0

Section 1.c Enrollment

Provide the number of students in the teacher preparation programs in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

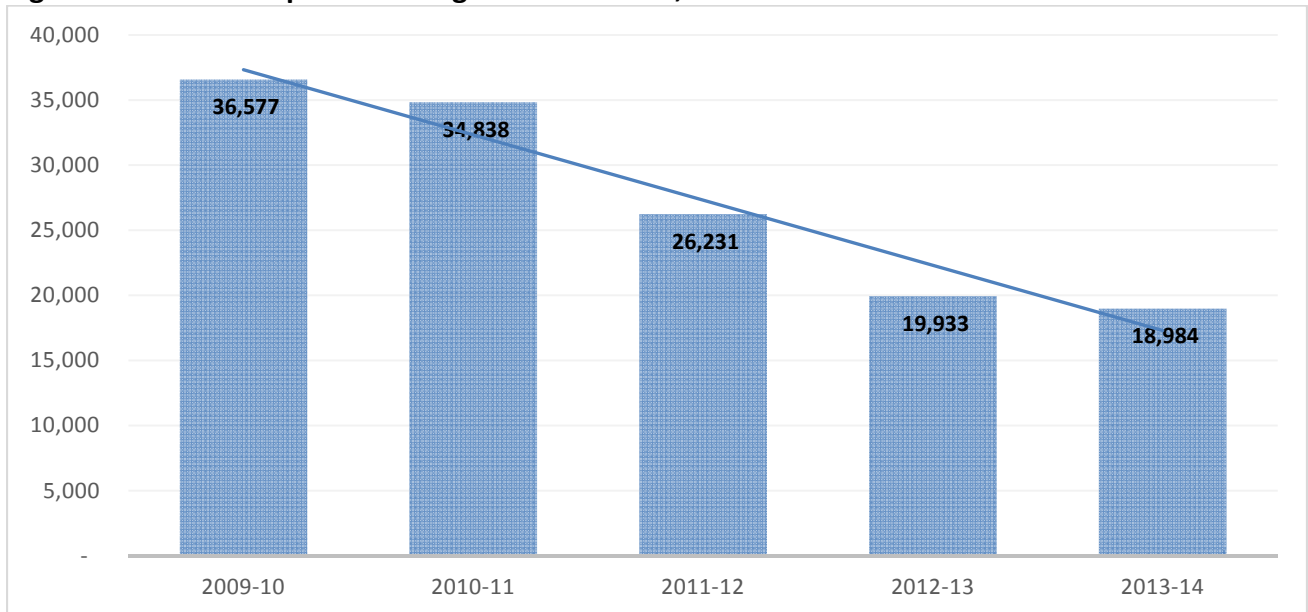
Starting with the 2013-14 reporting year, the program sponsors are asked to report enrolled students and program completers distinctly. About 19,000 teacher candidates were enrolled during the academic year 2013-14 and more than 10,000 teacher candidates completed an initial teacher preparation program. A few teacher preparation programs are 12-month programs, hence the teacher candidates may be enrolled students in the beginning of the academic year and become program completers with that 12 month period. Those programs were asked to report the candidates as program completers not as enrolled students. To see a statewide picture of teacher candidates in the preliminary teacher preparation programs, both enrolled students and program completers were combined.

As depicted in Figure 1, nearly two-thirds (65 percent) of the teacher candidates were enrolled in the preliminary teacher preparation programs while more than one-third (35 percent) completed the programs in academic year 2013-14.



The Title II enrollment data indicate a steady decline in the past five years, by about 18,000 or 48 percent. As Figure 2 indicates, total enrollment declined by 5 percent between 2012-13 and 2013-14.

Figure 2. Teacher Preparation Program Enrollment, 2009-2010 to 2013-2014



**Data include both Traditional and Alternative Route enrollment totals.*

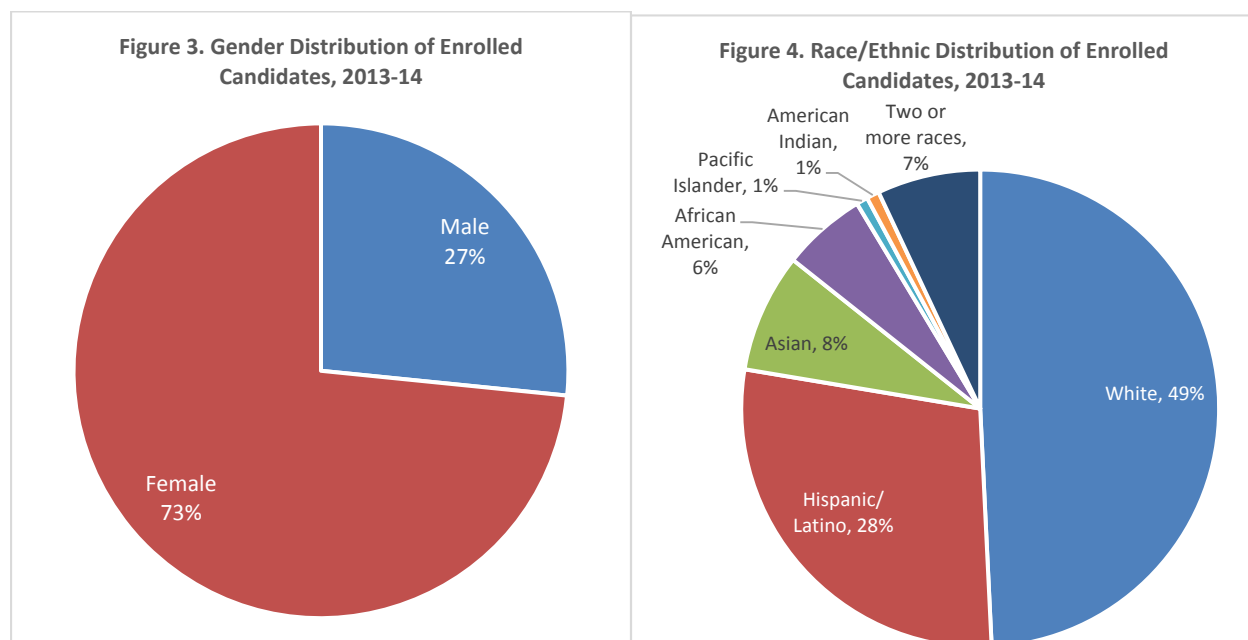
Note: In a few preliminary teaching programs the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for 2013-14.

Table 2 provides gender and ethnic distribution of enrolled students by routes. The Alternative route had more male students enrolled compared to the Traditional route (33 percent and 26 percent, respectively). There was a slight variation in the ethnic distribution of teacher candidates by route as well – 7 percent African American enrolled in the Alternative route compared to 6 percent in the Traditional route. Similarly, 7 percent Asian candidates enrolled in the Alternative route compared to 8 percent in the Traditional route.

Table 2. Gender and Ethnicity Distribution of Enrolled Students by Route, 2013-14

	All Routes	Traditional Route	Alternative Route
Male	27%	26%	33%
Female	73%	74%	67%
White	49%	49%	48%
Hispanic/Latino	28%	28%	29%
African American	6%	6%	7%
Asian	8%	8%	7%
Pacific Islander	1%	1%	1%
American Indian	1%	1%	1%
Two or more races	7%	7%	7%

As depicted in Figure 3, about three-fourths (73 percent) of those enrolled in the preliminary teacher preparation program were female and less than one-third (27 percent) were male.



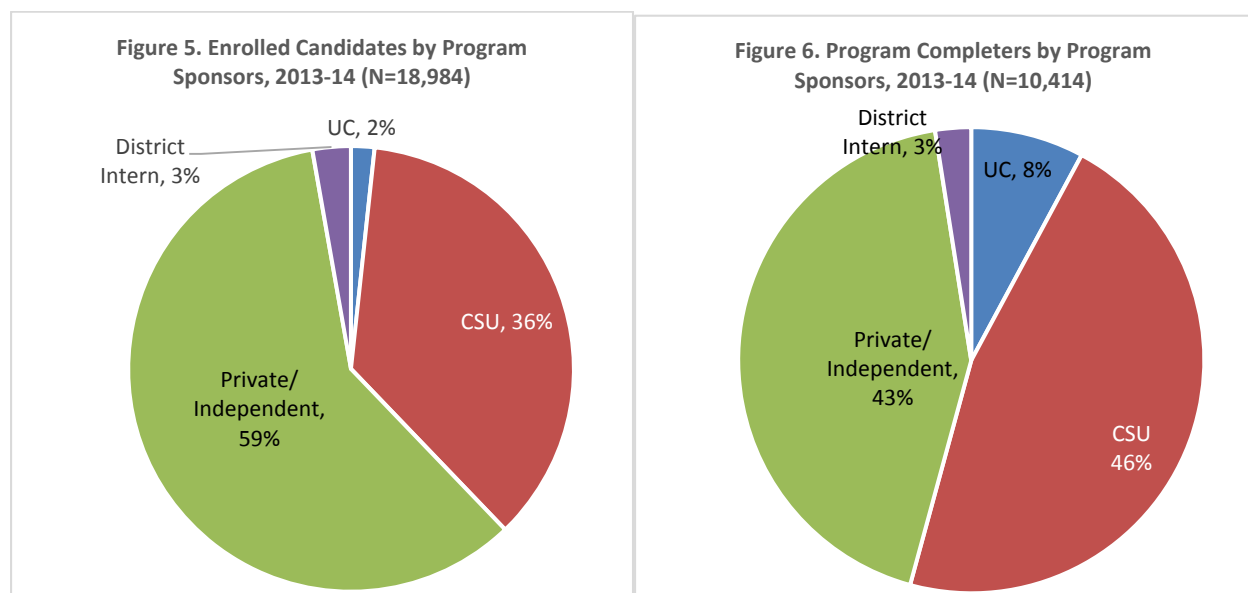
Please note: Providing race and ethnicity information is optional for candidates. Teacher Preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of students enrolled.

Nearly half (49 percent) of those voluntarily providing ethnicity information identified themselves as White and more than one-fourth (28 percent) as Hispanic/Latino of any race. Asian consisted of 8 percent, African American 6 percent, 1 percent Native Hawaiian or Other Pacific Islander, and another 1 percent as American Indian or Alaska Native. Individuals can belong to one or more racial groups; these candidates are reported under the “Two or more races” category. This category consisted of the remaining 7 percent of the enrolled students responding to the ethnicity information question.

Overall, the race or ethnic distribution of teacher candidates enrolled in the teacher preparation programs has become more diverse in recent years. In 2008-09, 57 percent of those responding to ethnicity information identified themselves as White, 39 percent non-White, and 4 percent two or more races. In 2013-14, the data show 49 percent as White, 44 percent non-White, and 7 percent two or more races.

Enrollment and Program Completers Share by Program Sponsors, 2013-14

When 2013-14 enrollment and program completers’ data were analyzed by program sponsors or IHE segments, an interesting picture emerged. More than half (59 percent) of the teacher candidates were enrolled in a private/independent college or university (Private/Independent). More than one-third (36 percent) were enrolled at a California State University (CSU) campus. The University of California (UC) enrolled about 2 percent of the state’s preliminary teacher preparation candidates and District Intern programs enrolled the remaining 3 percent. However, when the program completers were analyzed by IHE segments, nearly half (46 percent) completed the program at a CSU campus, followed by two-fifths (43 percent) at Private/Independent institutions. Eight percent of the total program completers finished the program at a UC campus and remaining 3 percent at district intern programs.



For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Section 1.d Supervised Clinical Experience

Teacher preparation programs were asked to provide the following information about supervised clinical experience in 2013-14.

- *Average number of clock hours of supervised clinical experience required prior to student teaching*
- *Average number of clock hours required for student teaching*
- *Average number of clock hours required for mentoring/induction support*
- *Number of full-time equivalent faculty supervising clinical experience during this academic year*
- *Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)*
- *Number of students in supervised clinical experience during this academic year*

Overall, at the state level, the average number of clock hours of supervised clinical experience required to prior student teaching ranged between 0 to 476 hours and the average number of clock hours required for student teaching ranged between 0 and 1600 hours. The average number of clock hours required for mentoring ranged from 0 to 975 hours. At the state level, about 15,000 students participated in supervised clinical experience during the academic year 2013-14. The average number of clock hours of supervised clinical experience required prior to teaching as well as for student teaching varied by routes. In 2013-14, the average number of clock hours required for student teaching ranged from 135 to 1600 hours for the traditional route and ranged from 0 to 1400 hours for the alternative route.

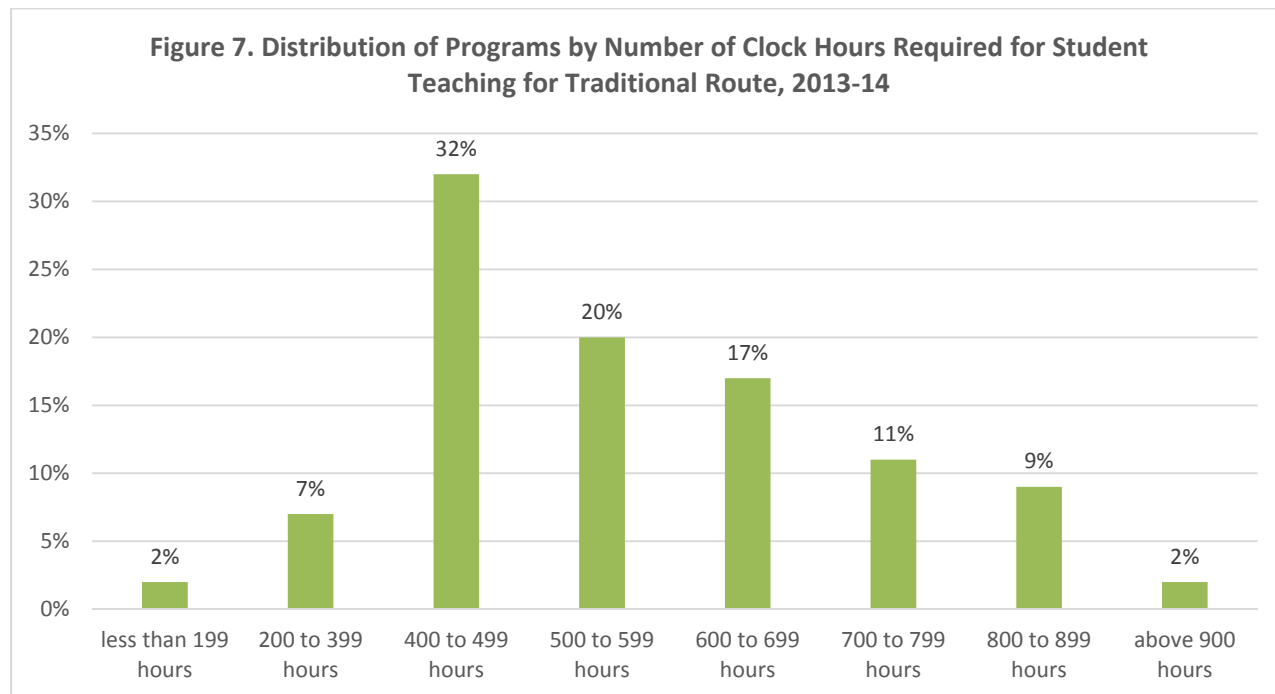
Table 3. Supervised Clinical Experience by Route, 2013-14

	Traditional Route	Alternative Route
Average number of clock hours of supervised clinical experience required to prior to student teaching (range)	0 to 476 hours	0 to 405 hours
Average number of clock hours required for student teaching (range)	135 to 1600 hours	0 to 1400 hours
Average number of clock hours required for mentoring/induction support (range)	0 to 192 hours	0 to 975 hours
Number of full-time equivalent faculty supervising clinical experience during this Academic Year	580	164
Number of adjunct faculty supervising clinical experience during this AY (IHE and PreK-12 staff)	5,110	1,114
Number of students in supervised clinical experience during this Academic Year	12,234	2,467

Note: Data are reported by individual teacher preparation programs and the summary data are provided here. Definitions for Supervised Clinical Experience and questions to collect data for Supervised Clinical Experience come directly from the Title II Higher Education Act. See definition and questions above. As per the Title II instructions, the number of hours the interns spend as teacher of record should not be included in the student teaching.

Figure 7 depicts the distribution of preliminary teacher preparation program by their required clock hours for student teaching for Traditional Route in 2013-14. Less than 10 percent of the

programs in the Traditional Route had required an average of less than 400 hours for student teaching. About one-third (32 percent) of the programs required an average student teaching hours between 400 to 499 and another one-fifth (20 percent) between 500 and 599 hours. Remaining 39 percent had more than 600 hours of required student teaching. In summary, more than half the programs (59 percent) had required an average of 500 or more clock hours for student teaching.

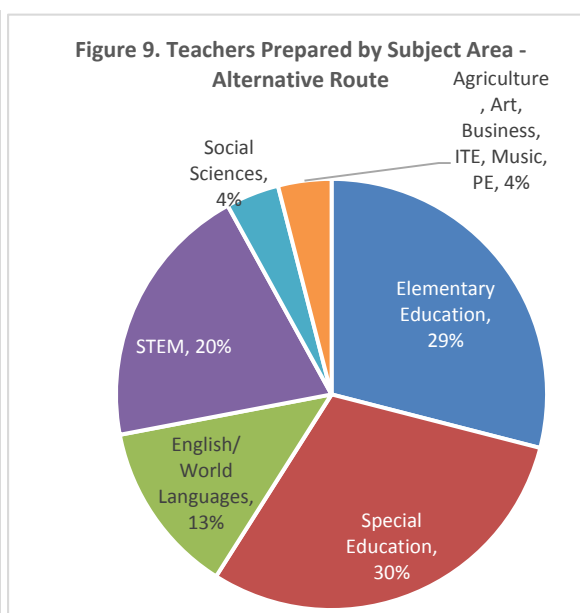
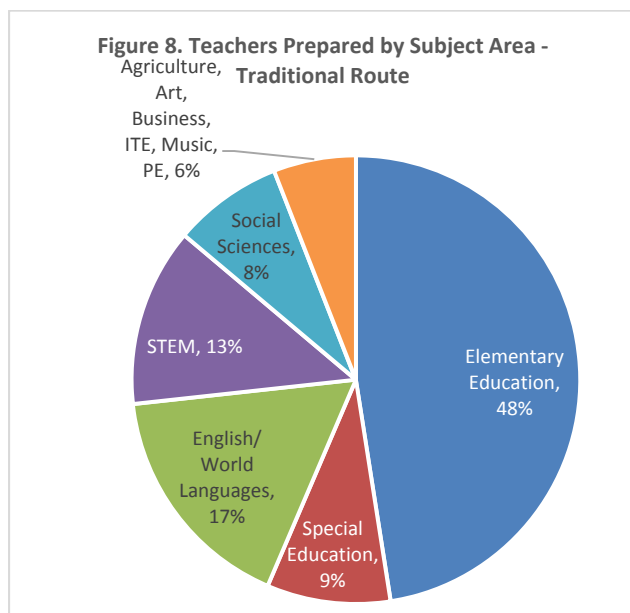


Section 1.e Teachers Prepared by Subject Area

Provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. (§205(b)(1)(H))

The following figures depict the distribution of program completers by subject matter areas by routes. For the Traditional route, nearly half (48 percent) were in the elementary education followed by one-tenth in special education. English and World Languages together accounted for 17 percent; Science, Technology, Engineering, and Mathematics (STEM) for 13 percent; and Social Sciences for 8 percent. Low incidence credential areas such as Agriculture, Art, Business, Music, and Physical Education (PE) together accounted for the remaining 6 percent. The distribution differed significantly for the Alternative route: about one-third (29 percent) were in elementary education and another one-third (30 percent) were in special education. English and World Languages accounted for 13 percent and STEM for 20 percent. Social Sciences accounted for 4 percent and the remaining 4 percent was in low incidence areas such as Agriculture, Art, Business, Music and PE.

Though more than half the teachers prepared were in elementary and special education for both routes, the proportions were almost reversed. For the Traditional route elementary education was 48 percent and special education was 9 percent, whereas for the Alternative route it was 29 percent for elementary education and 30 percent for special education. For the Alternative route, program completers in STEM subjects were 7 percentage points higher and in Social Sciences 4 percentage points lower than for the Traditional route. For the Traditional route, English and World Languages were 4 percentage points higher than for the Alternative route. It is clear that higher proportion of program completers in the Alternative route pursue credentials in shortage areas such as STEM and special education.

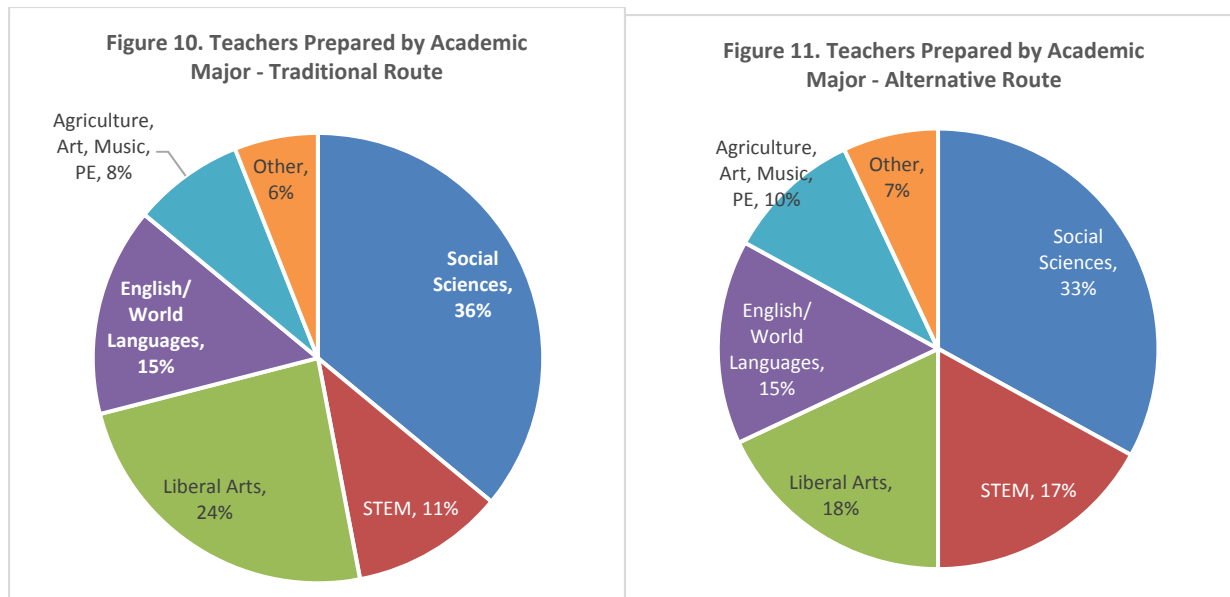


Note –STEM includes science, technology, engineering, and mathematics. However, in California single subject credentials are issued in Mathematics and Science only.

Section 1.e Teachers Prepared by Academic Major

Provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. “Academic major” refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. (§205(b)(1)(H))

As indicated by the figures below, the distribution of academic majors varied slightly by routes. For the Traditional Route, more than one-third (36 percent) had received their undergraduate degree in Social Sciences, followed by 24 percent in Liberal Arts. More than one-tenth (11 percent) had degrees in STEM subjects. Low incidence subjects such as Agriculture, Art, Business, Music, and PE accounted for 8 percent and languages (English and World languages) together accounted for another 15 percent. For the Alternative Route nearly one-third (33 percent) of the program completers’ academic majors were in Social Science and 18 percent were in the Liberal Arts. STEM accounted for 17 percent, Languages 15 percent, and Agriculture, Art, Business, Music, and PE together accounted for 10 percent.



Note – Some of the academic majors are grouped under broad subject categories. Social Science includes philosophy, psychology, history, early childhood education, curriculum and instruction, elementary education, multicultural education, special education, etc. STEM includes science, technology, engineering, and mathematics.

Section 1.e Teaching Credentials Issued for 2013-14

The federal regulations mandate that the states report on the total number of preliminary credential issued in 2013-14 as part of the state report. The Commission’s annual [Teacher Supply Report](#) has detailed data on credentials issued for the 2013-2014 academic year. The following table provides summary data on the total number of individuals who received preliminary credential in the state and individuals who completed their teacher preparation outside of California during the 2013-2014 academic year.

Table 4. Initial Teaching Credentials Issued, by Route: 2013-14

Credential Type	Traditional Route California IHE Prepared	Alternative Route California IHE Based (University Intern)	Alternative Route California Non IHE-Based (District Intern)	Out-of-State Prepared	Total
Multiple Subject	4,246	198	73	1,450	5,967
Single Subject	3,842	581	60	1,369	5,852
Education Specialist	1,256	1,022	219	494	2,991
Total	9,344	1,801	352	3,313	14,810

Source: Teacher Supply Report, 2013-14

Section 1.f Program Completers

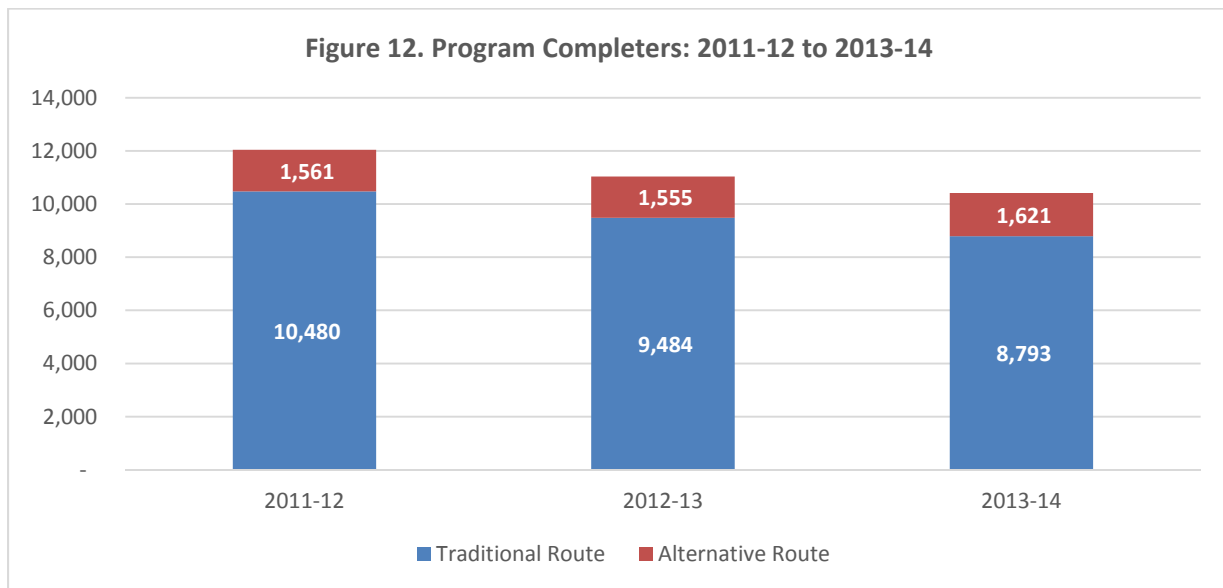
Provide the total number of teacher preparation completers in each of the following academic years – current reporting year (2013-14) and two prior years (2011-12 and 2012-13).

Table 5 provides data for program completers by route for three years. Traditional route showed a declining pattern (by 16 percent), while the Alternative route showed a small increase by 4

percent between 2011-12 and 2013-14. Both routes combined showed a decline of 14 percent in the past three years.

Table 5. Program Completers by Route, 2011-12 to 2013-14

Academic Year	All Routes	Traditional Route	Alternative Route
2011-12	12,041	10,480	1,561
2012-13	11,039	9,484	1,555
2013-14	10,414	8,793	1,621
3-year Change	-14%	-16%	4%



Age Distribution of Program Completers, 2013-14

As part of the pass rate data collection, teacher preparation programs submit date of birth for each of their program completers. Table 6 indicates that the average age of program completers for 2012-13 was 31.4 years, with a standard deviation of 8.4. In 2013-14 year, the average age was 31.9 years with a standard deviation of 8.8. It appears that the average age of program completers has gone down by 1.0 year in the past two years. In other words, younger candidates are entering the teaching profession in recent years.

Table 6. Age Distribution of Program Completers, 2011-12 to 2013-14

Academic Year	Average Age	Standard Deviation
2011-12	32.9 years	8.6
2012-13	31.4 years	8.4
2013-14	31.9 years	8.8

Section II: Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to the state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A) (ii), (§206(a))

Provide information about your program’s goals to increase the number of prospective teachers in mathematics in each of three academic years 2013-14, 2014-15, and 2015-16:

- *Did your program prepare teachers in mathematics?*
- *How many prospective teachers did your program plan to add in mathematics?*
- *Did your program meet the goal for prospective teachers set in mathematics?*
- *Description of strategies used to achieve goal, if applicable.*
- *Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.*

All teacher preparation programs were asked to answer the questions listed above for science, special education and Limited English Proficient Students (LEP). Data for LEP is not included here because all programs embed English learner authorization preparation in their teaching credential programs. Hence all current program completers and future program completers will be authorized to teach EL. In other words, for LEP, one hundred percent of the annual goals will be met each year.

Data from the individual IPRC reports are summarized in the following Table 7. For 2014-15, IHEs have set annual goals to increase by about 800 candidates in mathematics, 700 in science, and 1,500 in special education through the traditional route. In addition, the program sponsors have set goals to increase 260 in mathematics, another 226 in science and more than 700 in special education through the alternative route. When all three shortage areas were combined for each of the three years, the totals ranged from 4,151 in 2014-15 to 4,534 in 2015-16.

Table 7. Annual Goals to increase number of prospective teachers in Mathematics, Science, Special Education: 2013-14, 2014-15, and 2015-16

Route	Subject Area	2013-14	2014-15	2015-16
Traditional	Mathematics	961	768	834
	Science	829	665	731
	Special Education	1,552	1,504	1,587
Alternative	Mathematics	318	260	261
	Science	281	226	248
	Special Education	757	728	873
Grand Total	Math, Science, Special Ed	4,698	4,151	4,534

Detailed responses by each teacher preparation program to annual goals for shortage areas such as mathematics, science, and special education are included in *Appendix B: Institutional and Program Report Card – Section II: Annual Goals*.

Section II: Assurances

Please certify that your institution is in compliance with the following assurances. (*§205(a)(1)(A) (iii), (§206(b))*) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

- *Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.*
- *Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.*
- *Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.*
- *Prospective general education teachers are prepared to provide instruction to students with disabilities.*
- *Prospective general education teachers are prepared to provide instruction to limited English proficient students.*
- *Prospective general education teachers are prepared to provide instruction to students from low-income families.*
- *Prospective teachers are prepared to effectively teach in urban and rural schools, if applicable.*
- *Describe your institution's most successful strategies in meeting the assurances listed above.*

Detailed responses by each program sponsor to Section II: Assurances are included in *Appendix B: Institutional and Program Report Card – Section II: Assurances*.

Section III: Credential Requirements

List each teaching credential (certificate, license or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

In order to be employed in a California public school district, teachers must hold a credential from the Commission. California's credential structure is organized by subject matter and classroom setting. Within this structure, the state has established certification requirements that ensure candidates are prepared for their initial teaching credential and that each candidate must satisfy additional requirements before advancing to the second level or clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Commission also issues credentials for other educational service occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators. The Title II legislation does not require reporting of data related to Designated Subjects credentials, child development permits, or the services credentials. In addition, for general education (Multiple Subject and Single Subject) and special education (Education Specialist Instruction) the Title II report requires reporting on only the preliminary (initial) teaching credential.

Subject Matter and Classroom Setting

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a Multiple Subject, Single Subject, or Education Specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university. Candidates must also acquire knowledge and demonstrate preparation to teach by completing a Commission-approved teacher preparation program. A formal recommendation to the Commission from the California college, university, or local educational agency where candidates completed the program is made. The State offers multiple routes to teaching certification, including traditional one-year post baccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, **no matter the delivery mode**, are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching experience.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of

subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized (single subject) classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Table 7: Single Subject Credential Content Areas	
Agriculture	Health Science
Art	Home Economics
Biological Sciences	Industrial and Technology Education
Biological Sciences (Specialized)*	Mathematics
Business	Mathematics (Foundational-Level)
Chemistry	Music
Chemistry (Specialized)*	Physical Education
English	Physics
General Science (Foundational-Level)	Physics (Specialized)*
Geosciences	Social Science
Geosciences (Specialized)*	World Languages**

**Commission has taken action to sunset the Specialized Science credentials due to the integrated nature of NGSS.*

***World Languages include American Sign Language, Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hebrew, Hmong, Italian, Japanese, Khmer, Korean, Latin, Mandarin, Portuguese, Punjabi, Russian, Spanish, and Vietnamese.*

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is now organized in seven distinct authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, Early Childhood Special Education, and Language and Academic Development. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization plus verification of subject matter competency.

Requirements for Initial Certification

Multiple Subject and Single Subject preliminary credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements to earn the clear credential within the five-year period of the preliminary credential. California preliminary Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable. Holders of these credentials must

complete an approved program including an individualized induction plan to satisfy the Level II or Clear Education Specialist Credential.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. For initial teacher certification or licensure, California uses the following written tests or performance assessments:

- * Assessment of Basic Skills (CBEST, CSET: Writing, out-of-state basic skills exams)
- * Assessment of Subject Matter Knowledge (CSET)
- * Assessment of the Methods for Teaching Reading (RICA)
- * Assessment of Professional Knowledge and Pedagogy (TPA)

Multiple subject, single subject, and education specialist teacher candidates are required to satisfy the basic skills requirement in order to obtain a preliminary teaching credential. The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics. While California Education Code §44252(f) requires candidates to take CBEST prior to admission to a program of professional preparation for diagnostic purposes, if they have not yet met the basic skills requirement, programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to university or district intern programs are required to satisfy the basic skills requirement prior to assuming their teaching responsibilities. *All* candidates must pass the CBEST, or the equivalent, before they can begin student teaching.

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. Historically, candidates have had two options to demonstrate subject matter competence; passage of a subject matter examination or completion of a Commission-approved subject matter preparation program. Candidates are required to demonstrate subject matter competency in the specific content areas they plan to teach. Content knowledge is almost always assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching. All Multiple Subject program completers have to take and pass the CSET Multiple Subjects exams. Educational Specialist program completers have the option of taking CSET subject matter exams in one of the core subjects. In 2013-14, sixty percent (60%) of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program. All teacher candidates satisfying subject matter requirements for California certification by examination are now required to take the CSET.

The RICA is designed specifically for testing professional knowledge in the area of teaching reading. This knowledge is typically acquired by candidates through a program of professional preparation. All multiple subject and special education preparation programs are required to include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification. These candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. The Title II reports require institutions to provide pass rate information on all program completers. An individual may be a 'program completer' but may not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Multiple Subject Teaching Credential and candidates for the initial Education Specialist Instruction Credentials must pass the RICA prior to receiving their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECSE).

Performance Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each preliminary multiple and single subject credential candidate's teaching ability. The Education Code allows for multiple versions of a teaching performance assessment to be used, including both the Commission-developed Teaching Performance Assessment (TPA) and other TPA models that meet the Commission's Assessment Design Standards. Programs may choose to use the Commission developed teaching performance assessment, the California Teaching Performance Assessment (CalTPA) or another approved TPA model. Preparation for the TPA, regardless of TPA model selected by the program, must be embedded into the preparation program. All TPA models include both formative assessment as well as summative assessment for each credential candidate. The performance assessment system contains a set of performance tasks and task-specific rubrics, assessor training. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program is required to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008 and candidates enrolling then or after in the program are required to satisfy this requirement.

The TPA is a program-level requirement, and the Commission does not collect individual TPA scores. It is the responsibility of the teacher preparation programs to report TPA data in their biennial reports as part of the accreditation process.

Detailed information on all other Commission-approved assessments, the structure, cut score, and total volume are presented in the annual exams pass rate report at [Report on Passing Rates of Commission-Approved Examinations from 2008-2009 to 2012-2013](#).

Section IV: Standards and Criteria

This section of the report provides a brief background of California’s recent teacher preparation reform efforts including a description of state standards for programs and teachers. (*§205(b)(1)(B), §205(b)(1)(C)*)

Standards and Criteria for General Education Teacher Certification

After extensive input from California educators, administrators, and policymakers, the Commission adopted three sets of standards¹ consistent with the provisions of SB 2042. These sets of standards are the:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs*, adopted September 2001
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*, adopted September 2001, updated March 2007, April 2008, January 2009, and January 2013
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted March 2002, revised and updated June 2008, and January 2013

Through its accreditation review process the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards. In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established *Teaching Performance Expectations* (TPEs) that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These expectations define the levels of pedagogical competence and performance the Commission expects all candidates to attain as a condition of earning an initial teaching credential. The Commission expects institutions and districts preparing prospective teachers to verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential:

The Teaching Performance Expectations (TPEs)

- A. Making Subject Matter Comprehensible to Students
 - TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
- B. Assessing Student Learning
 - TPE 2 – Monitoring Student Learning During Instruction
 - TPE 3 – Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
 - TPE 4 – Making Content Accessible
 - TPE 5 – Student Engagement
 - TPE 6 – Developmentally Appropriate Teaching Practices
 - TPE 7 – Teaching English Learners

¹ Information about the Commission’s SB 2042 standards may be found at <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8 – Learning about Students
 - TPE 9 – Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
 - TPE 10 – Instructional Time
 - TPE 11 – Social Environment
- F. Developing as a Professional Educator
 - TPE 12 – Professional, Legal, and Ethical Obligations
 - TPE 13 – Professional Growth

In 2012-13, the Commission undertook the task of revising the TPEs to ensure alignment with the Common Core State Standards and English Learners requirements. This work was completed and revised TPEs were adopted by the Commission in March 2013. The Commission is currently considering revisions to these TPEs as part of the larger work of streamlining and strengthening the accreditation system. Adoption of revised TPEs is anticipated in fall 2015.

In 2013, the Commission revised the Multiple and Single Subject preparation standards to strengthen the preparation of all teachers in the area of English learners. These revisions were adopted by the Commission in January 2013. All preliminary teacher preparation programs must have transitioned to these new standards by January 31, 2015. The Commission is currently considering revisions to the program standards for Multiple and Single Subject programs. Adoption of revised program standards is anticipated in fall 2015.

Standards and Criteria for Special Education Teacher Certification

A standards design team was appointed by the Executive Director of the Commission in 2006 to review the credential requirements and program standards for preparing special education teachers. Draft standards were developed by the Design Team and adopted by the Commission in December 2008. All programs fully transitioned to the new Education Specialist credential standards by September 30, 2011. In addition, Teaching Performance Expectations (TPEs) for Special Educators were adopted by the Commission in Fall 2009. The TPEs for Special Educators were updated to ensure alignment with the Common Core State Standards and English learners requirements in 2014.

In addition, in 2013 the Commission, in partnership with the California Department of Education convened an expert Special Education Task Force to examine ways in which to improve outcomes for students with disabilities. The report of the Special Education Task Force entitled, “One System: Reforming Education to Serve All Students” was released in March 2015. The Commission is currently in the process of gathering significant stakeholder input on the recommendations contained in the report and to determine potential changes to teacher preparation for teachers serving students with disabilities. The Commission anticipates a focus on additional policy and programmatic efforts on this important topic over the next year.

Standards and Criteria for Subject Matter Preparation Programs

The *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential. Completion of this subject matter preparation prepares multiple subject candidates for the CSET: Multiple Subjects examination but does not waive candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new subject matter requirements for mathematics, science, social science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas: art, languages other than English (now called World Languages), music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards and are consistent with standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, and American Council on the Teaching of Foreign Language.) In addition, the Commission developed new subject matter requirements and standards in five additional subject areas: agriculture, business, health science, home economics, industrial and technology education. Subsequently, based on legislation, subject matter requirements were developed for 6 additional world languages, and following that, for American Sign Language (ASL). In 2013, Subject Matter requirements were updated to align with the Common Core State Standards in Multiple Subjects, Mathematics, and English. At this time, the Subject Matter requirements for prospective elementary teachers and science teachers are being reviewed to ensure alignment with the Next Generation Science Standards (NGSS).

Alignment of Teacher Credential Standards with California Student Content Standards

Pursuant to subdivision (a) of California Education Code §60605, SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential (integrated programs of subject matter preparation and professional preparation, post baccalaureate programs of professional preparation, and intern programs of professional preparation) reflect this requirement. Induction and clear preparation programs continue a candidate's work with effectively teaching the student content standards. In 2011, the State Board of Education adopted the Common Core Standards.

Recently, the Commission has been in the process of ensuring alignment of teacher preparation standards to the Common Core Standards. The Teaching Performance Expectations (TPEs) were recently updated to reflect California's Common Core and adopted by the Commission (March 2013) and for Special Education (August 2014). In addition, the CSET subject matter requirements and examination for multiple subjects, Math, and English have been updated to align with the

Common Core State Standards (adopted in June 2013). Subject matter programs in Mathematics and Science are submitting documentation demonstrating alignment with the new Subject Matter Requirements. All teacher preparation programs are expected to align their programs to the revised TPEs and to the updated program standards.

Section V: Assessment Information

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2012-2013 academic year along with information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by nearly 90 postsecondary institutions and school districts approved by the Commission to offer Multiple Subject, Single Subject, and/or Education Specialist credential programs in California for the 2013-2014 academic year.

Statewide Assessments Used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides pass rates for the basic skills, subject matter content examinations, and the RICA. Table 8 below indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Table 8: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills*	Assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Content Knowledge*	Assessment of subject matter content knowledge for subject area taught in grades K-12	All multiple subject credential candidates and any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Professional Knowledge/ Pedagogy**	RICA: the assessment of the skills and knowledge necessary for the	Multiple subject and education specialist credential candidates	Before recommendation for the credential

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
	effective teaching of K-8 reading		
Pedagogical Knowledge***	TPA: assessment of the pedagogical performance of prospective teachers. TPA is a locally-administered assessment with multiple approved test models	Multiple and single subject credential candidates	Before recommendation for the credential

**The knowledge assessed by the basic skills and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program.*

***RICA is required for certification that is designed to test a portion of the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject or Education Specialist credential programs only.*

****TPA is a program completion requirement.*

Institutional Pass-Rate Data for Academic Year 2013-2014

For purposes of federal reporting, a distinction is made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These program requirements do not include any of the following California credential requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of a basic skills examination before student teaching;
- Completion of subject matter requirement either by passing a subject matter examination or completing an approved program, as applicable to the particular credential;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background clearance as specified by the Commission; and
- Passage of the RICA as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

Pass rate information in *Appendix A* represents aggregate data for candidates who have completed a teacher preparation program in California and have taken any examination(s) to

fulfill any of their credential requirements. Although California considers California’s university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of “traditional” routes. Pass rate information for programs and subject areas with less than ten program completers is not reported.

Table 9. Assessments Used and Reported for 2013-14

Assessment Name	State Passing Score Standard (Cut Score)	Score Range
Basic Skills -CBEST <ul style="list-style-type: none"> • Reading • Mathematics • Writing 	A scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section
Basic Skills -CSET: Multiple Subjects plus Writing	220 on the CSET Multiple Subjects examination and 220 on the Writing Skills examination	100 - 300
Content Knowledge - CSET	220	100 - 300
Professional Knowledge - RICA <ul style="list-style-type: none"> • Written Exam (WE) • Video Performance Assessment (VPA) 	220	100 - 300

The exam pass rates for program completers in the traditional route for the 2013-2014 academic year ranged from 85 percent to 100 percent over the total assessments taken by this group of candidates. The pass rates for program completers in the alternative route ranged from 70 percent to 100 percent. The overall pass rate for 2013-14 program completers was 96 percent for both routes. It is critical to note that pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and “program completers” by definition have successfully completed the academic coursework portion of their teacher preparation programs.

Table 9. Summary Pass Rate of all Assessments taken by Program Completers, By Route, 2011-12 to 2013-14

Assessment	Traditional Route	Alternative Route
Program Completers, 2013-14	96%	96%
Program Completers, 2012-13	97%	98%
Program Completers, 2011-12	97%	97%
Program Completers 2013-14 Pass rate Range	85% to 100%	70% to 100%
Program Completers 2012-13 Pass rate Range	64% to 100%	82% to 100%
Program Completers 2011-12 Pass rate Range	90% to 100%	77% to 100%

Table 10. Assessment Pass Rate for Program Completers, 2013-14

Assessment Name	Institution Pass Rate	Institution Score Range	Statewide Pass Rate	Statewide Score Range
CBEST	99% to 100%	145 to 189	100%	149 to 157
CSET – all subjects	91% to 100%	232 to 277	97 to 100%	235 to 257
CSET: Writing	100%	222 to 263	100%	231 to 240
RICA	75% to 100%	227 to 250	94%	227 to 238

**Pass rate data is for both Traditional and Alternative routes.*

Detailed pass rate data are provided in *Appendix A*. Appendix A-1 has data for traditional route program completers and Appendix A-3 has pass rate data for alternative route program completers. Appendices A-2 and A-4 have summary assessment data for program completers for the current year (2013-14) and two prior years (2012-13 and 2011-12).

Section VI: Alternative Routes

For all state-approved alternative routes, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Within the California context, it is critical to distinguish between alternative certification and alternative routes to certification. While California has *alternative routes* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject (2) Single Subject (3) Education Specialist and (4) Designated Subjects Credentials. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through traditional means, such as a one-year post-baccalaureate program at an institution of higher education, or a four- to five-year “blended” program that allows for the concurrent completion of subject matter and professional preparation, or through alternative means such as a district or university sponsored intern program, the resulting credentials issued are the same. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the *Teaching Performance Expectations* prior to completing the program.

The most frequently used alternative route to teaching in California is enrollment in an intern program. Intern programs are designed to provide formal teacher preparation to qualifying individuals who serve as the teacher of record and are paid a salary by the district. Intern programs may be up to three years in length. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of intern programs, those offered by universities and those offered by local education agencies.

University intern programs provide one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and/or service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two or three-year programs operated by local school districts, charter organizations, or county offices of education in consultation with accredited colleges and universities. District intern programs are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create and fulfill a professional development plan for the interns in the program. District intern programs must meet the same standards of program quality and effectiveness as university sponsored intern programs.

In December 2007, the Commission took action to require confirmation that multiple subject, single subject, and education specialist interns completed 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Intern Credential.

The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, content-specific pedagogy, human development, and teaching English learners.

At its April 2013 meeting, the Commission took action to identify the range of content that is required to be included in the Preservice portion of the Intern program related to the teaching of English learners. The content is a subset of the Commission's program standard addressing the teaching of English learners, which must be addressed comprehensively in the full Intern program <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>.

Regulations took effect April 1, 2014 mandating that all interns be provided with an annual minimum of 144 hours of general support and supervision and 45 hours of support and supervision specific to teaching English Learners (California Code of Regulations §80033).

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified individuals to become multiple and single subject teachers through an Early Completion Option (ECO). Within this option, candidates who successfully complete a Commission-approved teaching foundations exam in their field, which includes teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction (currently the NES Assessment of Professional Knowledge and the first task of the Teaching Performance Assessment), and who subsequently pass the remaining portions of the teaching performance assessment on their first attempt may be granted a preliminary credential. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, U.S. Constitution, computer technology, basic skills, and character fitness to qualify for a credential. Those seeking the Multiple Subject credential also need to pass the RICA.

Section VII: Program Performance

Criteria for assessing the performance of teacher preparation programs in the state. (§205(b)(1)(F), §207(a))

Since the Ryan Act of 1970, the Commission has been responsible for oversight of programs that prepare future educators. The Commission's accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness. Since the adoption of the first *Accreditation Framework* in 1993, the Commission has maintained, with the exception of two temporary suspensions due to lean budget years, a comprehensive accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities that prepare educators for California's public schools.

The Commission approved the revised accreditation system and adopted a revised *Accreditation Framework* in 2007. One significant shift in the system was to distribute the accreditation activities over a seven year cycle rather than cluster activities in a site visit that occurs once every seven years. Perhaps even more importantly, a shift in the system was the focus on candidate competence and program effectiveness data as a primary tool to drive program improvement and accountability for all educator preparation programs. This is accomplished by program completion and submission of Biennial Reports to the Commission. There is an expectation that all programs engage in regular data collection and use the analysis of the data to make programmatic improvements.

Procedures for Assessing the Performance of Educator Preparation Programs

Under the Commission's accreditation system, institutions are required to meet Common Standards of program quality and effectiveness that apply to all credential programs, as well as specific program standards of quality and effectiveness that apply to each educator preparation program offered by the institution.²

In order to determine the quality of teacher preparation programs, three different activities provide insight into an accreditation decision. The activities are Biennial Reports, Program Assessment, and Site Visits. Each of the activities is explained below.

Biennial Reports

Biennial Reports focus on candidate assessment and program effectiveness data. Every credential preparation program reports to the Commission how it uses data to guide ongoing program improvement activities. Biennial reports move accreditation away from a "snapshot"

² Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at:

<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

Accreditation Framework, Commission on Teacher Credentialing. Available online at:

http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf

approach to an ongoing cycle of data collection and analysis. The Biennial Report process recognizes that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

The Biennial Report includes a section in which the institution briefly describes its credential preparation programs, summarizes the number of candidates and completers in each program, and provides a brief update on changes made to the programs since the last accreditation activity. The program provides aggregated data for 4-6 key assessments and analysis of the data. The report also includes a section in which institution leadership identifies trends observed across educator preparation programs and describes institutional plans for remedying concerns identified by the data. Program-specific improvement efforts must align to appropriate Common or Program standards.

Review Process

Staff reviews Biennial Reports to ensure 1) completion of the report by each approved credential program; 2) inclusion of aggregated candidate assessment and program effectiveness data; 3) analyses of candidate and program data; and 4) articulation of the next steps or action plan that reflects the data analyses and is aligned with Program and/or Common Standards.

If the data included in a Biennial Report reveals a significant concern with the operation or efficacy of a credential program, the Committee on Accreditation (COA) could request additional information from the institution, direct staff to hold a technical assistance meeting with the institution to address the concerns, or schedule a focused site visit to be conducted by members of the Board of Institutional Reviewers (BIR).

Use by Review Teams

Biennial Reports are used by both program assessment review teams as well as site visit teams to provide them with a more comprehensive representation of the institution's activities over time. Reports are used by these review teams as another source of information upon which standards findings and accreditation recommendations are based. Findings on standards and accreditation recommendations may not be based solely on information provided in Biennial Reports.

Program Assessment

Program Assessment takes place in year four of the accreditation cycle and examines each approved program individually. It is the feature of the accreditation system that asks institutions to report on how the approved program meets the standards, either approved California program standards, experimental program standards, or national or professional program standards. Institutions also submit in-depth information about the assessments the program uses to determine candidate competence. Program Assessment informs the Site Visit, which takes place in year six of the accreditation cycle.

Review Process

The Program Assessment document is reviewed by trained educators who have expertise in the specific program area. The reviewers have access to the Biennial Reports that have been submitted by the program.

Teams of two trained content area experts read each Program Assessment document to determine if the standard can be deemed preliminary aligned prior to the collecting evidence at the site visit. Programs receive feedback on the review and may submit additional information. Readers submit any outstanding questions or areas of concern to the COA and the Committee ensures that the site review team investigates the issue(s). The Administrator of Accreditation reviews the program reports, preliminary findings, and questions/areas of concern to determine the size and composition of the accreditation site review team. If reviewers identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Assessment, the sixth year site visit may include a more detailed review of such programs.

Site Visits

An accreditation team visits each institution in the sixth year of the accreditation cycle. The institution prepares for a site visit that focuses mainly on the Common Standards, but may include any program areas identified in advance by the COA as a result of the Program Assessment process. Biennial Reports, Program Assessment documents, including the Preliminary Report of Findings are made available to the site review team. The site visit results in an accreditation recommendation for consideration and action by the COA.

Review Process

The accreditation site visit team is composed of 3 to 7 BIR members, responsible for reviewing all programs at an institution. The site team examines evidence that substantiates and confirms, or contradicts, the preliminary findings of Program Assessment. The team also reviews evidence to determine if the educational unit meets the Common Standards. Evidence comes from a variety of sources representing the full range of stakeholders, including written documents and interviews with representative samples of significant stakeholders. Each program in operation participates fully in the interview schedule. The COA may include additional members on the team with expertise in specific program areas(s) identified as needing additional study during the site visit. The site visit team makes an accreditation recommendation to the COA, which has the responsibility for making the accreditation decision, as described below.

Commission Review

Summary information about each of the accreditation activities is included in the Annual Report on Accreditation submitted by the COA to the Commission. The report can be found at http://www.ctc.ca.gov/reports/coa_2013_14_annual_report.pdf.

Procedures for Determining Educator Preparation Program Accreditation

After reviewing the recommendation of a site visit team that includes information from all the accreditation activities, the COA makes a decision about the accreditation of educator preparation programs at an institution. The *Accreditation Framework*, which guides the

accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the COA makes one of five decisions pertaining to each institution:

Accreditation – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

Accreditation with Stipulations – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

Accreditation with Major Stipulations – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

Accreditation with Probationary Stipulations – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The COA can deny accreditation upon either an initial visit or a revisit to an institution. Although a recommendation of Denial of Accreditation typically comes after a finding of probationary status at an initial visit and after the institution has been provided with an opportunity to institute improvements a review team can recommend Denial of Accreditation at any time if the situation warrants the finding in accordance with this section of the Handbook.

a) Initial Visits

A COA decision of Denial of Accreditation upon an initial visit means that extremely serious and pervasive issues exist at an institution. In these instances, the COA has determined that it is highly unlikely that the issues and concerns identified by a review team and COA can be successfully addressed and rectified in a timely manner. The particular facts, the leadership and/or the infrastructure indicate that a significant amount of time and work must be devoted should the institution choose to address the

identified issues, during which time it is not prudent to have candidates enrolled in the credential program.

b) Revisits

If an accreditation team, upon conducting a revisit to an institution that received major or probationary stipulations, finds that the stipulations have not been adequately addressed or remediated, or determines that significant and sufficient progress has not been made towards addressing the stipulations, a revisit would be required. If an accreditation team finds that: (a) sufficient progress has been made, and/or (b) special circumstances described by the institution justify a delay, the COA may, if requested by the institution, permit an additional period of time for the institution to remedy its severe deficiencies. If the COA votes to deny accreditation, all credential programs must close at the end of the semester or quarter in which the decision has taken place. In addition, the institution's institutional approval ceases to be valid at that time and the institution will no longer be a CTC approved credential program sponsor.

Institutions accredited with stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of major or probationary stipulations, institutions are also required to prepare for a revisit that focuses on the areas of concern noted by the accreditation team during the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision took place. The institution is required to file a plan of discontinuation within 60 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the COA that includes the submission of a complete institutional self-study report. The self-study must clearly indicate how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation. In 2012, the Commission's Committee on Accreditation clarified its processes such that Denial of Accreditation is an option upon an initial visit, rather than after a revisit only.

Section VIII. Low Performing

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

Criteria Used to Classify Low Performing Preparation Programs

The Committee on Accreditation (COA) monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. California revised its definitions of Low-Performing and At Risk of Becoming Low-Performing in 2011. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low-performing institutions:

Low-Performing Institutions – An institution that is determined by an accreditation review team and the COA to have failed to meet a significant number the Commission's standards of quality and effectiveness and receives an accreditation decision of **Probationary Stipulations** would be designated as low-performing. Such an institution would be required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a revisit that focuses on the areas of concern noted by the accreditation team during the original visit. If the institution does not address the stipulations, the COA would deny accreditation.

At Risk of Becoming Low-Performing – An institution that is determined by an accreditation review team and the COA to receive **Accreditation with Major Stipulations** is at risk of becoming a low-performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Major Stipulations are required to have a revisit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, there is one (1) teacher preparation program that has been designated as "at risk of becoming low-performing". The one institution is:

- Pasadena Unified School District (Accreditation with Major Stipulations)

Pasadena Unified School District does not offer a preliminary educator preparation program. It only offers an educator induction program.

In addition, there are two (2) preparation programs that have been designated “low-performing institutions”. These institutions are:

- Fielding Graduate University (Accreditation with Probationary Stipulations)
- Tracy Unified School District (Accreditation with Probationary Stipulations)

Tracy Unified School District does not offer a preliminary educator preparation program. It only offers educator induction programs. Fielding Graduate University does not offer a preliminary teacher preparation program. It only offers preparation for school administrators.

Finally, the Committee on Accreditation took action to Deny Accreditation to Metropolitan Education District. Metropolitan Education offered only Designated Subjects preparation programs.

The two institutions that were listed in last year’s report as at risk of becoming low performing – California State University, Monterey Bay and Hebrew Union College, are no longer classified as such. In addition, the institution listed as low performing in last year’s report – Pacific Oaks College – is no longer listed as such.

California State University, Monterey Bay was revisited by a CTC accreditation team in May 2015 and it was determined that, after the institution had significant change in unit and program leadership and after implementing a series of corrective actions in response to the stipulations placed upon it by COA, all stipulations were removed at a June 2015 meeting of the COA. COA voted to upgrade the accreditation status of CSU Monterey Bay from Accreditation with Major Stipulations to Accreditation. A copy of the team report may be accessed: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-08.pdf>.

Hebrew Union College successfully responded to some of the stipulations placed upon it as a result of the 2014 accreditation visit. In June 2015, the COA acted to remove some stipulations and to upgrade its accreditation status from Accreditation with Major Stipulations to Accreditation with Stipulations. Commission staff and the COA continue to work with Hebrew Union College to address the remaining stipulations. A copy of the report may be accessed at: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-26.pdf>.

Pacific Oaks College was revisited by a CTC accreditation team in May 2015. As a result of the review by this team of the corrective action taken by the institution to address the stipulations, all but two of the stipulations were removed and the accreditation status was upgraded from Accreditation with Probationary Stipulations to Accreditation with Stipulations. Staff and the COA continue to work with the institution to ensure all stipulations are sufficiently addressed. The revisit report may be accessed at: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-40.pdf>.

For detailed information about the accreditation status such as most recent accreditation reports, next site visit, etc. please see the following link:
https://info.ctc.ca.gov/fmp/accreditation/accreditation_reports.html.

Section IX. Teacher Shortage

The reauthorization of the Higher Education Act in 2008 included new provisions addressing teacher shortage.

The 2008 Reauthorized Higher Education Act states the following:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. §(205(a)(1)(A)(ii),§206(a).

Table 7 on page 15 provides data of annual goals to increase the number of prospective teachers in mathematics, science, and special education by teacher preparation programs for 2013-14 to 2015-16. Detailed responses by each program sponsor to annual goals for shortage areas such as mathematics, science, and special education are included in *Appendix B: Institutional and Program Report Card – Section II: Annual Goals*.

Section X. Use of Technology

The reauthorization of the Higher Education Act in 2008 included new provisions addressing use of technology. Beginning with the 2008-09 reporting year, all preparation programs and each state are required to respond to these new provisions. This section addresses these new requirements. (§205(b)(1)(K))

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing “yes” indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- *integrate technology effectively into curricula and instruction?*
- *use technology effectively to collect data to improve teaching and learning?*
- *use technology effectively to manage data to improve teaching and learning?*
- *use technology effectively to analyze data to improve teaching and learning?*

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Commission’s standards (<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>) require all programs to address the use of technology to support instruction. Detailed responses by each program sponsor to the use of technology are included in *Appendix B: Institutional and Program Report Card – Section V: Technology*.

Section XI. Teacher Training

The 2008 Reauthorized Higher Education Act requires the following:

Provide the following information about your teacher preparation program (general and special education). Please note that choosing “yes” indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers (general and special education) to:

- *teach students with disabilities effectively?*
- *participate as a member of individualized education program teams?*
- *teach students who are limited English proficient effectively?*

Provide a description of the evidence your program uses to show that it prepares general and special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and timeline if any of the three elements listed above are not currently in place.

The preparation of educators to teach students with special needs and students who are limited English proficient is of paramount importance in California. The Commission’s adopted program standards address the issues of teaching English learners and teaching students with special needs in all general and special education preparation programs. This content must be addressed by all initial teacher preparation programs.

- SB 2042 Multiple and Single Subject Preliminary Credential Program Standards.
<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>
 - Standard 12: Preparation to Teach English Learners
 - Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
- Education Specialist Teaching and Other Related Services Credential Program Standards.
<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>
 - Program Standard 10: Preparation to Teach English Language Learners

If a teacher has not earned and authorization to teach English learners, the individual may complete a CTEL program or take and pass the CTEL examination to earn the authorization to teach students who are English learners.

- Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification.
<http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.pdf>

In 2013, the Commission focused efforts on strengthening the preparation to teach English Learners, updating and revising six sets of educator preparation standards. With respect to educators of students with disabilities, the Commission updated the Special Education Teaching Performance Expectations (TPEs) in 2014 and all special education preparation programs are in the process of aligning with the CCSS and the new TPEs. In addition, the Commission, in partnership with California Department of Education, convened an expert panel to review and provide recommendations on ways in which to improve outcomes for students with disabilities. The report of the Special Education Task Force entitled, “One System: Reforming Education to Serve All Students” was released in March 2015.

Detailed responses by each program sponsor to teacher training in general education and special education are listed in *Appendix B: Institutional and Program Report Card – Section VI: Teacher Training*.

Improving Teacher Quality

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

This section of the report describes steps taken during the past years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Common Core State Standards (CCSS)

In the past few years, the Commission has taken several steps to ensure that new teachers are fully prepared to teach to the Common Core State Standards in California public schools. In 2013, the Commission revised the Teaching Performance Expectations to align with the CCSS and all teacher preparation programs are expected to be in alignment with the new TPEs. In 2014, the Commission focused its efforts on revising the Subject Matter Requirements (SMRs) in Multiple Subject, Mathematics, and English Language Arts. The CSET Examinations in Multiple Subject, Mathematics, and English Language Arts were revised to align with CCSS. As of June 30, 2014, all Commission approved subject matter programs in Mathematics and English Language Arts were required to submit revised matrices demonstrating the manner in which the subject matter program incorporated and address the CCSS. The Commission is completing the review of these documents at this time.

Next Generation Science Standards (NGSS)

The California State Board of Education (SBE) adopted the NGSS standards in 2013 as required by California Education Code 60605.85. In order to align the teacher preparation programs with the NGSS, informational meetings have been held with the Commission and with the field during 2013-14 concerning the principles and practices exemplified within the NGSS. The Commission plans to revise its teacher preparation program and subject matter preparation program standards to align with the principles of the Next Generation Science standards, with the expectation that new standards and corresponding candidate examinations will be in place by the end of the 2015-16 academic year.

Improving Teacher Preparation in Special Education

The Commission on Teacher Credentialing and the California Department of Education have partnered to improve outcomes for students with special needs. The two agencies jointly convened a Statewide Special Education Task Force comprised of a broad base of constituencies such as parents, teachers, school and district administrators, university professors, and members of policy community. The Task Force has met on several occasions and released a report with recommendations for improving outcomes for students with disabilities, including for teacher preparation in March 2015.

In addition, the Commission adopted revised Teaching Performance Expectations (TPEs) for Education Specialist educator preparation programs. Programs are currently beginning the process of aligning the Education Specialist preparation programs with the new TPEs and must be fully aligned by 2016-17 academic year.

Improving Teacher Preparation to Teach English Learners

The Commission incorporated language that significantly strengthens the preparation to teach English Learners into six sets of educator preparation standards. The Commission's accreditation system began ensuring alignment with these revised standards during accreditation site visits in spring 2015.

In addition, requirements for Multiple Subject, Single Subject, and Education Specialist intern programs specifying English learner content and quantifying Support and Supervision expectations were adopted by the Commission. Regulations took effect in April 2014, requiring all intern programs, in partnership with the employing district, to provide 144 hours of general support and supervision and 45 hours of support and supervision specific to preparing teachers to work with English learners. Additionally, all interns are required to complete a minimum of 120 hours of preservice preparation prior to becoming the teacher of record. New regulations mandate that approximately 45 hours of specific English Learner content must be included within that preservice. Specific regulatory language was provided to all program sponsors in Coded Correspondence 14-07 <http://www.ctc.ca.gov/notices/coded/2014/1407.pdf>.

Recent Legislation Impacting Teacher Preparation

In 2014, several bills impacting teacher preparation were signed into law.

- AB 2560 (Chap. 110, Stats. 2014) directed the Commission, as the licensing agency for individuals designated as mandated reporters, to require all applicants for initial issuance or renewal of a teaching or services credential to read and attest by ink or electronic signature, as appropriate, a specified statement that the applicant understands the duties imposed by the Child Abuse and Neglect Reporting Act. This bill did not place any new requirements on credentialed individuals, but rather was intended to ensure that they understand their existing responsibilities.
- SB 173 (Chap. 545, Stats. 2014) required the Commission and the Academic Senate for California Community Colleges to meet to review their current requirements for noncredit adult education and adult education instructors, and develop and submit recommendations to the Legislature for modifying or establishing reciprocity standards for instructors of adult education courses by July 1, 2015.
- SB 858 (Chap. 32, Stats. 2014) was the 2014 education budget trailer bill, and made multiple changes, one of which was to require that the Commission review and update if appropriate, requirements for the issuance and renewal of permits authorizing service in the care, development, supervision, and instruction of children in child care and development programs. It also required that, by August 1, 2020, teachers assigned to transitional kindergarten classrooms complete at least 24 semester units of early childhood education/childhood development coursework, or obtain a child development teacher permit.

Strengthening and Streamlining the Accreditation System

The Commission began work to strengthen and streamline its preparation program standards, update its performance assessments, and increase the focus of its accreditation system on outcome measures in 2014. The plan for the work was presented at the June 2014 Commission meeting. Six task groups began meeting in December 2014 and a number of agenda items have been presented to the Commission regarding this work.

- Preliminary Teacher Preparation:
<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf>
- Performance Assessments:
<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4A.pdf>
- Induction of New Teachers:
<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5F.pdf>
- Accreditation Policies and Procedures:
<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5C.pdf>
- Surveys—Program Completers and Employers:
<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5E.pdf>
- Data Warehouse and Dashboards:
<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5G.pdf>

The Commission's 2015-16 budget includes funds to update the state's teaching performance assessment, develop the initial administrator performance assessment, and to update the Commission's data systems to support the development of a comprehensive data warehouse and program and institutional dashboards. This work will continue in 2015-16 and 2016-17 with the expectation that revised preparation programs and revised teaching performance assessments will be in use in 2017-18 and the revised accreditation system will also be in place in 2017-18.

Overview of Institutional and Program Report Card (IPRC)

Appendix A-1: Assessment Rates for Traditional Route Teacher Preparation Programs

Assessment Data for Enrolled students, Completed Non-Clinical, 2012-13 (Group 1)

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Assessment Data for Other Enrolled students, 2012-13 (Group 2)

23
Assessment Data for Program Completers, 2012-2013 (Group 3)

72
Assessment Data for Program Completers, 2011-2012 (Group 4)

125
Assessment Data for Program Completers, 2010-2011 (Group 5)

Appendix A-2: Summary Pass Rates for Traditional Route Teacher Preparation Programs

Summary Pass Rates for Program Completers, 2012-2013 (Group 3)

231
Summary Pass Rates for Program Completers, 2011-2012 (Group 4)

234
Summary Pass Rates for Program Completers, 2010-2011 (Group 5)

Appendix A-3: Assessment Rates for Alternative Route Teacher Preparation Programs

Assessment Data for Enrolled students, Completed Non-Clinical, 2012-13 (Group 1)

240
Assessment Data for Other Enrolled students, 2012-13 (Group 2)

248
Assessment Data for Program Completers, 2012-2013 (Group 3)

267
Assessment Data for Program Completers, 2011-2012 (Group 4)

290
Assessment Data for Program Completers, 2010-2011 (Group 5)

Appendix A-4: Summary Pass Rates for Alternative Route Teacher Preparation Programs

Summary Pass Rates for Program Completers, 2012-2013 (Group 3)

337
Summary Pass Rates for Program Completers, 2011-2012 (Group 4)

339
Summary Pass Rates for Program Completers, 2010-2011 (Group 5)

Appendix B-1: IPRC for Traditional Route Teacher Preparation Programs, 2012-2013

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428	Section 1f. Program Completers for 2010-2011, 2011-2012, 2012-
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792	Section 1e. Teachers Prepared by Subject Area
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820	Section II. Annual Goals for Teacher Shortage area – Mathematics
822	Section II. Annual Goals for Teacher Shortage area – Science
853	Section II. Annual Goals for Teacher Shortage area – Special Education
884	Section II. Annual Goals for Teacher Shortage area – EL
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