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## Information/Action

### *Educator Preparation Committee*

### **Proposed Definitions for Pathways to a Preliminary Teaching Credential for Use in the Accreditation Data System**

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**Executive Summary:** This agenda item proposes definitions for pathways offered by preliminary teacher preparation programs for use in the Commission's Accreditation Data System (ADS).

**Recommended Action:** That the Commission review, amend if necessary, and approve the proposed definitions for teacher preparation program pathways for use in the Accreditation Data System (ADS).

**Presenters:** Cara Mendoza, Consultant and Cheryl Hickey, Administrator, Professional Services Division

#### Strategic Plan Goal

#### **II. Program Quality and Accountability**

- b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.

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# Proposed Definitions for Pathways to a Preliminary Teaching Credential for Use in the Accreditation Data System

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## Introduction

This agenda item proposes definitions for pathways offered by preliminary teacher preparation programs for use in the Commission's Accreditation Data System (ADS).

## Background

As part of the strengthening and streamlining accreditation project, the Commission developed an annual Accreditation Data System (ADS) to better understand the many pathways through which credential programs are offered by institutions and to provide accreditation teams, the public, and policymakers with accurate information about the numbers of prospective teachers entering the profession through these pathways. The ADS was designed to serve as a central location for the collection of data related to Commission-approved educator preparation programs. Institutions offering accredited preparation programs submit program data annually by level (undergraduate, postgraduate), pathway (i.e., intern, student teaching: traditional, etc.), and delivery method (i.e., face to face, online, etc.). Additionally, questions in ADS ask program leadership to report data regarding admission standards, program requirements, candidate demographics, and candidate performance.

The information that programs provide in the ADS will be captured in data dashboards annually, enabling stakeholders, researchers, policy makers, and the general public to better understand the approaches teachers are taking to preparation and entry into the teaching profession. Currently, the information provided by institutions in ADS consists largely of self-reported data. The definitions proposed in this agenda item are intended to provide clear guidance to preparation programs about program types to aid them in accurate reporting.

The proposed teacher preparation program pathway definitions are intended for data collection only, and will have no impact on the current program approval process. All programs, regardless of pathway, would still be required to meet the Commission's program standards for Preliminary Multiple, Single Subject, and Education Specialist preparation programs.

## Proposed Definitions of Teacher Preparation Program Pathways for Use in the Accreditation Data System (ADS)

The following table provides definitions for teacher preparation program pathways for the Commission's consideration.

<b>Pathway</b>		<b>Guiding Definition*</b>
<b>Student Teaching</b>	<b>Traditional Student Teaching</b>	Clinical experience where the master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction and assessment, and gradually releases responsibility for the classroom to the teacher candidate. Student teaching concludes with a final culminating activity, such as a solo-teaching classroom experience. The Commission standards require a minimum of 600 hours of student teaching for this pathway.
	<b>Teacher Residency</b>	A student-teaching based pathway for the preliminary preparation credential that includes clinical experience developed and implemented through an intense collaborative partnership between an LEA and an institution of higher education offering a Commission-approved preliminary preparation program, in which the field experience for residents is no less than one school year, for at least half time. Residents are placed in a classroom with a fully credentialed, experienced, and trained mentor/master teacher who receives continuous ongoing support and professional development for their role beyond that required in the Commission-approved program standards. The Commission standards require a minimum of 600 hours of student teaching for this pathway.
	<b>Co-Teaching</b>	Clinical experience with two teachers (the candidate and a master teacher) working together, sharing the planning, organization, delivery and assessment of instruction and physical space throughout the clinical experience. The Commission standards require a minimum of 600 hours of student teaching for this pathway.
	<b>Private Schools</b>	A program in which a substantial portion of the student teaching experience/clinical practice takes place in a private school setting. Additional placements may be required for these candidates to ensure they have experience in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population as required by the Commission adopted program standards. The Commission standards require a minimum of 600 hours of student teaching for this pathway.
	<b>Intern</b>	A paid clinical experience in a public school where the candidate is an employee of the district or school and serves as the teacher of record in his/her own classroom. Interns are provided introductory preservice preparation as well as extensive support and supervision by both the preparation program and the employer as defined in Title 5 regulation 80033. The Commission standards require a minimum of 600 hours of student teaching for this pathway.

\*Pathways are institutionally designed and this table may be used for guidance.

**Staff Recommendation**

That the Commission review, amend if necessary, and approve the definitions of teacher preparation program pathways proposed in this agenda item.

**Next Steps**

If the Commission takes action, staff will work with the institutions sponsoring teacher preparation to disseminate the definitions.