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## Information/Action

### *Educator Preparation Committee*

#### **Discussion of Proposed Changes in Language for Initial Program Review Preconditions**

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**Executive Summary:** This agenda item presents the Commission's current Initial Program Preconditions addressing the Demonstration of Need and the Practitioner's Participation in Program Design that a program sponsor must demonstrate in order to propose a new educator preparation program.

**Recommended Action:** That the Commission review the proposed revised language for Initial Program Preconditions and the suggested options to modify these Preconditions, and direct staff to seek feedback on these modifications.

**Presenters:** Miranda Gutierrez, Consultant, and Poonam Bedi, Assistant Consultant, Professional Services Division

#### **Strategic Plan Goal**

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

- e) Periodically review the Commission's accountability systems to ensure effectiveness and efficiency.

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# Discussion of Proposed Changes in Language for Initial Program Review Preconditions

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## Introduction

At the [January 2020 Commission meeting](#), public comment raised concern regarding one of the two Initial Program Preconditions - Demonstration of Need. Subsequently, staff reviewed both of the Initial Program Preconditions and has prepared proposed revisions to the language of both preconditions for the Commission's discussion.

## Background

The Commission on Teacher Credentialing, under [Education Code section 44227](#), has the authority to establish professional standards for educator preparation programs. In addition, Education Codes [44371](#) and [44372](#) requires the Commission to adopt and implement an Accreditation Framework which sets forth the policies of the Commission regarding accreditation of educator preparation in California. The [Accreditation Framework](#) defines preconditions as requirements based in Education Code, the California Code of Regulations, or Commission policy that must be met for an institution to be eligible to offer a Commission-approved educator preparation program. Programs seeking initial approval must first respond to two Initial Program Preconditions. Once approved, educator preparation programs respond to General and program-specific preconditions in years one and four of the seven-year accreditation cycle.

For proposed programs the [two Initial Program Preconditions are](#): 1) Demonstration of Need and 2) Practitioners' Participation in Program Design. These preconditions were formally General Preconditions 4 and 5, respectively, of the original ten [General Preconditions](#) adopted in March 1995. The language in the Initial Program Preconditions has remained relatively unchanged since March 1995.

During the January 2020 Commission meeting the topic of the Initial Program Preconditions was brought up during public comment. The conversation was based on the question of how the Commission determines that an institution proposing a new program has demonstrated that there is a need for the specific type of educator preparation program and that the institution would meet the need as outlined in the preconditions.

## Initial Program Preconditions

As previously stated, when a program sponsor wishes to add a new educator preparation program, it must provide a response to the Initial Program Preconditions. The language of Commission-adopted Initial Program Preconditions is as follows:

**(1) Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will

operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

**(2) Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

### **Analysis of the Current Preconditions and Possible Amendments**

At the January 2020 Commission meeting, public comment indicated support for revisiting these two preconditions as well as the evidence needed to demonstrate satisfaction of these preconditions. The comment was timely as prior to that meeting, staff had been discussing the Initial Program Preconditions and whether to bring to the Commission revised draft precondition language.

Currently, there are no specific criteria as to how institutions show compliance with the two Initial Program Preconditions. To meet the **Demonstration of Need** precondition, staff has continued the historical practice of requiring an institution to provide one or more letters from school administrators indicating support for the proposed program and assuring that they will consider hiring completers of this credential program from this new educator preparation program. Some institutions have also provided information or data about their service area and the need for this credential area but this has not been required if the letters from districts have been provided. In addition, with respect to the second Initial Program Precondition, **Practitioners' Participation in Program Design**, institutions have identified at least one representative from a local school district or county office of education who have attended some of the planning meetings or who serve on committees that have been developing the program.

### **Possible Revised Precondition Language**

Staff's intention in suggesting the revised language is to ensure that there is 1) a need for the educator preparation program and 2) authentic involvement between institution of higher education (IHE) and K-12 practitioners in the program design and development and implementation. In addition, staff suggests that the evidence needed to satisfy these preconditions be explicit. The proposed revised language is as follows:

**(1) Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the type of program in the region in which it will operate or a need for educators prepared through a specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials in the region of the proposed program, a projected need based on a need's analysis, projected student growth in the region, and affirmations from

employers in the region that provide their anticipated hiring need in the credential category.

**(2) Collaboration in Program Design and Implementation.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include evidence of collaboration between postsecondary education institutions, employers of credentialed educators, and K-12 practitioners in the design of the program, and verification that they will be involved in the implementation of the program and are committed to the implementation and continuous improvement of the proposed educator preparation program.

The proposed language in Demonstration of Need would expand the demonstration to include data on the number of educators in the proposed credential category who are teaching or providing services on less than a full credential in the program sponsor's region. It also includes that affirmations be provided from local education agencies regarding an anticipated educator need, based on data.

For the proposed Practitioners' Participation in Program Design and Implementation precondition, institutions could be required to provide a table that outlines who was involved in the program design, including the name, title, role and affiliation of the individuals who participate in the planning. The agenda(s) and meeting minutes that show who was present and participated in the program design could also be provided.

In some recent accreditation site visits for continuing programs, the evidence provided by preparation programs to demonstrate that they include stakeholders such as local school districts and practicing educators in the design (Common Standard 1), implementation (Common Standard 3) and continuous improvement (Common Standard 4) processes for the preparation program has not been as strong as it might be. By raising the requirement for new programs to authentically include postsecondary education institutions, employers of credentialed educators, and K-12 practitioners in the initial design of the program, this precondition can set the expectation that collaboration between these groups is essential in preparing new educators.

### **Staff Recommendation**

Staff recommends that the Commission discuss the proposed revisions to the Initial Program Preconditions provided in this agenda item, provide feedback, and direct staff to seek feedback from preparation programs and employers.

### **Next Steps**

Based on the Commission's discussion and direction, staff would collect feedback from stakeholders and bring the item back to the Commission for possible adoption. In addition, if the Initial Program Preconditions are adopted by the Commission at a future meeting, staff will begin the process to put the Initial Program Preconditions into Title 5 of the California Code of Regulations.