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Information

Educator Preparation Committee

Study Session on Preparation Program Completer Survey Data

Executive Summary: This agenda item presents findings from the Learning Policy Institute’s analysis of five years of survey data from educator preparation program completers, as well as from their cooperating teachers/mentors and employers. The report will also cover what the perceptions of new educators captured in these surveys can illustrate about the state of educator preparation in California.

Recommended Action: For information only

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Introduction

In 2016, the Commission implemented a new accreditation framework for educator preparation programs that included new program standards, new outcome measures, and a new accreditation data system and dashboard capturing different aspects of teacher preparation and candidate readiness. The redesigned accreditation system collects data about how and where the teaching performance expectations are taught and supported, how supervised clinical practice is organized, and how coursework and clinical work cohere. As part of this new system, the Commission began administering surveys to all educator candidates completing an approved preparation program who were applying for their preliminary teaching credential. The surveys are meant to serve as a tool for continuous improvement for programs, which receive the data from the Commission, and input for accreditation decisions.

The Learning Policy Institute conducted an analysis of five years of new educators' perceptions captured in the surveys and examined statewide patterns that emerge from the responses of more 60,000 educator preparation program completers from across California who applied for their preliminary teaching credentials from 2016-17 to 2020-21, as well as perceptions from employers hiring these new educators and cooperating teachers/mentors working with candidates during their preparation.

Earlier this year, The Learning Policy Institute published a report about their analysis of teacher-related surveys - [Educating Teachers in California: What Matters for Teacher Preparedness?](#) The report describes who is receiving preliminary teaching credentials after completing California-based teacher preparation programs (TPPs), how well prepared completers of teacher preparation programs feel across all of the domains of the teaching performance expectations, what kind of coursework and clinical experiences they received, and what aspects of preparation explain how prepared completers feel to enter the profession.

This study session will also discuss survey data related to administrator preparation program completers and educators who completed an induction program.