

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET  
SACRAMENTO 95814

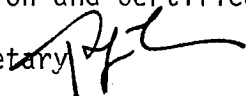
(916) 445-0184



1 December 1978

78-7919

TO: Interstate Certification Project Contract Administrators  
State Directors of Teacher Education and Certification

FROM: Peter L. LoPresti, Executive Secretary 

SUBJECT: List of Interstate Certification Project Programs,  
Certification Requirements, Program Approval System

Here are two copies of our 1978 directory of California programs classified as acceptable for purposes of the "Interstate Agreement on Qualification of Educational Personnel". While meeting the requirement of our contract with states which are party of the contract with us, the Directory has been prepared to be useful in your future decisions about contract renewal or initial agreement.

The Directory includes a description of the general requirements for and teaching authorization of California's basic teaching credentials. The Commission guidelines for approval of professional preparation programs are a part of the Directory, also. Enclosed with the listing is a document entitled "Overview of External Assessment", which may tell you more than you need to know about our program review and approval system.

To assist us in preparing to consider the renewal of the Interstate Contract, ~~will those of you interested and able to consider reciprocity with California~~ please provide me with a copy of pertinent information concerning your certification requirements, program standards and review and approval system?

Two copies of the Directory have been sent to your Chief State School Officer with the enclosed memorandum. If you need a few additional copies, please let me know.

Attachments

A.

OVERVIEW OF EXTERNAL ASSESSMENT

Pilot Phase I - 1974-75  
Pilot Phase II - 1975-76  
Pilot Phase III - 1976-77  
Fourth Year - 1977-78  
Fifth Year - 1978-79

General Statement

To fulfill its obligations under the Teacher Preparation and Licensing Act of 1970 (The Ryan Act), the Commission for Teacher Preparation and Licensing has developed the "External Assessment" system for review and evaluation of professional preparation programs at institutions of higher education in California. The general outline of this assessment system was developed early in 1974 through two design conferences involving participants from higher education, from teaching and administrative ranks of the public schools, and from other interested constituencies of teacher education. (See Appendix W, Ryan Act.)

Basic Principles

The original design and acceptance of the External Assessment Pilot Project included some basic principles with which each phase has remained consistent. These basic principles, included as a "frame of reference" in the original design report in mid-1974, are presented below:

1. The system or plan for External Assessment should accommodate change, creativity, and innovations, and in measuring an institution against its PARD(s) and Commission approval change(s), should stimulate program evaluation and improvement on a continuing basis.

---

2. The External Assessment system should be an entirely open process with no confidential data in the system.
3. Institutional autonomy should be preserved within the parameters of the system.
4. There should be involvement in External Assessment by external groups directly concerned with the programs and the "products" of the programs.
5. External Assessment should be closely coordinated by the Commission's staff.
6. Information about programs and the assessment process and its outcomes should be made available to interested groups and individuals.

7. An External Assessment system should be concerned ultimately with effective teaching in schools.
8. The plan should include a procedure for evaluating the effectiveness of the External Assessment system on a continuing basis.
9. Adequate appeal procedures will be provided to insure the institution access to due process. (See Appendix B, Appeal Process.)
10. The plan should provide an "alert" system which will warn of impending problems in time to avoid serious harm to students or loss of quality because of deficiencies or malfunction in any program.

### Purpose

External Assessment is designed to identify the degree to which teacher preparation institutions have implemented programs of professional preparation according to the program plans approved by the Commission. Initial approval has been granted programs leading to the multiple and single subject teaching credentials and specialist and services credentials at 70 institutions in California, based upon program documents submitted to and approved by the Commission from 1973 to the present. The External Assessment process utilizes a discrepancy evaluation mode to compare program implementation with the approved program plan. The assessment results then provide a basis for Commission action to grant standard approval to institutions whose programs have been effectively implemented; conditional or probationary approval, if necessary, to institutions where effective implementation is found lacking. (See Appendix P for Program Approval Types, and V, for On-Going Review Process.)

### Constituency Assessors

To obtain an evaluation external to both the institution in question and the Commission and its staff, External Assessment utilizes persons from identifiable constituencies of teacher preparation programs to perform the assessment. These constituents, who the Commission feels have a legitimate interest in the quality of teacher preparation in California, are trained by Commission staff and assisted in their assessment functions by such staff as well as by the institutional faculty. The assessment is conducted according to procedures developed cooperatively with the institution, and monitored by Commission staff.

The assessors should randomly represent the following:

- Elementary and secondary teachers and other practitioners
- Credential candidates
- School administrators and school board members
- Public school parents and interested people from the community
- Higher education faculty and professional associations

It is Commission policy to have ethnic/racial and sex representation on each assessor team commensurate with the composition of the school population served by the Commission. Six assessors, at least one from each of the specified constituencies, are assigned to assess each credential program. (See Appendices C, F, H, I, J, O, U.)

#### Assessment Activity

The assessors conduct an assessment of major segments of each approved program through interviews and other data collection. The assessor team for each program then prepares three reports. After all participants have had an opportunity to review the reports thoroughly, a clarification meeting is held between all assessors and institution faculty, at which time changes in reports can be made if factual errors or other information are uncovered. (See Appendix T, Report Development.)

#### Regional Panel

Following the clarification meeting, reports from assessors, including clarification statements from the institution are submitted to the "regional panel". The membership of the panel is representative of the same constituencies from which the constituent assessors are drawn. Experience as a local assessor is a major criterion for selection to a regional panel.

The responsibility of the regional panel is to make recommendations to the Commission on the type approval each program should receive. Assessor reports are used as the basis for the regional panel recommendations.

---

Final authority for granting standard, conditional, or probationary approval rests with the Commission. (See Appendix S, Regional Panel.)

B. MISSION STATEMENT AND GOALS FOR EXTERNAL ASSESSMENT 1978-79

Mission Statement

During the 1978-79 academic year to continue to fulfill the mandate of the Teacher Preparation and Licensing Act of 1970 (The Ryan Act) for continuing evaluation of programs of professional preparation in California through implementation of the External Assessment Framework, Part I.

The following goals have been developed in order to accomplish the mission:

1. To ascertain the degree to which 32 programs at 9 institutions are implemented in accordance with the program document approved by the Commission. (A program is considered ready for assessment when it has been operating long enough to have graduates.)
2. To determine which programs have substantial congruence between implementation and the program document and which do not.
3. To grant one of three program approval statuses on the basis of this determination.
4. To make judgments on the quality of each program as it is implemented.
5. To make suggestions and recommendations for program improvement.
6. To identify those procedures, materials, etc. which enhanced or hindered the process of evaluation.

DESCRIPTION OF EXTERNAL ASSESSMENT 1978-79

Programs and Institutions

In 1978-79 a total of thirty-two (32) programs (28 new assessments and 4 reassessment of programs receiving probationary approval) at the following institutions will be undergoing assessment:

University of California, Santa Barbara  
University of California, Los Angeles  
California State College, Bakersfield  
California State University, Hayward  
University of San Diego  
Occidental College  
California Lutheran College  
Chapman College  
University of LaVerne

## The Process

The process, which has shown cumulative improvement through its evolution, will be essentially the same as in 1977-78:

Assessment will be based on four categories and ten priority guidelines, indicated below:

### PRIORITY GUIDELINES

#### Assessment Category A

#### Institutional and Community Resources

- Evidence of broad institutional and community involvement in and commitment to program development.
- Cooperation and coordination between college supervisors, master teachers, and candidates.
- Institutional support of the program, including staffing and resources where appropriate.

#### Assessment Category B

#### Candidate Selection, Advising, and Evaluation

- Requirements for candidates' admission to the professional preparation program.
- Provisions for a systematic evaluation, counseling, and advising program for all candidates.
- Final review and evaluation.

#### Assessment Category C

#### Professional Competencies and Field Experiences

- A description of all courses (modules, independent study) that comprise the theoretical component of the professional preparation program and their expected outcomes.
- A description of field experiences (student teaching, practicums) that comprise the clinical component of the professional preparation program and their expected outcomes.

For Multiple and Single Subjects only

Legal Aspects:

1. At least nine semester units of professional education courses;
2. Not more than 12 semester units may be designated as prerequisite to student teaching;
3. Field experience, including student teaching, offered in the regular four-year undergraduate program (required of public institutions).
4. Provisions to ensure subject matter competence of candidates.

Assessment Program Monitoring and Evaluation  
Category D

- Provisions for evaluation and improvement of the total professional program on the basis of candidates' and graduates' performance.
- Provisions for the administration and monitoring of the theoretical and clinical components of the professional preparation program.

The sections of the program document corresponding to the nine (9) priority guidelines are the parts of the program which have been selected for assessment. (See Appendix R, Priority Guidelines.)

Assessor Team and Assessment Activity

Each program will be assessed by a team of six (6) assessors, whose responsibility will be to assess the entire program. To ensure that there will be at least six assessors per program, an alternate will be invited, so in some cases there will probably be seven assessors per program, the six team members plus the alternate. (See Appendix D, Assessor Team Structure.)

Assessors will use the Program Assessment Document (PAD), which is an updated Program Approval Review Document (PARA), as the basis for assessment. It is this document that will give a description of the program and against which assessors will determine divergences in the operating program.

Assessors will use the PAD, interviews, and other documentation (syllabi, advisement forms, etc.) to arrive at their final reports. (See Appendix Q, Program Assessment Document.)

Each team will prepare three types of report: a discrepancy report, a special observations report and a quality report. After team members have written and agreed on their reports, institutional staff will have the opportunity to react to the reports in a clarification meeting.

The final assessment reports will be assessor team consensus reports, including assessor and institutional clarification statements. These final reports are sent to a regional panel which makes recommendation to the Commission on the type of approval (standard, conditional, probationary) each program will receive.

#### Typical Assessment Week

Assessment at each institution will be scheduled for five (5) consecutive days, divided as follows:

- 1st Day: Training of assessors plus the conducting of two interviews by each assessor.
- 2nd Day: Full day of assessment plus additional training, as needed.
- 3rd Day: Full day of assessment.
- 4th Day: Full day of assessment or Report Development and Clarification.
- 5th Day: (If needed) Report Development and Clarification.

Experience in 1977-78 indicates that few assessments will take the full five days.

#### Institutional Preparation

In order to prepare for External Assessment, institutions need to set dates for their assessment, decide on the programs to be assessed using approved criteria, identify to the institutional consultant the coordinator for External Assessment at the institution and the program coordinators. That done, they need to do the following:

##### 1. Prepare the PAD:

---

Forward to the consultant responses to conditions and requests for program changes. When these have been approved, they must be integrated into the text of the program document. Any other editorial changes that need to be made in the document should be made. An index showing the page numbers of the priority guidelines within the document should be included at the beginning of the document. When all the above is complete, the document becomes the Program Assessment Document (PAD).

- 2. Mail fifteen copies of the PAD to the institutional consultant.
- 3. Nominate potential assessors to be placed in the assessor pool.
- 4. Forward interviewee lists to the coordinator of External Assessment.
- 5. Forward program specific questions to the coordinator of External Assessment.



6. Arrange for each assessor to conduct ten interviews on campus.
7. Communicate to the coordinator of External Assessment the location of the buildings and rooms that will be used for External Assessment and the location of additional documents that might be used in the assessment.
8. Mail parking stickers to assessors or make other parking arrangements for assessors.
9. Make available duplicating facilities, clerical help (at least one secretary) and telephones during assessment.

#### Responsibilities of Assessors

1. Read and understand the PAD for the program they are assessing.
2. Conduct at least 15 interviews.
3. Consult additional pertinent documentation.
4. Write three types of reports: discrepancy, quality, special observations: each assessor will write three individual reports, each of which will be combined with the individual reports of team members to form team consensus reports.
5. Participate in the clarification session with the institution's faculty.

#### The Training of Assessors

In the training of assessors, the following materials will be used:

PAD, External Assessment Framework, Assessor Handbook, Lists of Questions, Interviewee lists, etc. (See Appendix M, Assessor Handbook, and Appendix N, Glossary, for Interviewees.)

#### Responsibilities of the Regional Panel

1. To read assessor team consensus reports (discrepancy, special observations) for each program, and on the basis of these decide the approval status of the program. After the approval status of each program is decided, the regional panel will read the quality report for four selected guidelines: Cat. A, I, II, III; Cat. C, II, and make adjustments, if any, in the conditions and the type of approval each program will receive. (See Appendix T, Report Development.)
2. To recommend the type of approval each program will receive and the conditions that will be placed on the program.
3. To write reports to be forwarded to the Commission for its final decision.

## Responsibilities of CTPL Staff (includes adjunct staff)

### During Assessment

1. To provide training for the assessors.
2. To facilitate the work of the assessors.

### After Assessment

1. To put consensus reports into final form to be sent to regional panel members, and institutional faculty.
2. To provide training for regional panel members.
3. To facilitate the work of the regional panel.
4. To put regional panel reports into final form for use by the Commission in making final decisions on the approval status of programs.

(See Appendix N, Glossary, for Adjunct Staff.)

## Alternate Assessment Models

This year, as in previous years, institutions will be given the opportunity to propose alternate models of assessment. (See Appendix A.)

## Special Studies

There will also be special studies, designed to provide additional information on the process and to improve its efficiency and effectiveness. (See Appendix G.)

---

## Institutional Costs

In order to have accurate information on the total cost of External Assessment, the Commission is requesting that institutions submit a statement indicating the cost of the process to them. Cost should include all resources used for External Assessment. (See Appendix K, Forms for Reporting Institutional Costs.)

## Internal Evaluation

To continue evaluating the efficiency of External Assessment, an internal evaluation will be part of the process. (See Appendix L.)

SCHEDULE FOR DEVELOPMENT AND IMPLEMENTATION OF  
EXTERNAL ASSESSMENT FRAMEWORK

To accomplish the mission of 1978-79 External Assessment, the following plan is proposed:

- 1.0 To refine the External Assessment process for implementation in 1978-79, based upon the original design concept, the results to date, and evaluation of all previous years.
  - 1.1. Staff completes evaluation of Fourth Year and develops proposed Implementation Plan for 1978-79. June/July  
1978
  - 1.2. Commission for Teacher Preparation and Licensing through action taken by the Programs Committee and the full Commission considers and adopts first draft of Implementation Plan for 1978-79. July  
1978
  - 1.3. Framework for External Assessment 1978-79 is finalized. August  
1978
  - 1.4. Commission considers and approves External Assessment Framework. September  
1978
  - 1.5. Staff develops materials and instruments required for 1978-79. October  
1978
- 2.0 To select thirty-two programs at nine institutions of higher education for involvement in 1978-79 External Assessment. (Includes selection of off-campus programs and programs receiving probationary approval.)

---

  - 2.1. Staff selects twenty-eight programs at nine institutions, assuring appropriate mix as in previous years, including off-campus programs and programs with probationary status. June  
1978
  - 2.2. Commission approves selections. June  
1978

- 2.3. Institutions are given opportunity to propose experimental alternatives within assessment. Sept/October 1978
- 2.4. A limited number of experimental alternatives may be selected for cooperative implementation between Commission and institutions in 1978-79. November 1978
- 2.5. Institutions are contacted for participation in pilot studies. August 1978
- 2.6. Commission holds work session with participating institutions for development of Program Assessment documents. September 1978
- 2.7. Institutions complete Program Assessment documents and file with Commission staff. November/Jan 1978 1979
- 2.8. The assessment schedule is agreed to by institutions and Commission staff. November 1978
- 3.0 Assessor pool is established, and assessment teams are selected for 1978-79.
- 3.1. Staff contacts all constituent organizations, institutions, school districts, and other potential parties to solicit names for volunteer assessor pool. ~~Aug/September 1978~~
- 
- 3.2. Constituency organizations will be requested to contact potential assessors prior to recommending for the assessor pool. Sept/October 1978
- 3.3. Names of participants from previous years are placed in the experienced assessor pool following a determination of continued interest and commitment indicated by return resume forms. Sept/October 1978
- 3.4. Provisions are made for groups and individuals to come forward and indicate interest in being placed in pool. Sept/October 1978

- 3.5. All potential pool entrants are received, and staff makes contacts to determine interest and commitment to serve, and to secure a resume, before each name is placed in pool (in those cases where this was not already done). Creation of inexperienced assessor pool and experienced assessor pool. Sept/October 1978
- 3.6. Staff selects members for assessor teams for all 1978-79 program assessments, based upon areas of interest, geographical proximity, and balance between five constituent categories and racial, ethnic, and sex representation. Nov/December 1978
- 3.7. Institutions are informed of assessor selection and all questions are resolved. December 1978
- 3.8. All selected assessors are informed of assignments, and commitment to serve is reaffirmed, alternates are selected where needed. December/Jan 1978 1979
- 3.9. Assessors are informed of assessment schedule, and requests for released time are made of employers. December/Jan 1978 1979
- 4.0 To train assessors with skills necessary to function effectively in 1978-79.
- 4.1. Staff prepares all training materials, including revised Assessor Handbook. Aug/December 1978
- 
- 4.2. Assessor Handbook is sent to all selected assessors to familiarize them with the overall process. Nov/Dec/January 1978 1979
- 4.3. Program Assessment Document is sent to all assessors to familiarize them with program to be assessed. Jan/March 1979
- 4.4. Training session schedule is reaffirmed, and invitations are issued to assessors. Jan/March 1979

- 4.5. All-day week-day training sessions are held at each institution, including:  
 Brief review of External Assessment to assure mastery of the External Assessment Handbook;  
 Institutional review of program(s) to be assessed to assure mastery of Program Assessment Document;  
 Training in assessment procedures utilizing revised Assessor Handbook;  
 Assignment of interviewees, final review of procedures;  
 Reminder of assessment schedule, assessment begins. Jan/April 1979
- 5.0 To assess twenty-eight programs at nine institutions according to agreed-upon schedule.
- 5.1. One week assessment period at each institution. Jan/April 1979
- 5.2. Two full days are set aside for concentrated assessment activities on each campus. Jan/April 1979
- 5.3. On the concentrated assessment days all faculty, students, cooperating teachers and other potential interviewees make themselves available; all assessors receive released time to pursue assessment activities under coordination of Commission staff. Jan/April 1979
- 
- 5.4. Assessment teams meet to coordinate assessment efforts on concentrated assessment days, with staff facilitation. Jan/April 1979
- 5.5. Each assessor completes assessment interviews and prepares individual reports. Jan/April 1979
- 5.6. Each assessor gives attention to both the identification of program discrepancies and to the development of qualitative statements, special observations, suggestions, and recommendations for program improvement. Jan/April 1979

- 5.7. Commission staff will monitor each assessment to assure that each assessor completes all interviews and prepares an assessment summary giving attention to both discrepancy and qualitative assessment areas and special observations. Jan/April 1979
- 6.0 All-day Report Development meetings and Clarification Sessions for assessors are held at each institution to prepare team consensus reports and for clarification between assessors and the institution.
- 6.1. All-day Report Development meetings and Clarification sessions are held at end of assessment period according to agreed-upon schedule at each institution. Jan/April 1979
- 6.2. The Report Development meetings and Clarification Sessions are all-day week-day meetings, to provide adequate time to compare individual summary findings, complete consensus reports and for clarification between the assessors and the institutions. Jan/April 1979
- 6.3. Individual assessor reports are discussed by whole team, and team consensus reports are written. Jan/April 1979
- 6.4. Clarification statements from assessors and institutions are incorporated into the team consensus reports. Jan/April 1979
- 
- 6.5. Clarification statements are typed as additions to the typed assessment reports and mailed to assessors and the institutions as soon after the Clarification meeting as possible. Jan/April 1979

- 7.0 To hold meetings of the 1978-79 Regional Panel to review assessment reports and make recommendations to the Commission.
- 7.1. Appointments to the Regional Panel are made by Commission staff from the assessor pool. February 1979
- 7.2. Regional Panel will be utilized in 1978-79 and appointments will be made by the same apportionment formula used for the 1978-79 assessor teams. November 1978
- 7.3. To the greatest extent possible, persons will be appointed who have had experience as panelists or assessors in previous years. February 1979
- 7.4. Members of the Regional Panel will be expected to attend and observe training sessions, assessment meetings, and Consensus and Clarification Meetings, as possible. Jan/April 1979
- 7.5. Members of the Regional Panel will be sent all assessment materials relevant to the institutions they will review. Mar/April 1979
- 7.6. The assessment report packages -- Program Assessment Document, team consensus reports, and clarification statements -- will be sent to the Regional Panel members as soon as they are complete at each institution. The Regional Panel will receive only the Discrepancy and Special Observation at this time. (Later, at the panel meetings, quality reports on selected guidelines will be given to the panel.) Mar/April 1979
- 7.7. The Regional Panel will meet early in May, according to the agreed-upon schedule. May 1979
- 7.8. The Regional Panel will meet in program groups, and as a general session to prepare an assessment summary for each program, and to develop recommendations on program approval and conditions for program improvement. May 1979



- 7.9. The Regional Panel reports and recommendations will be typed and printed, and shared with appropriate institutions, with the appropriate assessor teams, and with the members of the panel. May 1979
- 7.10. Any institution dissatisfied with the results of the original assessment and/or any reassessment will have an opportunity to present a formal appeal to the Programs Committee, and if still dissatisfied, to the full Commission. June/Sept 1979
- 7.11. The institution will be asked to study the Regional Panel report and the recommendations concerning continued approval and conditional statements. If the institution finds these recommendations appropriate, it will be asked to indicate this in writing to the Commission. June 1979
- 7.12. If the institution is not satisfied with the appropriateness of the Regional Panel report, it will be asked to notify Commission staff orally and provide the Commission a written statement stipulating its dissatisfaction. June/July 1979
- 7.13. The appeal process in Appendix B of this report will then be followed. June/Sept 1979
- 7.14. The Regional Panel reports and recommendations, and the results of any institutional appeals and reassessments will be reported to the Commission. June/Sept 1979
- 
- 8.0 Reports, evaluation, and recommendations are submitted to the Commission for Teacher Preparation and Licensing.
- 8.1. Commission staff completes all evaluation efforts for the 1978-79 External Assessment. May/June 1979
- 8.2. Special studies are completed and reports prepared. May/June 1979

- 8.3. Regional Panel reports, and recommendations are assembled for all programs. May/June 1979
- 8.4. Staff completes 1978-79 final report, including staff recommendations relative to improvement of External Assessment, for June 1979 Commission agenda. May/June 1979
- 8.5. The Programs Committee meets to consider and take action on the 1978-79 final report. June 1979
- 8.6. Commission for Teacher Preparation and Licensing meets to consider and take action on 1978-79 final report. June 1979
- 8.7. Actions of Committee and Commission are communicated to all institutions and other parties to the assessment. June/July 1979
- 9.0 All 1978-79 activities are completed, and plans for further External Assessment efforts are pursued as directed by the Commission.
- 9.1. Evaluation activities related to 1978-79 are completed. June 1979 and later
- 9.2. Appeals and reassessments, if any, are pursued, completed, and reported to the Commission. September 1979
- 
- 9.3. Based upon Commission action, implementation plans for 1979-80 External Assessment are developed. July 1979

BUDGET FOR EXTERNAL ASSESSMENT 1978-79

Costs of External Assessment 1978-79 will be borne in a fashion similar to previous years.

Commission Support

The projected Commission for Teacher Preparation and Licensing budget for the 1978-79 Assessment Year anticipates overall support for the assessment system at levels equivalent to approximately 70% of the expenditures for 1977-78. The Commission budget will assure appropriate staff support for coordination and monitoring of the project, including travel and supplementary services such as printing and mailing.

In preparing a budget for the project, staff has calculated the number of staff work days appropriate to each step in the Implementation Plan, as well as necessary supplementary services.

In the 1978-79 Assessment Year, the Commission will again assume the full costs of the Regional Panel meetings, including payment of all out-of-pocket expenses for participants, such as travel, lodging, and meals. Another major item in the projected costs for the 1978-1979 Commission budget for External Assessment is payment of out-of-pocket expenses (travel, meals and lodging) for all assessors. While such costs are minimal when most assessors are selected from within the institutional service areas, it is clear that payment is a major contributing factor in establishing the strong assessor commitment to the assessment process.

Based upon the experiences of the two previous years, the average assessor expenses, including reimbursement for mileage, telephone calls, meals, parking, and other incidental expenses is estimated at approximately \$30 per assessor. In addition, the Commission will request five days of released time for each assessor, to allow participation at the training session, and the two intensive assessment days, and the Report Development meeting.

---

The current budget projections assume that there will be allocation of two and three-fourths full time equivalent staff years, including a portion of the Branch Chief's time, full secretarial support and a partial staff assistant position.

Following is a proposed budget for 1978-79, developed from actual costs for External Assessment 1977-78: