

**Second Annual Accreditation Report to
the
California Commission on
Teacher Credentialing**

**By the Committee
on Accreditation**

**Assisted by the
Professional Services Division
Commission on Teacher Credentialing**

**Sacramento, California
August 1997**

Second Annual Accreditation Report to the Commission by the Committee on Accreditation

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**CALIFORNIA COMMISSION ON TEACHER
CREDENTIALING**

1812 Ninth Street
Sacramento, California 95814-7000

COMMITTEE ON ACCREDITATION

July 31, 1997

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Second Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year, its proposed workplan for 1997-98, and some suggestions for improving the work of the Committee in the future.

1996-97 has been the last transition year before the Committee assumes its responsibilities under the *Accreditation Framework*. The year has been one of continued development and learning by the Committee. Through several simulations of accreditation report presentations, the Committee has gained a more comprehensive understanding of its work. The Committee has sought to provide information about its work and the new procedures to as wide a public as possible. Materials have been placed on the Commission's "web-site," and presentation were made to several groups of educators during the year.

The Committee looks forward to its first full year with operational responsibilities in 1997-98. We have prepared thoroughly for this moment and are confident that we will maintain the high standards set by the Commission. This report provides evidence of our preparation and our confidence.

Sincerely,

Carol Barnes
Committee Co-Chair

Robert Hathaway
Committee Co-Chair

The Committee on Accreditation

July 1997

California Commission on Teacher Credentialing Sacramento, California

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Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation. In addition, information is provided about the meetings of the COA and its presentations during the year. Finally, the meeting schedule and proposed workplan for 1997-98 are provided.

(1) Election of Co-Chairs for 1996-97

In its inaugural year of operation, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. Since new members are selected two years out of every three years, the Committee also decided that the election of Co-Chairs would take place not at the July meeting, the first meeting with newly selected members present, but rather at the second meeting of each academic year. In 1996-97, the second meeting of the newly constituted Committee on Accreditation was held October 24-25, 1996. At that meeting, the Committee elected Carol Barnes and Robert Hathaway as Co-chairs for 1996-97.

(2) Committee Meetings During 1996-97

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 1996-97, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

July 25, 1996	Hilton Hotel, Sacramento, CA
October 24-25, 1996	Holiday Inn, Burlingame, CA
November 22, 1996	Hilton Hotel, Sacramento, CA
January 30-31, 1997	Holiday Inn, Burlingame, CA
April 16-17, 1997*	Hyatt Hotel, San Jose, CA
May 29, 1997	Hilton Hotel, Sacramento, CA
June 26-27, 1997	Holiday Inn, Burlingame, CA

* This meeting was held in conjunction with the Spring Conference of the California Council on the Education of Teachers, the State of California Association of Teacher Educators and the California Association of Colleges of Teacher Education.

(3) Presentations by the Committee on Accreditation

The Committee acknowledged in its inaugural year that its success would depend, in part, on making accurate information about accreditation available to the education community. Consequently, the Committee sought out opportunities to present its work at appropriate occasions. In 1996-97, the Committee made presentations at the following events.

California Council on the Education of Teachers, November, 1996
Credential Counselors and Analysts of California, November, 1996
California Council on the Education of Teachers, April, 1997
General Accreditation Workshop, Oakland, May 12, 1997
General Accreditation Workshop, Ontario, May 13, 1997

In addition to these presentations, the Committee on Accreditation has also taken advantage of the "web site" operated by the California Commission on Teacher Credentialing. There is now a section of the CCTC "home page" devoted to accreditation activities and documents. The Committee on Accreditation also had articles about its work printed in the *CCTC Newsletter* and *CCNews*, a publication of the California Council on the Education of Teachers. Finally, the Committee produced a press release about its completion of comparability studies of California credential standards in relation to national education standards in particular fields of practice.

(4) Schedule of Committee Meetings for 1997-98

July 31, 1997	Clarion Hotel, Millbrae
August 28, 1997	Hilton Hotel, Sacramento
October 29-30, 1997 *	Kona Kai Hotel, San Diego
November 20, 1997	Hilton Hotel, Sacramento
January 29-30, 1998	Clarion Hotel, Millbrae
March 26, 1998	Sacramento
April 30, 1998	Sacramento
May 28-29, 1998	Sacramento
June 25-26, 1998	Sacramento

* To be held in conjunction with the Fall Conference of the California Council on the Education of Teachers, the State of California Association of Teacher Educators and the California Association of Colleges of Teacher Education.

Section II. Accomplishment of the Committee's Workplan in 1996-97

On July 25, 1996, the Committee on Accreditation adopted its workplan for 1996-97. The Committee's elected Co-Chairs presented this workplan to the Commission one month later. The original workplan consisted of nine tasks. In October, 1996, the Committee added two additional tasks, making a total of eleven tasks in the workplan. The chart on the following page provides a succinct overview of the workplan. Pages 19-25 provide a detailed explanation of each task and its current status.

(1)

COA Workplan for 1996-97

Task	Name of Category	Start Date	Target Date	Revised Target Date	Percent Complete
Task 1	Print and Distribute the Draft <i>Accreditation Handbook</i>	July 1995	Sept. 1996	N/A	100%
Task 2	Complete Team Training Curriculum	July 1996	Oct. 1996	May 1997	100%
Task 3	Negotiate Accreditation Agreements with Selected National Organizations	July 1996	Dec. 1996	<i>Nov. 1997</i>	50%
Task 4	Disseminate Handbook on WWW	Sept. 1996	Oct. 1996	N/A	100%
Task 5	Develop and Complete General Workshops on Accreditation	Oct. 1996	June 1997	March 1997	100%
Task 6	Review and Approve Initial Accreditation of New Programs	Oct. 1996	Ongoing	Ongoing	Ongoing
Task 7	Review and Consider Program Evaluation Reports in 1996 - 97	Jan. 1997	June 1997	Ongoing	Ongoing
Task 8	Final Adoption of Partnership Agreement with NCATE	Oct. 1996	Jan. 1997	N/A	100%
Task 9	Election of Co-Chairs	Oct. 1996	Oct. 1996	N/A	100%
Task 10	Select Nominations Panel for 1997	Dec. 1996	Feb. 1997	March 1997	100%
Task 11	Create an Evaluation Plan for the <i>Accreditation Framework</i>	Sept. 1996	June 1997	<i>Sept. 1997</i>	75%

(2) Detailed Explanation of Workplan Accomplishments in 1996-97

(a) Printing and Distribution of the *Accreditation Handbook*

On July 25, 1996, the Committee on Accreditation approved its first *Accreditation Handbook*. The Commission had previously reviewed and discussed drafts of the *Handbook*. Following approval, staff made the necessary arrangements for printing 500 copies of the *Handbook*. It was mailed to all Deans and Directors of Education throughout the state. Copies are being provided for each member of the Board of Institutional Reviewers. Consultants assigned to institutions preparing for accreditation visits in 1997-98 have been encouraged to distribute multiple copies of the *Handbook* as part of their visit preparations. The *Handbook* is printed on three-hole paper to facilitate its future revision as individual chapters or pages can be replaced easily with new information. Each *Handbook* also contains a copy of the *Accreditation Framework*. The Committee anticipates annual updates of the *Handbook*.

(b) Completion of Team Training Curriculum

This item on the workplan took longer than anticipated, and was finished and approved by the Committee at its April, 1996 meeting. The curriculum consists of three and one-half days of training, paralleling the length of an accreditation visit. Those days are divided into eleven separate training sessions. Almost all sessions include individual work and group work. Writing tasks are assigned and one is collected for evaluation by staff. Interview techniques are presented and practiced. One day is spent on discussing and analyzing standards. The last two sessions focus on making decisions about standards and making accreditation recommendations.

The team training appears to be successful. The evaluation of the first training session, held in May, 1997, indicated that 80% or more of the participants rated each of the eleven sessions a four or five on a five point scale (five being the highest rating). A second training session was held in June and three more sessions will be held in the coming months. All members of the Board of Institutional Reviewers will be trained by January of 1998. Commission consultants have been invited to attend these training sessions to ensure that they are aware of the type of training BIR members are receiving.

(c) Negotiation of Accreditation Agreements with Selected National and Professional Organizations

This work task was not completed during the 1996 - 97 year due largely to difficulties in obtaining formal signed agreements with the national professional education organizations. While the Committee has received verbal assurances that such agreements are quite possible, obtaining the formal agreements has been more difficult than anticipated. Additionally, working out the timing of these varied national accreditation visits with the current state accreditation visit schedule has proved more problematic than anticipated. In order for the *Accreditation Framework* to work effectively and efficiently, it may be that some of the national organizations will have to alter their visit cycles to coincide with the state cycle. In the case of a large institution with several nationally accredited credential programs, working out a reasonable accreditation schedule may prove to be quite difficult. Staff is currently gathering the necessary information across national professional organizations and state institutions of higher education to determine the actual scope of the problem. In the interim, consultants have worked out individual arrangements at several campuses this past year with one national education organization, the American Speech and Hearing Association (ASHA), with positive results.

(d) Dissemination of the *Handbook* on the World Wide Web and Other Presentations

The *Handbook* was available to interested parties through the Commission's "Home page" within a week of its final approval in July, 1996. Thanks to the efforts of Staff Consultant Lee Huddy, Professional Services Division, the document can be downloaded by chapters or *in toto*. Providing this option means that individuals can more efficiently access the document and avoid the time and expense of copying information they do not need. This section of the "Homepage" has received hundreds of inquiries both within and outside the state. Although the *Handbook* is offered in disk format, no one has requested it in that form. The Committee anticipates annual updates on the Handbook and utilizing this medium for additional information about the Committee on Accreditation.

The Committee made formal presentations at the annual conference of the California Credential Analysts and the Fall and Spring conferences of the California Council on the Education of Teachers. The Committee submitted a proposal for an informative workshop at the 1997 Annual Conference of the California School Boards Association, and received notice in June, 1997 that the proposal was accepted. Throughout the year, individual members of the Committee on Accreditation have made informal reports about the Committee at various professional meetings around the state. The Committee also has been a topic of articles in the Commission's newsletter and the newsletter of the California Council on the Education of Teachers.

(e) Development and Delivery of General Workshops on Accreditation

The Committee scheduled two general workshops on the new accreditation process in the late Spring of 1997. The first was held in Oakland on May 12, 1997. Over twenty-five people attended this half-day workshop. Not surprisingly, most of the them were representatives of institutions of higher education preparing for an accreditation visit under the new *Framework*. Similarly, the thirty people who attended the second workshop in Ontario, held on May 13, 1997 also were preparing for a visit within the next two years.

(f) Review and Initial Accreditation of New Credential Programs Including Educational Administration and Special Education

This task is an on-going activity of the Committee. Under the provisions of the *Accreditation Framework*, the Committee on Accreditation reviews and approves the initial accreditation of new credential programs. In cases where the Commission has established new credential standards, all institutions wishing to offer these programs must submit program proposals responding to the new standards. These proposals are reviewed and approved by the Committee on Accreditation.

The Committee adopted procedures for conducting these reviews by forming a panel of experts in each credential area. These expert review panels read and comment on all proposals. When, in the opinion of the expert panel, composed of individuals from postsecondary education and K-12 education, the proposal meets the Commission adopted standards, the document is placed on a Consent Calendar for consideration and vote by the Committee. Any member of the Committee can remove a proposal from the Consent Calendar for individual consideration, but the expectation is that most proposals will be approved through the Consent process. The following programs have been granted initial accreditation by the Committee on Accreditation.

Programs of Professional Preparation for the Administrative Services Credential

- | | |
|--|---------------------------------------|
| • Azusa Pacific University | Preliminary Credential |
| • California State University, Bakersfield | Preliminary, Professional Credentials |
| • California State University, Chico | Preliminary, Professional Credentials |
| • California State University, Fresno | Preliminary, Internship, Professional |
| • California State University, Hayward | Preliminary Credential |
| • California State University, Long Beach | Preliminary, Professional Credentials |
| • California State University, Northridge | Preliminary, Professional Credentials |
| • California State University, Sacramento | Preliminary, Internship, Professional |
| • California State University, Stanislaus | Preliminary, Internship, Professional |
| • College of Notre Dame | Preliminary, Professional Credentials |
| • Concordia University | Preliminary Credential |
| • Fresno Pacific University | Preliminary, Professional Credentials |
| • Mount St. Mary's College | Preliminary Credential |
| • National University | Preliminary, Professional Credentials |
| • San Jose State University | Preliminary, Internship, Professional |
| • United States International University | Preliminary Credential |
| • University of California, Irvine | Preliminary, Professional Credentials |
| • University of California, Riverside | Preliminary, Professional Credentials |
| • University of the Pacific | Preliminary, Internship, Professional |
| • University of Redlands | Preliminary, Internship, Professional |
| • University of San Francisco | Preliminary, Professional Credentials |

By separate action of the Committee, the following non-university program was approved for credit toward the Professional level credential.

- California School Leadership Academy (Non-University Entity)

Programs of Professional Preparation for Education Specialist Credentials in Special Education

- | | |
|---------------------------------------|--|
| • University of California, Riverside | Preliminary Level I Education Specialist
Credential in Mild/Moderate Disabilities
with Internship
Preliminary Level I Education Specialist
Credential in Moderate/Severe Disabilities
with Internship |
|---------------------------------------|--|

(g) Review and Consideration of Program Evaluation Reports in 1996-97

This task involved a series of simulations in which the Committee received agenda items about accreditation team visits and recommendations, engaged in review and discussion of those team reports, and made formal decisions about the accreditation status of the institutions and their credential programs. Fortunately for the Committee on Accreditation, most of the institutions of postsecondary education scheduled for program approval visits this year volunteered to use the *Accreditation Framework*. This allowed the Committee to review the team reports in the format appropriate to the *Framework*. Since the California Commission on Teacher Credentialing was the official decision-making body in 1996-97, the teams were asked to make recommendations in the format used by the Commission. This dual recommendation process provided useful information about the similarities and differences between the two models.

In its simulations, the Committee made the following decisions.

- California State University, Stanislaus Accreditation with Substantive Stipulations
- California State University, Chico Accreditation with Technical Stipulations
- California State University, Dominguez Hills Accreditation with Substantive Stipulations
- California State University, Northridge Accreditation with Technical Stipulations
- California State University, Hayward Accreditation with a Technical Stipulation
- San Diego State University, Imperial Valley Campus Accreditation with Technical Stipulations

Dominican College of San Rafael selected the option of using alternative standards for its basic teaching credential programs. This option required the education faculty to present the proposed standards to the Committee on Accreditation for determination of comparability with California basic teaching credential standards. The Committee made a positive determination at its October, 1996 meeting. Dominican College also requested that the Committee on Accreditation make the formal decision about its accreditation status. The Committee agreed to make this one exception based on the request by the institution.

For its one formal decision, the Committee voted the following status.

- Dominican College of San Rafael Accreditation

(h) Final Adoption of the Partnership Agreement with NCATE

In January, 1997, the National Council on the Accreditation of Teacher Education approved a new partnership with the Committee on Accreditation. This partnership accepts all the requirements called for in the *Accreditation Framework*, and ensures that California institutions seeking NCATE continuing or initial accreditation will be able to do so without engaging in special preparation beyond that required of state accreditation. California's partnership is unique among the state partnerships held by NCATE as it permits the use of state members on the accrediting team and utilizes language and procedures that are dictated by the state's accreditation process.

(i) Election of Co-Chairs

As called for in its Procedures Manual, the COA elected Co-Chairs at its October, 1996 meeting. Carol Barnes and Robert Hathaway were elected for a one-year term.

(j) Select Nominations Panel for COA Election

In accordance with the *Accreditation Framework*, the California Commission on Teacher Credentialing and the Committee on Accreditation jointly appointed an Ad Hoc Committee to select new members to the Nomination Panel. This Panel, composed of six distinguished California educators, reviews all nominations for membership on the COA and presents a slate of candidates twice as large as the number of seats to be filled by the Commission. Of the six original members, only two members were available to serve in 1997. The Ad Hoc Committee met on several occasions and created a priority list of candidates to serve on the Nomination Panel. The six members of the Nomination Panel for 1997 - 98 are as follows.

Dr. Eugene Garcia, Dean, School of Education, UC, Berkeley
Dr. Jeannie Oakes, School of Education, UCLA
Dr. Steve Lilly, Dean, School of Education, CSU, San Marcos
Dr. Rudy Castruita, Superintendent, San Diego County Schools
Dr. Peter Mehas, Superintendent, Fresno County Schools
Dr. Patricia Oyeshiku, Teacher, Morse Senior High School

(k) Create an Evaluation Plan for the *Accreditation Framework*

In accordance with the *Accreditation Framework*, the COA began the process of developing a formal evaluation plan. This plan is to cover the first four years of the Committee's operations and is to be performed by an outside evaluator. During the COA's deliberations about this task, it became clear that the requirements of the evaluation plan would exceed the current budget allocations for COA functions. Accordingly, the COA approached the Commission with a Budget Change Proposal to provide sufficient funds for an external evaluation that would meet the requirements as established in the *Accreditation Framework*. That BCP was accepted by the Commission and is currently in the standard state process for Budget Change Proposals.

Section III. Proposed Workplan for the Committee in 1996-97

The seven items that follow represent the key elements of the 1997-98 workplan that has been adopted by the Committee on Accreditation. The first two items are carry-over tasks from the 1996-97 workplan.

(1) External Evaluation of the *Accreditation Framework*

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The external evaluation of the *Accreditation Framework* was begun in 1996-97, but this task will continue for four years in accordance with the *Framework* requirements. This task requires a Budget Change Proposal by the Commission on Teacher Credentialing. That process has begun and will be completed in the 1997-98 budget year. Internal evaluations will be conducted while the budget process is completed.

(2) Memoranda of Understanding with National Professional Organizations

The Committee has been negotiating formal memoranda of understanding with national professional education organizations, but has not completed this task. These memoranda will govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation of those programs. The national organization must agree to adhere to all five requirements noted in the *Framework*. While the Committee has received verbal assurances that such agreements are feasible, they have not been formally approved by the national organizations. The Committee is confident that these formal agreements will be completed in the coming year.

(3) Initial Accreditation of Credential Programs

This is one of the principal ongoing tasks of the Committee on Accreditation. The Committee has developed a procedure for handling the submission of proposed credential programs, and has begun the process of making initial accreditation decisions about programs in educational administration and special education.

(4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. Much of the work of the Committee in the past two years has been to prepare it to perform this task. As of September 1, 1997, the Committee on Accreditation will make the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task will comprise the major portion of the Spring and Summer agendas of the Committee on Accreditation.

(5) Revise the *Accreditation Handbook* and Team Training Curriculum

The Committee on Accreditation is committed to continuous program improvement. Each year, the Committee will review the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients.

(6) Maintain Public Access to the Committee on Accreditation

The Committee on Accreditation is committed to informing the education community about its existence and its role in assuring educational excellence. To that end, the Committee will generate articles of interest for publication in appropriate venues, make presentations at professional education organizations, and disseminate information about its work.

(7) Receive Regular Updates on Progress of the SB 1422 Advisory Panel's Report

The Committee believes that the work of the SB 1422 Advisory Panel may have significant implications for its work in accreditation. Thus, it has asked that it be apprised of the progress of the Panel's Report throughout the year.

(8) Complete Other Required Elements of the *Accreditation Framework*

Each year, the Committee must elect Co-Chairs, adopt a meeting schedule, orient new members, prepare reports to the California Commission on Teacher Credentialing, and review and modify its own procedures manual.

Section IV. Analysis of 1996-97 Accomplishments and Identification of Policy Issues

The Committee believes that it has made excellent progress in its second full year of existence. It has developed its *Accreditation Handbook* and made it available through the Commission's "home page" and in traditional print form. It has identified and selected the 250 members of the Board of Institutional Reviewers, and has begun the training process for them. It has developed its own internal procedures for hearing and deciding upon the accreditation team recommendations it will hear beginning with the 1997-98 academic year. It has developed and implemented procedures to hear and decide upon the initial accreditation of credential programs proposed by accredited institutions of postsecondary education. By the time this report is approved by the Committee, it will have experienced its first selection process by the California Commission on Teacher Credentialing, and will be seating new members to the Committee. In sum, the Committee on Accreditation has achieved a high degree of success in its workplan, and looks forward to assuming its authority as defined in the *Accreditation Framework*.

Not surprisingly, as the Committee conducted its business this year, several policy issues came up that it wishes to bring to the attention of the California Commission on Teacher Credentialing. They are as follows.

(1) Accreditation of District-Based Credential Programs

The Committee reiterates its desire that the Commission seek legislation to require that all credential programs be accredited in the same manner, regardless of the agency that conducts the program. District-based credential programs should be held to the same high and rigorous accreditation procedures as other programs for credential candidates.

(2) Accreditation of Non-Traditional Programs

The Committee applauds the recent efforts of the Commission to investigate the implications of technology, particularly the field of distance learning, for the accreditation of institutions and their credential programs. The Committee is investigating other issues related to accrediting institutions with multiple delivery sites and non-traditional programs to ensure that the procedures currently in use are appropriate.

(3) Minor Changes in the Common Standards

The Committee, during its simulations, noted that several of the Common Standards have language that is ambiguous or confusing to team members. It is in the process of developing changes in some of the language of some of the eight Common Standards. The Committee will submit these suggestions to the Commission for its consideration. These are minor changes in the Framework and would be permissible by mutual agreement of the Committee and the Commission.

(4) Evaluation of the *Accreditation Framework*

The Committee urges the Commission to make the Budget Change Proposal (BCP) for an outside evaluator of the *Accreditation Framework* a priority (BCP) for the coming year. The Committee realizes that the Commission has many demands on its limited resources. Nonetheless, the success of the *Framework* depends, in part, on the preparation and delivery of a complete and fair report from a credible evaluator. To skimp on this requirement of the *Framework* would undermine the growing confidence in the new accreditation system.

APPENDIX A

Publications by the Committee on Accreditation

COMMITTEE ON ACCREDITATION ANNOUNCES ITS SELECTION PROCESS FOR ACCREDITATION REVIEW TEAMS (CCTC Newsletter)

At its October meeting, held in conjunction with the joint Fall Conference of the California Council on the Education of Teachers, California Association of Colleges of Teacher Education, and the State of California Association of Teacher Educators, the Committee on Accreditation approved procedures for the recruitment and selection of individuals to be trained in the new accreditation process. These procedures are designed to identify and select, through a formal public process, a group of approximately 200 highly qualified educators, who will be trained through an intensive summer workshop in the *Accreditation Framework*. It will be these qualified, trained individuals who will conduct the actual accreditation site reviews to California colleges and universities with approved credential programs on behalf of the Committee on Accreditation and make recommendations about those programs to the Committee.

The formal process will begin with a mailing to over 3,000 education organizations and individuals, inviting them to submit applications for membership in the reviewer pool. The Committee on Accreditation seeks a balance in its pool of elementary and secondary classroom teachers and other certificated personnel, local school board members, and college and university faculty and administrators. The Committee will also seek a pool that is geographically and culturally diverse and that represents gender equity. The application form is designed to provide interested candidates with an opportunity to demonstrate they possess the criteria selected by the Committee on Accreditation as critical for membership in the pool.

The COA has selected nine criteria for its selection process. They are:

1. At least three years of related professional experience in education (e.g., teaching, administration, counseling, school board membership).
2. Experience with qualitative evaluations (e.g., PQR, WASC NCATE, CTC or other form of complex evaluations of organizations -- no preference will be given for type of experience).
3. Experience with forms of data collection (e.g., interviewing skills, proposal reviews, document analysis, simple statistics).
4. Experience with collaborative problem solving (particularly those that involve writing).
5. Experience with other levels of education than one's own (e.g., K-12 people who have worked with colleges or universities and the reverse).
6. Judgment of general work ability by supervisors or colleagues (as suggested by the letter of recommendation).
7. Language skills, including self-assessment of oral and written fluency, in diverse languages.
8. Knowledge of and experience with multicultural education, including language acquisition and diversity issues.
9. Familiarity with a common computer word processing program

The application materials will be mailed to the field in late November - early December. Because of the holiday season, adequate time will be allowed for interested individuals to complete and return the application form. Upon receipt of all applications, the COA staff will prepare summary information regarding the balancing factors called for by the *Accreditation Framework* (e.g., geographical, cultural, and employment diversity plus gender equity) and evaluate the applications on the basis of scoring rubrics approved by the Committee on Accreditation at its October meeting. Once all the applications have been scored, the actual selection of the pool of 200 reviewers will be made in accordance with the need for a balanced pool. The Committee on Accreditation is also mindful that the pool of reviewers must have sufficient expertise to conduct accreditation reviews in all credential areas and programs. The Committee has directed staff to increase the size of the pool if necessary to ensure sufficient numbers of experts.

Once selected and publicly announced, the pool of reviewers will be expected to conduct at least one review per year. All members of the pool will be trained through an intensive summer workshop. These are planned for the summer of 1996 and will involve several days of training in the new Accreditation Framework, principles of qualitative evaluation, interview techniques, collaborative decision-making, and other related skills needed by team members. The training will emphasize simulations and "hands-on" training based on actual accreditation materials.

Anyone interested in serving as a member of the accreditation review pool should write or call Ms. Carol Roberts, secretary to the Committee on Accreditation. She can be reached at 916-324-8002. Her address is, Commission on Teacher Credentialing, 1812 Ninth Street, Sacramento, CA 95814. She can also be reached via E-mail at croberts@ctc.ca.gov. Application materials will be sent to the interested party.

The Committee believes that this selection process is critical to the success of the *Accreditation Framework*. The assistance of all educators in making the application process known widely and in encouraging many colleagues to apply will ensure that the future accreditation of educator preparation will be conducted by the best professionals in the state. Our colleagues who prepare educators deserve the best evaluators. More importantly, the children who will be taught by the graduates of these programs deserve only the best and a rigorous, high quality accreditation process can ensure that they get the best. The Committee on Accreditation asks the help of all concerned educators in making this a reality in California.

COMMITTEE ON ACCREDITATION ACTIVITIES INCREASE

Dennis S. Tierney, Ph.D.
Administrator, Program Evaluation and Research

The activities of the Committee on Accreditation (COA) continue to increase as the COA completes its assumption of accreditation responsibilities from the California Commission on Teacher Credentialing. Under the provisions of the *Accreditation Framework*, the COA is responsible for the continuing accreditation of institutions of higher education offering credential programs, the initial accreditation of individual credential programs at authorized postsecondary institutions, and other related duties.

In January, the most recent edition of the *Accreditation Handbook* was published. Copies will be sent to all colleges and universities with approved programs during March. Anyone wishing to review this edition can access the California Commission on Teacher Credentialing's "Home Page" on the World Wide Web. This electronic version can be downloaded by computer users with appropriate software. Commission staff intends to create regular updates of the *Handbook* at least annually, so this electronic version may be particularly useful to individuals directly involved with educator preparation.

The Committee on Accreditation received three resignations during its first fifteen months of operation. Dr. Anne Chlebicki stepped down due to her increased responsibilities as a Superintendent, and Ms. Shirley Rosenkranz suffered a series of major illnesses in her family which required all of her time. Dr. Barbara Burch left the state for a new position as Academic Vice-President for Western Kentucky University. Each of these pioneer members of the COA will be missed, but their many contributions to the success of the Committee on Accreditation live on in its procedures and practices. Their replacements bring equal stature and ability to the work of the Committee. Dr. Fannie Preston, Dean of Education at Saint Mary's College, Dr. Anthony Avina, Superintendent of Pajaro Valley Unified School District, and Ms. Margaret Bonanno, Principal, Oak Grove Unified School District, have an extraordinary level of knowledge and skill in educator preparation, and the energy and dedication to make a difference.

The Spring of 1997 will bring the first election for the Committee on Accreditation. Half of the original members received two year terms and must go through the selection process in 1997 if they wish to continue. In accordance with the *Accreditation Framework*, requests for nominations went to over 2,000 educational organizations and individuals.

As in previous years, approximately a dozen colleges and universities will undergo program approval reviews. Institutions spend substantial amounts of time preparing for such visits, and these visits are the only quality assurance regarding educator preparation available to the people of California. The following visits either have taken place or will during the 1996 - 97 academic year. Those visits that are combined with national accreditation visits are noted with the initials of the National Council on the Accreditation of Teacher Education.

California State University, Stanislaus (NCATE)	November 2 - 6 ,1996
Holy Names College	March 3 - 6, 1997
Southern California College	March 10 - 13, 1997
California State University, Chico	March 16 - 19, 1997
California State University, Dominguez Hills (NCATE)	April 6 - 9, 1997
California State University, Northridge (NCATE)	April 12 - 16, 1997
San Diego State University Imperial Valley Campus	April 19 - 23, 1997
Dominican College	April 20 23, 1997
California State University, Hayward (NCATE)	April 26 - 30, 1997
U.S. International University	May 11 - 14, 1997

For Fall, 1997, the following accreditation visits have been scheduled.

San Diego State University (NCATE)	November 1 - 5, 1997
California State University, Los Angeles (NCATE)	November 15 - 19, 1997
Loyola Marymount University	November 16 - 19, 1997

NEWS!

State of California

Pete Wilson, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1812 9th Street, Sacramento, CA 95814-7000

For Immediate Release
December 9, 1996

Contact: Dennis Tierney
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California Educator Preparation Standards Exceed National Standards

Sacramento, CA. The California Commission on Teacher Credentialing released the findings today of a study that looked at how well the professional preparation standards developed in California for state educators compare to the professional preparation standards established by national organizations. The Committee on Accreditation, a new body charged with accrediting all California colleges and universities offering credential programs, conducted the study.

The Committee reviewed the national standards for eleven professional educator organizations including the American Library Association, the National Association of School Psychologists, the American Speech, Language, and Hearing Association, the Council for the Accreditation of Counseling and Related Programs, and the Council on the Education of the Deaf. Currently, there are no national standards for school administrators or for elementary and secondary classroom teachers.

The Committee invited panels of current and former officers of these national organizations and other state experts to compare the national standards to those required of accredited credential programs offered by California colleges and universities. In nine of the eleven reviews, the California standards met all and exceeded many of the national standards. In the case of the National Association of School Nurses, the national standards were judged as less rigorous than California standards. This was also the case in the review of the Association for Education and Rehabilitation's standards for the preparation of teachers of the blind and visually impaired.

In nine of the eleven reviews, the expert panels noted that California has higher and more rigorous standards in cross-cultural, multi-cultural preparation, and appropriate instruction in the area of second language acquisition and related socio-cultural factors. In seven of the eleven reviews, the expert panels commended California for its standards requiring collaboration with local education agencies and for its standards on

evaluation of candidate competence. Several of the panel members said they planned to take California standards to their respective national organizations to have these standards included in their documents.

On the basis of these reviews, California colleges and universities offering credential programs in those specialties where national standards have been judged to be comparable to California standards will be able to use those standards in preparing for state accreditation. This option will reduce duplication of efforts while maintaining rigorous standards for California-prepared educators.

Commission Prepares for Selection of New Members of the Committee on Accreditation

In accordance with the *Accreditation Framework*, the California Commission on Teacher Credentialing has been engaged in the process of selecting new members to the Committee on Accreditation (COA). In 1995, when the original members of the COA were selected, half of the Committee received two-year terms and half received three-year terms. This was done to ensure that the Committee had continuous leadership. Thus, the summer of 1997 marks the end of the first terms for those members holding two-year terms.

The selection of members for the Committee on Accreditation calls for a three-step process. The first step calls for the mailing of a letter inviting nominations for membership on the Committee on Accreditation to every postsecondary education institution in the state, every professional education organization in the state, every county office in the state, every school district in the state, and many other individuals and organizations that might wish to nominate an individual for the Committee on Accreditation. In all, the Commission staff mailed over 3,000 letters of nomination during the month of November, 1996. The letter requested nominations of individuals with the requisite skills and experiences to be effective judges of quality educator preparation in California.

The second step calls for a Nomination Panel of six distinguished California educators to review all nominations received and to select the group of finalists for further screening and selection by the Commission. The Nomination Panel is selected jointly by the Committee on Accreditation and the Commission on Teacher Credentialing. The Nomination Panel for 1997 consisted of the following California educators.

Dr. Eugene Garcia, Dean, School of Education, UC, Berkeley
Dr. Jeannie Oakes, School of Education, UCLA
Dr. Steve Lilly, Dean, School of Education, CSU, San Marcos
Dr. Rudy Castruita, Superintendent, San Diego County Schools
Dr. Peter Mehas, Superintendent, Fresno County Schools
Dr. Patricia Oyeshiku, Teacher, Morse Senior High School

The 1997 Nomination Panel completed its work in April, 1997, having reviewed over forty-five completed nomination files.

The third step calls for the Commission on Teacher Credentialing to interview the finalists, using a structured interview format that focuses on the knowledge and skill related to qualitative evaluation, the knowledge of research and best practice in educator preparation, and the best means of assuring the continuance of high quality educator preparation in California. Each candidate is asked the same set of questions. Following these interviews, the Commission selects the six new members of the Committee on Accreditation, three from postsecondary education employment and three from K-12 employment, in accordance with the *Accreditation Framework*. In addition, the Commission also selects alternate members so that any future vacancies on the Committee can be filled easily. The new members of the COA will serve for three years. The Commission will conduct its final selection of new members of the Committee on Accreditation at its July 17 and 18, 1997 meeting. The new Committee on Accreditation members will participate in its July 31 - August 1, 1997 meeting.

Since six of the twelve members of the COA received three-year terms originally, the Commission on Teacher Credentialing will repeat this process in 1997-98. Individuals interested in nominating someone for service on the Committee on Accreditation should watch for information about the process which will be mailed in November, 1997.