Annual Report Card on California Teacher Preparation Programs for the Academic Year 2014-2015

as Required by Title II of the Higher Education Act

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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

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Annual Report Card on California Teacher Preparation Programs for the Academic Year 2014-2015 as Required by Title II of the Higher Education Act

Introduction

This report presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2014-2015* as required by Title II of the Higher Education Act. In 2008, the law was reauthorized and changes were made to the Title II data collection and reporting requirements. The 2008-09 reporting year was the pilot year in which states were asked to implement the changes and the 2009-2010 reporting year started full implementation of the new requirements. This is the sixteenth annual report and it includes the pass rate data for all examinations used for teacher credentialing purposes in California in addition to data for the new reporting requirements.

Background

Section 207 of Title II requires institutions to submit annual reports to state agencies on the quality of the teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the United States Department of Education (ED) that reports on the success of teacher preparation programs and describes efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. The reporting requirements for Title II impact (1) the sponsors of all teacher preparation programs; (2) the state agencies that certify new teachers for service in public schools; and (3) the U.S. Secretary of Education.

Institutional and Program Report Cards for 2014-2015

Westat, the ED's contractor, developed a web-based data entry tool called the Institutional and Program Report Card (IPRC) and states were given the option to either develop their own system or use Westat's IPRC. The Commission elected to use Westat's system because it is free to the states and enables data to be collected uniformly across many states. All fifty (50) states, Washington DC, and the following jurisdictions - Puerto Rico, American Samoa, Marshall Islands, Palau, Virgin Islands, Micronesia, Guam, and Northern Mariana Islands - used the IPRC developed by Westat for the 2014-2015 reporting year. All California teacher preparation programs that have approved Multiple Subject, Single Subject, and Education Specialist preliminary credential programs submitted their IPRC to Westat on or before April 30, 2016, in compliance with federal reporting deadlines set forth in Title II.

The IPRC web system collected information in the following sections:

Section I Program Information
Admission Requirements
Program Enrollment

	Supervised Clinical Experience Teachers Prepared by Subject Area Teachers Prepared by Academic Major, and Program Completers
Section II	Annual Goals; Assurances
Section III	Assessment Pass Rates and Summary Pass Rates
Section IV	Low-Performing Teacher Preparation Programs
Section V	Use of Technology
Section VI	Teacher Training (General Education and Special Education)
Section VII	Contextual Information (Optional)

The State Report Card for 2014-2015

Sections 205 through 208 of the *Title II of the Higher Education Act (HEA),* as amended in 2008 (PL 110-315), call for increased or different types of accountability for programs that prepare teachers. Section 205 of the Title II requires annual reports from each institution of higher education (IHE) that conducts a traditional preliminary teacher preparation program or an alternative route program to state certification or that enrolls students receiving federal assistance under HEA (e.g., Title IV).

States are responsible for coordinating the IHE traditional route, IHE-based alternative route, and non-IHE–based alternative route data collection. There are many common data reporting elements in the IHE and state Title II data collection. Much of the data that the IHEs and non-IHE-based alternative routes report to the state will be included in the state report to the ED. State Title II reporting is a paperless process. This data collection is mandatory and provides a national database on teacher preparation in all states. States report through a web-based reporting system called the State Report Card System (STRC). The STRC is an online tool, developed and maintained by Westat, used by states to meet the annual reporting requirements on teacher preparation, certification, and licensing mandated by Title II. States must use the STRC to report their Title II data to the ED.

Title II data are intended to inform students and aspiring teachers, the education community, institutions of higher education, Congress, researchers, policymakers and the public about the quality of teacher preparation in the U.S. Title II reporting is intended to encourage transparency and accountability and to encourage a national conversation on teacher quality. The Title II report submitted by each state will be available at http://title2.ed.gov/.

The STRC web system collected information in the following sections:

Section I	Program Information Admission Requirements Enrollment Supervised Clinical Experience Teachers Prepared by Subject Area Teachers Prepared by Academic Major Teachers Prepared by Area of Credential, and Program Completers

Section II	Assurances
Section III	Credential Requirements
Section IV	Standards and Criteria
Section V	Assessment Information by Traditional and Alternative routes
Section VI	Alternative Routes
Section VII	Program Performance
Section VIII	Low Performing
Section IX	HQT Shortages
Section X	Use of Technology
Section XI	Improvement Efforts

Pass rate information by assessment for each of the teacher preparation programs and all IPRC sections are presented via the Title II Data Dashboards at the following URL: http://www.ctc.ca.gov/reports/data/titleII-landing.html

The final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the ED will need to be completed via the web-based Title II Data Collection System by October 31, 2016.

Recommendation

Staff recommends that the Commission approve the *2014-2015 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the U.S. Department of Education on or before October 31, 2016.

Section I: Program Information, Admission Requirements, Enrollment, Supervised Clinical Experience, Teachers Prepared by Subject Area and Academic Major, Program Completers, and Credentials Issued

In the academic year 2014-15, a total of 143 Institution and Program Report Cards (IPRC) were submitted to the U.S. Department of Education (ED). Teacher preparation programs with alternative routes are required to submit two separate reports: one for Traditional Route only and a second report for the Alternative Route only. There were 82 Traditional Route reports, 52 IHE-based Alternative Route (University Intern) reports, and 9 Non IHE-based Alternative Route (District Intern) reports. Data are analyzed and summarized by routes: Traditional Route and Alternative Route (both IHE-based Alternative Route and Non IHE-Based Route reports are combined under Alternative Route). Summary tables are provided in the agenda item and detailed responses by individual teacher preparation program are provided via the Title II data dashboards at the URL: http://www.ctc.ca.gov/reports/data/titleII-landing.html.

Section 1 of the IPRC requires all teacher preparation programs that offer preliminary teaching credentials to provide data on admission requirements, program enrollment, supervised clinical experience, teachers prepared by subject area and academic major, program completers, and credentials issued. Every data element collected and reported in IPRC comes directly from HEA and the specific section of HEA is listed in *italics* along with each section requirement.

Section 1.b Admission Requirements

This section requires programs to report the following information about the teacher preparation programs' entry and exit requirements. *(§205(a)(1)(C)(i))*

- *Are there initial certification programs at the postgraduate level?*
  If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.
    - *Transcript*
    - *Fingerprint check*
    - *Background check*
    - *Minimum number of courses/credits/semester hours completed*
    - *Minimum GPA*
    - *Minimum GPA in content area coursework*
    - *Minimum GPA in professional education coursework*
    - *Minimum ACT score*
    - *Minimum SAT score*
    - *Minimum basic skills test score*
    - *Subject area/academic content test or other subject matter verification*
    - *Recommendation(s)*
    - *Essay or personal statement*
    - *Interview, and*
    - *Other requirements.*
- *What is the minimum GPA required for admission into the program?*

- *What was the median GPA of individuals accepted into the program in academic year 2014-15?*
- *What is the minimum GPA required for completing the program?*
- *What was the median GPA of individuals completing the program in academic year 2014-15?*

Table 1 indicates that the admission requirements are fairly similar for both traditional and alternative routes. The minimum GPA required for admission into the program ranged between 2.5 and 3.0, however, the median GPA of individuals accepted into the program ranged between 2.5 and 3.9. The median GPA of individuals who completed the program in 2014-15 ranged between 3.0 and 4.0.

Table 1. GPA Requirements for Postgraduate Program, by Route

	All Routes	Traditional Route	Alternative Route
Minimum GPA required for admission into the program (range)	2.5 to 3.0	2.5 to 3.0	2.5 to 3.0
Median GPA of individuals accepted into the program in academic year 2014-15 (range)	2.5 to 3.9	2.5 to 3.9	2.8 to 3.8
Minimum GPA required for completing the program (range)	2.5 to 3.5	2.5 to 3.4	2.8 to 3.5
Median GPA of individuals completing the program in academic year 2014-15 (range)	3.0 to 4.0	3.0 to 4.0	3.0 to 4.0

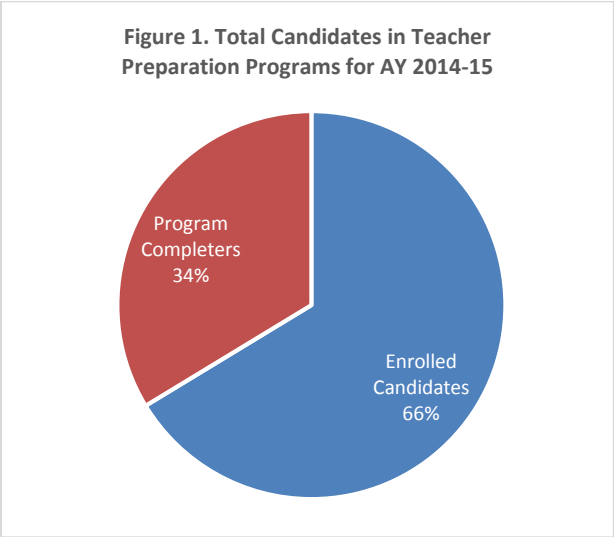
Section 1.c Enrollment

Provide the number of students in the teacher preparation programs in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

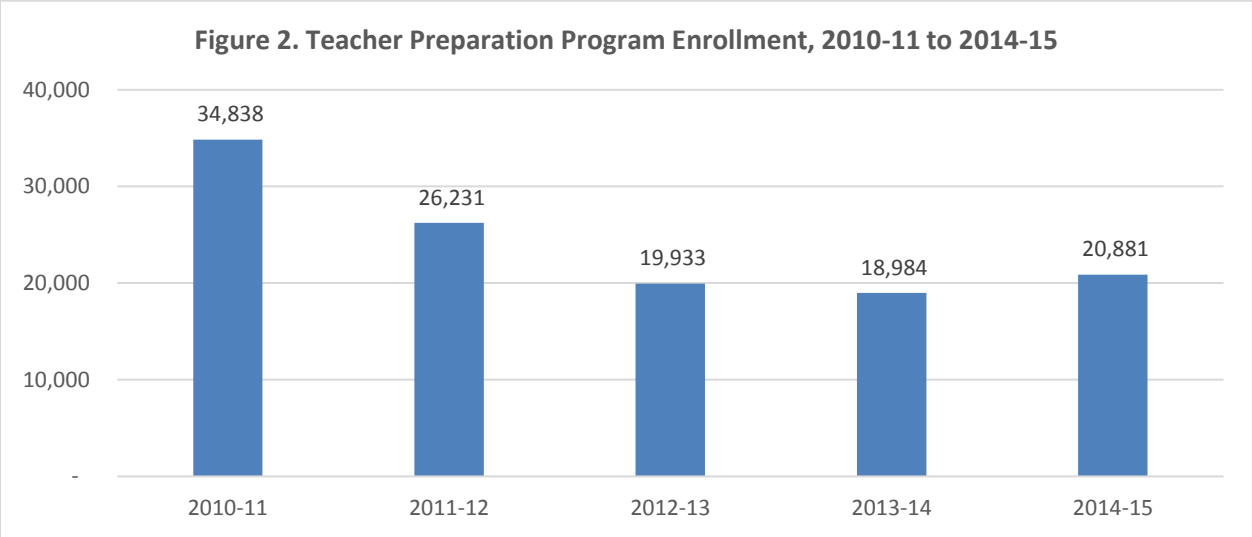
For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Starting with the 2013-14 reporting year, the program sponsors are asked to report enrolled students and program completers distinctly. More than 22,000 teacher candidates were enrolled during the academic year 2014-15 and more than 10,000 teacher candidates completed an initial teacher preparation program. A few teacher preparation programs are 12-month programs, hence the teacher candidates may be enrolled students in the beginning of the academic year and become program completers with that 12 month period. Those programs were asked to report the candidates as program completers not as enrolled students. To see a statewide picture of teacher candidates in the preliminary teacher preparation programs, both enrolled students and program completers were combined.

As depicted in Figure 1, nearly two-thirds (66 percent) of the teacher candidates were enrolled in the preliminary teacher preparation programs while more than one-third (34 percent) completed the programs in academic year 2014-15.



The Title II enrollment data indicate after a steady decline in the past several years, there was an increase of about 1,900 candidates (by 10 percent) in 2014-15. Regardless of the recent increase in 2014-15, the enrollment showed a decline of about 14,000 (40 percent) in the past five academic years displayed in Figure 2.



Note: Enrollment data include both Traditional and Alternative Route totals.
In a few preliminary teaching programs the enrolled candidates become program completers at the end of the program year. Those program completers are not included in the enrollment for 2014-15.

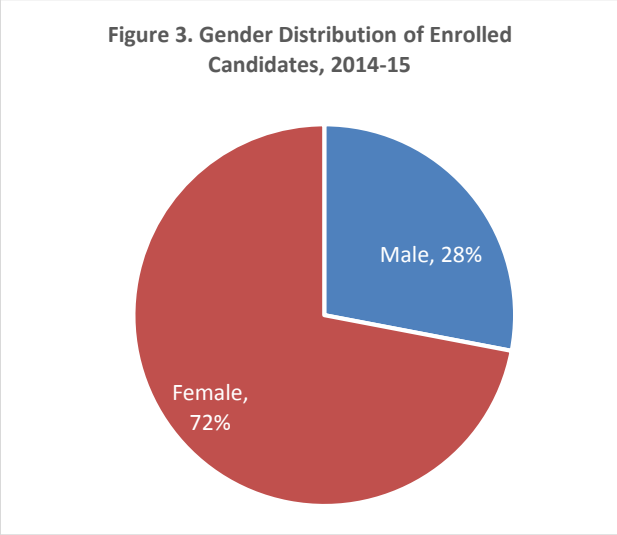
Table 2 provides gender and ethnic distribution of enrolled students by routes. The Alternative route had more male students enrolled compared to the Traditional route (35 percent and 27 percent, respectively). There was a slight variation in the ethnic distribution of enrolled

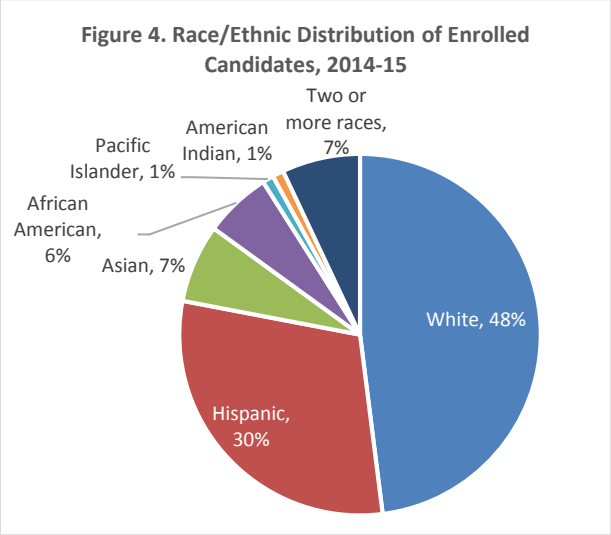
candidates by route as well – 7 percent African American enrolled in the Alternative route compared to 5 percent in the Traditional route. Similarly, 7 percent Asian candidates enrolled in the Alternative route compared to 8 percent in the Traditional route.

Table 2. Gender and Ethnicity Distribution of Enrolled Students by Route, 2014-15

	All Routes	Traditional Route	Alternative Route
Male	28%	27%	35%
Female	72%	73%	65%
White	48%	48%	49%
Hispanic/Latino	30%	29%	30%
African American	6%	5%	7%
Asian	7%	8%	7%
Pacific Islander	1%	1%	1%
American Indian	1%	1%	1%
Two or more races	7%	8%	5%

As depicted in Figure 3, about three-fourths (72 percent) of those enrolled in the preliminary teacher preparation program were female and less than one-third (28 percent) were male.





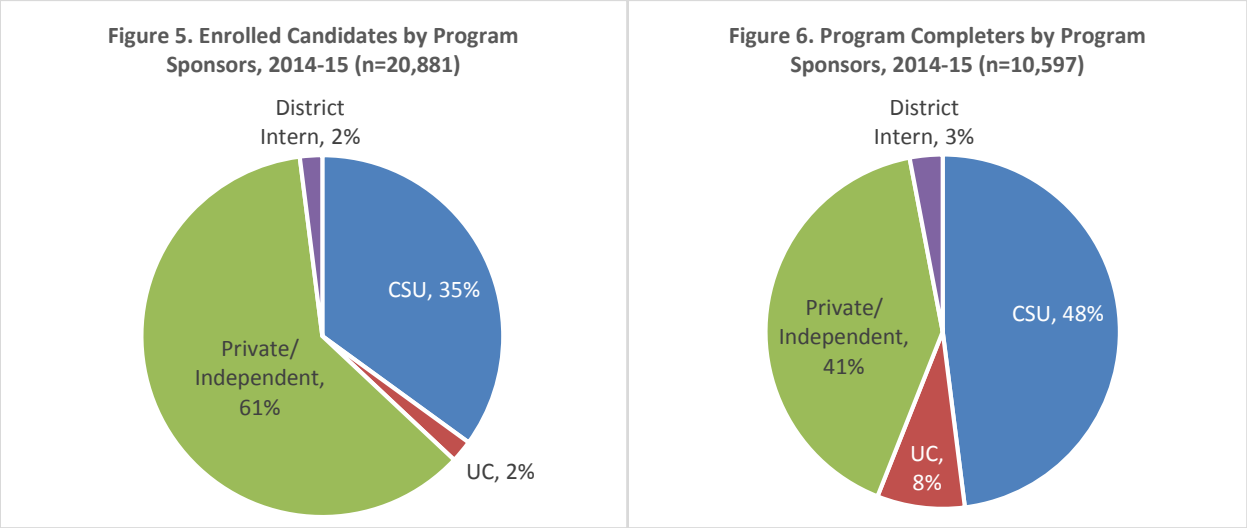
Please note: Providing race and ethnicity information is optional for candidates. Teacher Preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of students enrolled.

Nearly half (48 percent) of those voluntarily providing ethnicity information identified themselves as White and nearly one-third (30 percent) as Hispanic/Latino of any race. Asian consisted of 7 percent, African American 6 percent, 1 percent Native Hawaiian or Other Pacific Islander, and another 1 percent as American Indian or Alaska Native. Individuals can belong to one or more racial groups; these candidates are reported under the "Two or more races" category. This category consisted of the remaining 7 percent of the enrolled students responding to the ethnicity information question.

Overall, the race or ethnic distribution of teacher candidates enrolled in the teacher preparation programs has become more diverse in recent years. In 2008-09, 57 percent of those responding to ethnicity information identified themselves as White, 39 percent non-White, and 4 percent two or more races. In 2014-15, the data show 48 percent as White, 45 percent non-White, and 7 percent two or more races.

Program Sponsors' Share of Enrollment and Program Completers, 2014-15

When 2014-15 enrollment and program completers' data were analyzed by program sponsors or IHE segments, an interesting picture emerged. More than half (61 percent) of the teacher candidates were enrolled in a private/independent college or university (Private/Independent). More than one-third (35 percent) were enrolled at a California State University (CSU) campus. The University of California (UC) enrolled about 2 percent of the state's preliminary teacher preparation candidates and District Intern programs enrolled the remaining 2 percent. However, when the program completers were analyzed by IHE segments, nearly half (48 percent) completed the program at a CSU campus, followed by two-fifths (41 percent) at a Private/Independent institution. Eight percent of the total program completers finished the program at a UC campus and remaining 3 percent at district intern programs.



For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Section 1.d Supervised Clinical Experience

Teacher preparation programs were asked to provide the following information about supervised clinical experience in 2014-15.

- *Average number of clock hours of supervised clinical experience required prior to student teaching*
- *Average number of clock hours required for student teaching*
- *Average number of clock hours required for mentoring/induction support*
- *Number of full-time equivalent faculty supervising clinical experience during this academic year*

- *Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)*
- *Number of students in supervised clinical experience during this academic year*

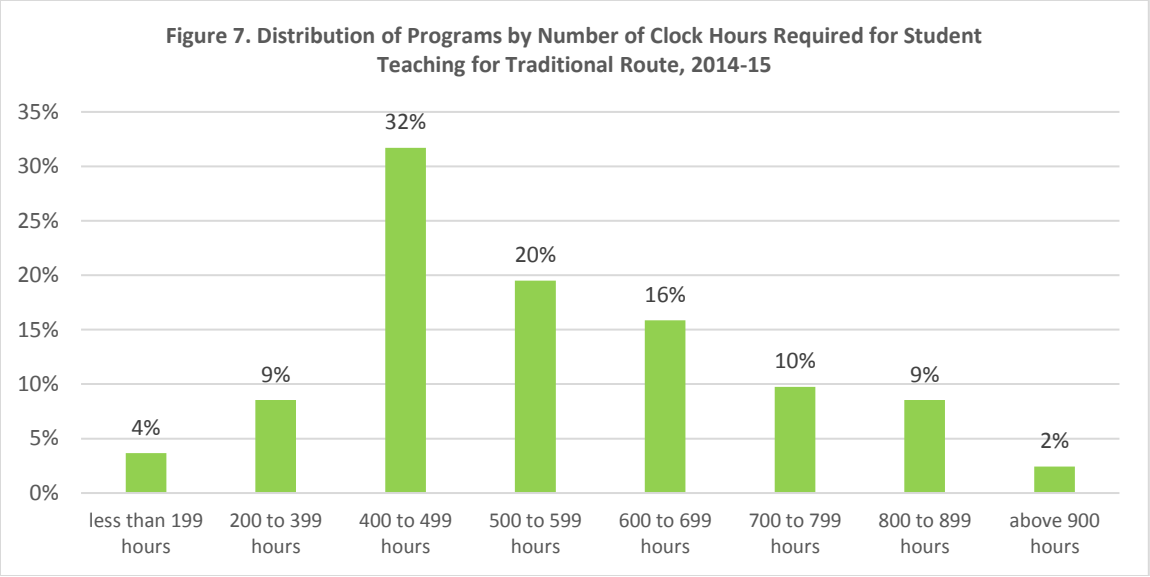
Overall, at the state level, the average number of clock hours of supervised clinical experience required to prior student teaching ranged between 0 to 476 hours and the average number of clock hours required for student teaching ranged between 0 and 1600 hours. The average number of clock hours required for mentoring ranged from 0 to 975 hours. The average number of clock hours of supervised clinical experience required prior to teaching as well as for student teaching varied by routes. In 2014-15, the average number of clock hours required for student teaching ranged from 135 to 1600 hours for the traditional route and ranged from 0 to 1400 hours for the alternative route. At the state level, nearly 16,000 candidates (12,690 traditional route and 3,270 alternative route) participated in supervised clinical experience during the academic year 2014-15.

Table 3. Supervised Clinical Experience by Route, 2014-15

	Traditional Route	Alternative Route
Average number of clock hours of supervised clinical experience required prior to student teaching	115 hours	113 hours
Average number of clock hours required for student teaching	564 hours	632 hours
Average number of clock hours required for mentoring/induction support	85 hours	138 hours
Number of full-time equivalent faculty supervising clinical experience during this Academic Year	599	216
Number of adjunct faculty supervising clinical experience during this AY (IHE and PreK-12 staff)	5,680	1,547
Number of students in supervised clinical experience during this Academic Year	12,690	3,270

Note: Data are reported by individual teacher preparation programs and the summary data are provided here. Definitions for Supervised Clinical Experience and questions to collect data for Supervised Clinical Experience come directly from the Title II Higher Education Act. See definition and questions above. As per the Title II instructions, the number of hours the interns spend as teacher of record should not be included in the student teaching.

Figure 7 depicts the distribution of preliminary teacher preparation program by their required clock hours for student teaching for Traditional Route in 2014-15. About 13 percent of the programs in the Traditional Route had required an average of less than 400 hours for student teaching. Nearly one-third (32 percent) of the programs required an average student teaching hours between 400 to 499 and another one-fifth (20 percent) between 500 and 599 hours. Remaining 37 percent had more than 600 hours of required student teaching. In summary, more than half the programs (55 percent) had required an average of 500 or more clock hours for student teaching.

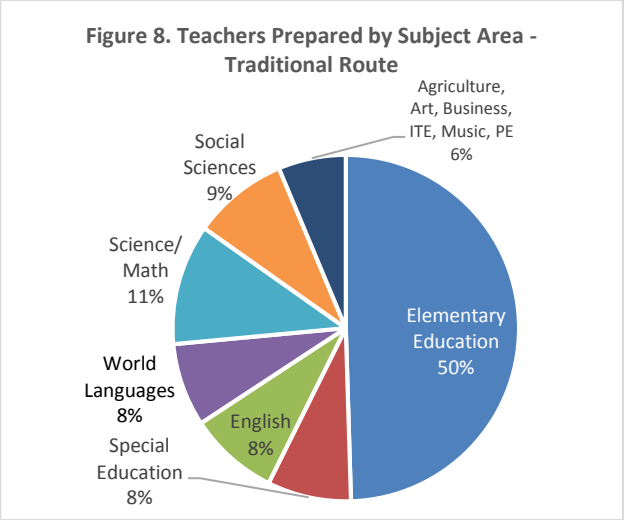


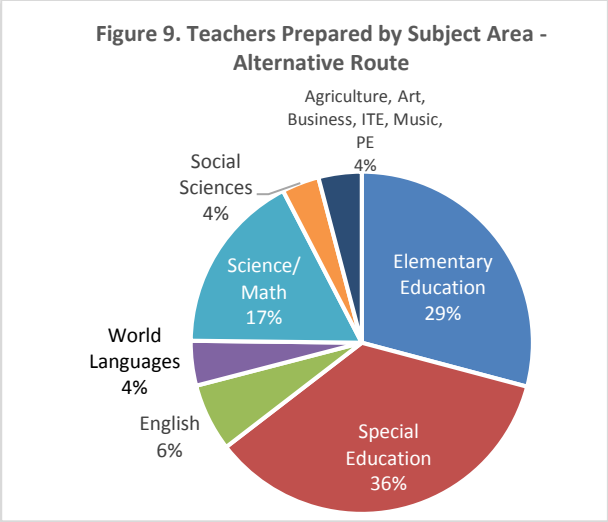
Section 1.e Teachers Prepared by Subject Area

Provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. (§205(b)(1)(H)

Figures 8 and 9 below depict the distribution of program completers by subject matter areas by routes. For the Traditional route, nearly half (50 percent) were in the elementary education followed by less than one-tenth in special education. English and World Languages together accounted for 16 percent; Science/Mathematics for 11 percent; and Social Sciences for 8 percent. Low incidence credential areas such as Agriculture, Art, Business, ITE, Music, and Physical Education (PE) together accounted for the remaining 7 percent. The distribution differed significantly for the Alternative route: about one-third (29 percent) were in elementary education and more than one-third (36 percent) were in special education. English and World Languages accounted for 10 percent and Science/Mathematics for 17 percent. Social Sciences accounted for 3 percent and the remaining 4 percent was in low incidence areas such as Agriculture, Art, Business, ITE, Music and PE.

Though more than half the teachers prepared were in elementary and special education for both routes, the proportions were almost reversed. For the Traditional route elementary education was 50 percent and special education was 8 percent, whereas for the Alternative route it was 29 percent for elementary education and 36 percent for special education. For the Alternative route, program completers in Science/Mathematics subjects were 6 percentage points higher and in Social Sciences 5 percentage points lower than for the Traditional route. For the Traditional route, English and World Languages were 5 percentage points higher than for the Alternative route. It is clear that higher proportion of program completers in the Alternative route pursue credentials in shortage areas such as Science/Mathematics, and special education.



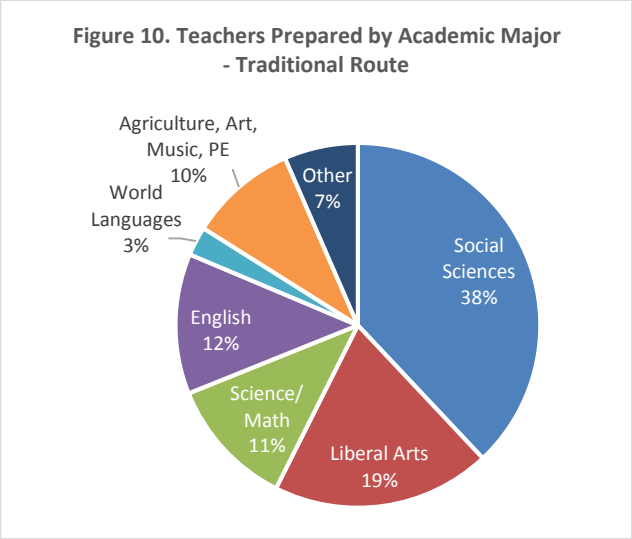


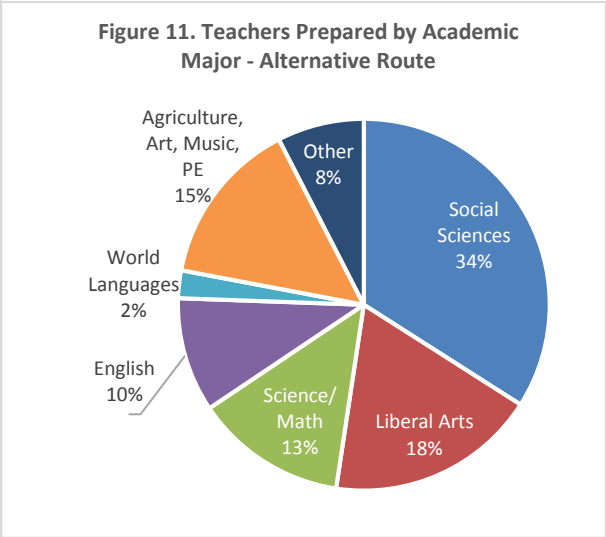
Note –STEM includes science, technology, engineering, and mathematics. However, in California single subject credentials are issued in ITE, mathematics and science only.

Section 1.e Teachers Prepared by Academic Major

Provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. (§205(b)(1)(H)

As indicated by the figures below, the distribution of academic majors varied slightly by routes. For the Traditional Route, more than one-third (38 percent) had received their undergraduate degree in Social Sciences, followed by 18 percent in Liberal Arts. More than one-tenth (12 percent) had degrees in Science/Mathematics. Low incidence subjects such as Agriculture, Art, Business, Music, and PE accounted for 10 percent and languages (English and World languages) together accounted for another 15 percent. For the Alternative Route more than one-third (34 percent) of the program completers' academic majors were in Social Science and 18 percent were in the Liberal Arts. Science/Mathematics accounted for 13 percent, Languages 12 percent, and Agriculture, Art, Business, Music, and PE together accounted for 14 percent.





Note – Some of the academic majors are grouped under broad subject categories. Social Science includes philosophy, psychology, history, early childhood education, curriculum and instruction, elementary education, multicultural education, special education, etc.

Section 1.e Teaching Credentials Issued for 2014-15

The federal regulations mandate that the states report on the total number of preliminary credential issued in 2014-15 as part of the state report. The Commission's annual *Teacher Supply Report* has detailed data on credentials issued for the 2014-2015 academic year. The following table provides summary data on the total number of individuals who received preliminary credential in the state and individuals who completed their teacher preparation outside of California during the 2014-2015 academic year. More than three-fourths (76 percent) of the teaching credentials are issued to candidates who were prepared in-state while less than one-fourth (24 percent) of the teaching credentials were issued to teachers who were trained out-of-state/out-of-country. When analyzed by the type of teaching credentials, 41 percent were issued in multiple subjects, another 39 percent in single subjects and the remaining 20 percent in education specialist credentials.

Table 4. Initial Teaching Credentials Issued, by Route: 2014-15

Credential Type	Traditional Route California IHE Prepared	Alternative Route California IHE Based (University Intern)	Alternative Route California Non IHE-Based (District Intern)	Out-of-State Prepared	Total
Multiple Subject	4,522	187	37	1,530	6,276
Single Subject	4,012	313	75	1,566	5,966
Education Specialist	1,271	925	208	568	2,972
Total	**9,805**	**1,425**	**320**	**3,664**	**15,214**

Source: Teacher Supply Report, 2014-15

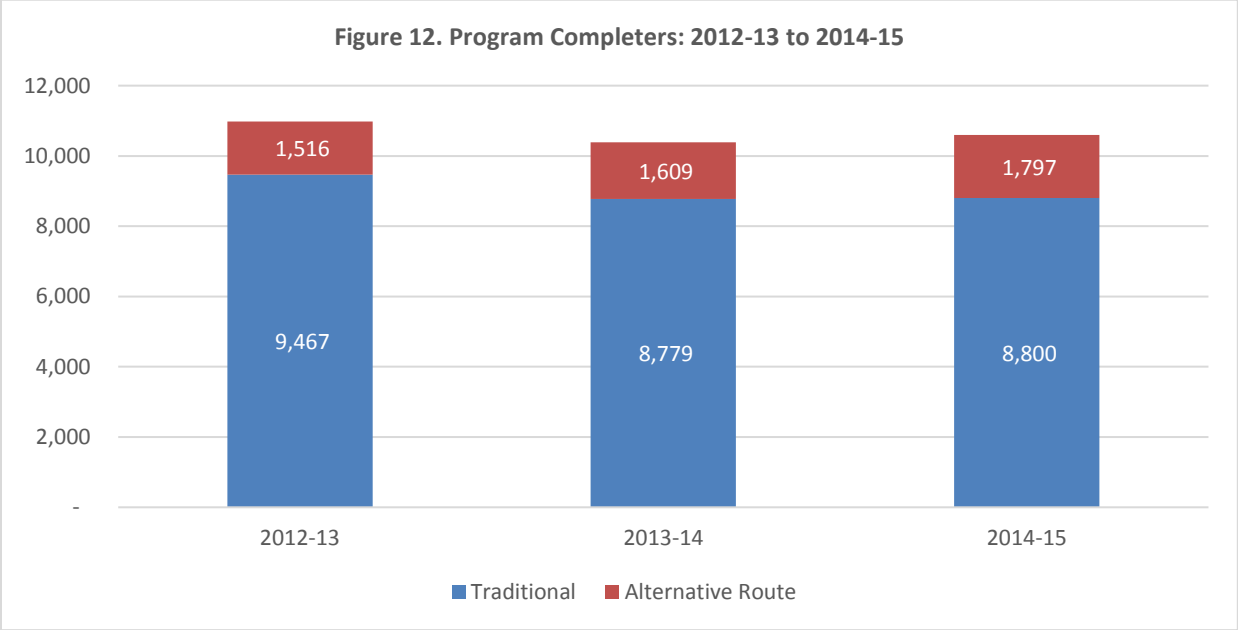
Section 1.f Program Completers

Provide the total number of teacher preparation completers in each of the following academic years – current reporting year (2014-15) and two prior years (2012-13 and 2013-14).

Table 5 provides data for program completers by route for three years. Traditional route showed a declining pattern (by 7 percent), while the Alternative route showed an increase by 19 percent between 2012-13 and 2014-15. Both routes combined showed a decline of 4 percent in the past three years.

Table 5. Program Completers by Route, 2012-13 to 2014-15

Academic Year	All Routes	Traditional Route	Alternative Route
2012-13	10,983	9,467	1,516
2013-14	10,388	8,779	1,609
2014-15	10,597	8,800	1,797
3-year Change	-4%	-7%	19%



Age Distribution of Program Completers, 2014-15

As part of the pass rate data collection, teacher preparation programs submit date of birth for each of their program completers. Table 6 indicates that the average age of program completers for 2012-13 was 33.4 years, with a standard deviation of 8.4. In 2013-14 year, the average age was 32.1 years with a standard deviation of 8.0 and in 2014-15, it was 31.3 years with a standard deviation of 8.1. It appears that the average age of program completers has declined by 1.3 year between 2012-13 and 2013-14 and by 0.8 year between 2013-14 and 2014-15. In other words, younger candidates are beginning to enter the teaching profession in recent years.

Table 6. Age Distribution of Program Completers, 2012-13 to 2014-15

Academic Year	Average Age	Standard Deviation
2012-13	33.4 years	8.4
2013-14	32.1 years	8.0
2014-15	31.3 years	8.1

Section II: Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to the state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. *(§205(a)(1)(A) (ii), (§206(a))*

Provide information about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years 2014-15, 2015-16 and 2016-17:

- *Did your program prepare teachers in mathematics?*
- *How many prospective teachers did your program plan to add in mathematics?*
- *Did your program meet the goal for prospective teachers set in mathematics?*
- *Description of strategies used to achieve goal, if applicable.*
- *Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.*

All teacher preparation programs were asked to answer the questions listed above for science, special education and Limited English Proficient Students (LEP). Data for LEP is not included here because all programs embed English learner authorization preparation in their teaching credential programs. Hence all current program completers and future program completers will be authorized to teach EL. In other words, for LEP, one hundred percent of the annual goals will be met each year.

Data from the individual IPRC reports are summarized in the following Table 7. For 2014-15, IHEs had set annual goals to increase by about 750 candidates in mathematics, 650 in science, and 1,500 in special education through the traditional route. In addition, the program sponsors had set goals to increase 250 in mathematics, another 220 in science and 770 in special education through the alternative route. When all three shortage areas were combined for each of the three years, the totals ranged from 4,110 in 2014-15 to 4,549 in 2016-17.

Table 7. Annual Goals to increase number of prospective teachers in Mathematics, Science, Special Education: 2014-15, 2015-16, and 2016-17

Route	Subject Area	2014-15	2015-16	2016-17
Traditional	Mathematics	758	732	763
	Science	644	663	700
	Special Education	1,468	1,614	1,718
Alternative	Mathematics	254	248	238
	Science	218	225	213
	Special Education	768	927	917
Grand Total	Math, Science, Special Ed	4,110	4,409	4,549

Detailed responses by each teacher preparation program to annual goals for shortage areas such as mathematics, science, and special education are presented via the Title II data dashboards at the URL: http://www.ctc.ca.gov/reports/data/titleII-goal-assurances.html

Section II: Assurances

Please certify that your institution is in compliance with the following assurances. *(§205(a)(1)(A)(iii), (§206(b))* Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

- *Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.*
- *Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.*
- *Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.*
- *Prospective general education teachers are prepared to provide instruction to students with disabilities.*
- *Prospective general education teachers are prepared to provide instruction to limited English proficient students.*
- *Prospective general education teachers are prepared to provide instruction to students from low-income families.*
- *Prospective teachers are prepared to effectively teach in urban and rural schools, if applicable.*
- *Describe your institution's most successful strategies in meeting the assurances listed above.*

Detailed responses by each program sponsor to Section II: Assurances are presented via the Title II data dashboards at the URL: http://www.ctc.ca.gov/reports/data/titleII-goal-assurances.html

Section III: Credential Requirements

List each teaching credential (certificate, license or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

In order to be employed in a California public school district, teachers must hold a credential from the Commission. California's credential structure is organized by subject matter and classroom setting. Within this structure, the state has established certification requirements that ensure candidates are prepared for their initial teaching credential and that each candidate must satisfy additional requirements before advancing to the second level or clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Commission also issues credentials for other educational service occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators. The Title II legislation does not require reporting of data related to Designated Subjects credentials, child development permits, or the services credentials. In addition, for general education (Multiple Subject and Single Subject) and special education (Education Specialist Instruction) the Title II report requires reporting on only the preliminary (initial) teaching credential.

Subject Matter and Classroom Setting

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a Multiple Subject, Single Subject, or Education Specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university. Candidates must also acquire knowledge and demonstrate preparation to teach by completing a Commission-approved teacher preparation program. A formal recommendation to the Commission from the California college, university, or local educational agency where candidates completed the program is made. The State offers multiple routes to teaching certification, including traditional one-year post baccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, ***no matter the delivery mode,*** are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching experience.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of

subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized (single subject) classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Table 7: Single Subject Credential Content Areas

Agriculture	Health Science
Art	Home Economics
Biological Sciences	Industrial and Technology Education
Biological Sciences (Specialized)*	Mathematics
Business	Mathematics (Foundational-Level)
Chemistry	Music
Chemistry (Specialized)*	Physical Education
English	Physics
General Science (Foundational-Level)	Physics (Specialized)*
Geosciences	Social Science
Geosciences (Specialized)*	World Languages**

**Commission has taken action to sunset the Specialized Science credentials due to the integrated nature of NGSS.*
***World Languages include American Sign Language, Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hebrew, Hmong, Italian, Japanese, Khmer, Korean, Latin, Mandarin, Portuguese, Punjabi, Russian, Spanish, and Vietnamese.*

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is now organized in seven distinct authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, Early Childhood Special Education, and Language and Academic Development. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization plus verification of subject matter competency.

Requirements for Initial Certification

Multiple Subject and Single Subject preliminary credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements to earn the clear credential within the five-year period of the preliminary credential. California preliminary Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable. Holders of these credentials must complete an approved program including an individualized induction plan to satisfy the Level II or Clear Education Specialist Credential.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. For initial teacher certification or licensure, California uses the following written tests or performance assessments:

* Assessment of Basic Skills (CBEST, CSET: Writing, out-of-state basic skills exams)
* Assessment of Subject Matter Knowledge (CSET)
* Assessment of the Methods for Teaching Reading (RICA)
* Assessment of Professional Knowledge and Pedagogy (TPA)

Multiple subject, single subject, and education specialist teacher candidates are required to satisfy the basic skills requirement in order to obtain a preliminary teaching credential. The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics. While California Education Code §44252(f) requires candidates to take CBEST prior to admission to a program of professional preparation for diagnostic purposes, if they have not yet met the basic skills requirement, programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to university or district intern programs are required to satisfy the basic skills requirement prior to assuming their teaching responsibilities. *All* candidates must pass the CBEST, or the equivalent, before they can begin student teaching.

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. Historically, candidates have had two options to demonstrate subject matter competence; passage of a subject matter examination or completion of a Commission-approved subject matter preparation program. Candidates are required to demonstrate subject matter competency in the specific content areas they plan to teach. Content knowledge is almost always assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching. All Multiple Subject program completers have to take and pass the CSET Multiple Subjects exams. Educational Specialist program completers have the option of taking CSET subject matter exams in one of the core subjects. In 2014-15, seventy-five percent (75%) of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program. All teacher candidates satisfying subject matter requirements for California certification by examination are now required to take the CSET.

The RICA is designed specifically for testing professional knowledge in the area of teaching reading. This knowledge is typically acquired by candidates through a program of professional preparation. All multiple subject and special education preparation programs are required to

include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification. These candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. The Title II reports require institutions to provide pass rate information on all program completers. An individual may be a 'program completer' but may not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Multiple Subject Teaching Credential and candidates for the initial Education Specialist Instruction Credentials must pass the RICA prior to receiving their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECSE).

Performance Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each preliminary multiple and single subject credential candidate's teaching ability. The Education Code allows for multiple versions of a teaching performance assessment to be used, including both the Commission-developed Teaching Performance Assessment (TPA) and other TPA models that meet the Commission's Assessment Design Standards. Programs may choose to use the Commission developed teaching performance assessment, the California Teaching Performance Assessment (CalTPA) or another approved TPA model. Preparation for the TPA, regardless of TPA model selected by the program, must be embedded into the preparation program. All TPA models include both formative assessment as well as summative assessment for each credential candidate. The performance assessment system contains a set of performance tasks and task-specific rubrics, assessor training. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program is required to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008 and candidates enrolling then or after in the program are required to satisfy this requirement.

The TPA is a program-level requirement, and the Commission does not collect individual TPA scores. It is the responsibility of the teacher preparation programs to report TPA data in their biennial reports as part of the accreditation process.

Detailed information on all other Commission-approved assessments, the structure, cut score, and total volume are presented in the annual exams pass rate report at http://www.ctc.ca.gov/reports/exam-annual-Report-April-2016.pdf.

Section IV: Standards and Criteria

This section of the report provides a brief background of California's recent teacher preparation reform efforts including a description of state standards for programs and teachers. *(§205(b)(1)(B), §205(b)(1)(C))*

Standards and Criteria for General Education Teacher Certification

After extensive input from California educators, administrators, and policymakers, the Commission adopted three sets of standards[1] consistent with the provisions of SB 2042. These sets of standards are the:

- *Standards of Quality and Effectiveness for Teacher Preparation Programs,* adopted December 2015, TPEs adopted June 2016
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted December 2015
- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs*, anticipated adoption date of October 2016

Through its accreditation review process the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards. In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission established *Teaching Performance Expectations* (TPEs) that described what beginning teachers should know and be able to do regardless of pupil level or content area. These expectations defined the levels of pedagogical competence and performance the Commission expects all candidates to attain as a condition of earning an initial teaching credential. The Commission expects institutions and districts preparing prospective teachers to verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential. Design of curriculum and fieldwork as well as assessments are In June 2016 the Commission adopted updated Teaching Performance Expectations (TPEs). The TPEs are organized in two sections, as outlined below. The first includes six broad areas, aligned with the California Standards for the Teaching Profession (CSTP), and the second section relates to subject specific pedagogy.

The Teaching Performance Expectations (TPEs) 2016

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
Content Specific Pedagogy
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning

[1] Information about the Commission's program standards may be found at http://www.ctc.ca.gov/educator-prep/program-standards.html.

TPE 6: Developing as a Professional Educator

Subject Specific Pedagogy

- Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
- English Language Development in Relation to Subject-Specific Pedagogy
- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Standards and Criteria for Special Education Teacher Certification

A standards design team was appointed by the Executive Director of the Commission in 2006 to review the credential requirements and program standards for preparing special education teachers. Draft program standards were developed by the Design Team and adopted by the Commission in December 2008. All programs fully transitioned to the new Education Specialist credential standards by September 30, 2011. In addition, Teaching Performance Expectations (TPEs) for Special Educators were adopted by the Commission in fall 2009. The TPEs for Special Educators were updated to ensure alignment with the Common Core State Standards and English learner's requirements in 2014.

In addition, in 2013 the Commission, in partnership with the California Department of Education, convened an expert Special Education Task Force to examine ways in which to improve outcomes for students with disabilities. The report of the Special Education Task Force entitled, "One System: Reforming Education to Serve All Students" was released in March 2015. In the year since its release, the Commission has continued to gather stakeholder input to determine potential changes to teacher preparation for teachers serving students with disabilities. The Commission anticipates a focus on additional policy and programmatic efforts on this important topic over the next year and is in the process of convening a new advisory panel which will continue this important effort beginning in October 2016.

Standards and Criteria for Subject Matter Preparation Programs

The *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential. Completion of this subject matter preparation prepares multiple subject candidates for the CSET: Multiple Subject examination but does not waive candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new subject matter requirements for mathematics, science, social science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas: art, languages other than English (now called World Languages), music, and physical education. The requirements for these eight subject matter areas were aligned with the state student content standards and consistent with standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, and American Council on the Teaching of Foreign Language.) In addition, the

Commission developed new subject matter requirements and standards in five additional subject areas: agriculture, business, health science, home economics, industrial and technology education. Subsequently, based on legislation, subject matter requirements were developed for 6 additional world languages, and following that, for American Sign Language (ASL).

In 2013, Subject Matter requirements were updated to align with the Common Core State Standards in Multiple Subjects, Mathematics, and English. At this time, the Subject Matter requirements for prospective elementary teachers and science teachers are being reviewed to ensure alignment with the Next Generation Science Standards (NGSS).

Alignment of Teacher Credential Standards with California Student Content Standards

Pursuant to subdivision (a) of California Education Code §60605, California requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential (integrated programs of subject matter preparation and professional preparation, post baccalaureate programs of professional preparation, and intern programs of professional preparation) reflect this requirement. Induction and clear preparation programs continue a candidate's work with effectively teaching the student content standards.

In 2010, the State Board of Education adopted the Common Core Standards (CCSS) and in 2013 the State Board of Education adopted the Next Generation Science Standards (NGSS). In recent years, the Commission has been in the process of ensuring alignment of teacher preparation standards to the Common Core Standards and Next Generation Science Standards. The Teaching Performance Expectations (TPEs) were revised to reflect California's Common Core in March 2013 and updated more recently in 2016 and TPEs for Special Education were updated in August 2014. In addition, the CSET subject matter requirements and examination for multiple subject, Math, English, and Science have been updated to align with the Common Core State Standards (SMRs adopted in June 2013) as well as to align with the Next Generation Science Standards (SMRs adopted June 2016). Subject matter programs in Science are submitting documentation demonstrating alignment with the new Subject Matter Requirements. All teacher preparation programs are expected to align their programs to the revised TPEs and to the updated program standards.

Section V: Assessment Information

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2014-2015 academic year along with information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by nearly 90 postsecondary institutions and school districts approved by the Commission to offer Multiple Subject, Single Subject, and/or Education Specialist credential programs in California for the 2014-2015 academic year.

Statewide Assessments Used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides pass rates for the basic skills, subject matter content examinations, and the RICA. Table 8 below indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Table 8: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills*	Assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Content Knowledge*	Assessment of subject matter content knowledge for subject area taught in grades K-12	All multiple subject credential candidates and any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Professional Knowledge/ Pedagogy**	RICA: the assessment of the skills and knowledge necessary for the effective teaching of K-8 reading	Multiple subject and education specialist credential candidates	Before recommendation for the credential

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Pedagogical Knowledge***	TPA: assessment of the pedagogical performance of prospective teachers. TPA is a locally-administered assessment with multiple approved test models	Multiple and single subject credential candidates	Before recommendation for the credential

**The knowledge assessed by the basic skills and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program.*

***RICA is required for certification that is designed to test a portion of the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject or Education Specialist credential programs only.*

****TPA is a program completion requirement.*

Institutional Pass-Rate Data for Academic Year 2014-2015

For purposes of federal reporting, a distinction is made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These program requirements do not include any of the following California credential requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of a basic skills examination before student teaching;
- Completion of subject matter requirement either by passing a subject matter examination or completing an approved program, as applicable to the particular credential;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background clearance as specified by the Commission; and
- Passage of the RICA as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

Pass rate information represents aggregate data for candidates who have completed a teacher preparation program in California and have taken any examination(s) to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher

education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" routes. Pass rate information for programs and subject areas with less than ten program completers is not reported.

Table 9. Assessments Used and Reported for 2014-15

Assessment Name	State Passing Score Standard (Cut Score)	Score Range
Basic Sills -CBEST • Reading • Mathematics • Writing	A scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section
Basic Skills -CSET: Multiple Subjects plus Writing	220 on the CSET Multiple Subjects examination and 220 on the Writing Skills examination	100 - 300
Content Knowledge - CSET	220	100 - 300
Professional Knowledge - RICA • Written Exam (WE) • Video Performance Assessment (VPA)	220	100 - 300

The exam pass rates for program completers in the traditional route for the 2014-2015 academic year ranged from 88 percent to 100 percent over the total assessments taken by this group of candidates. The pass rates for program completers in the alternative route ranged from 74 percent to 100 percent. The overall pass rate for 2014-15 program completers was 96 percent for traditional route and 97 percent for alternative route. *It is critical to note that pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and "program completers" by definition have successfully completed the academic coursework portion of their teacher preparation programs*.

Table 9. Summary Pass Rate of all Assessments taken by Program Completers, By Route, 2012-13 to 2014-15

Assessment	Traditional Route	Alternative Route
Program Completers, 2014-15	96%	97%
Program Completers, 2013-14	96%	96%
Program Completers, 2012-13	97%	98%
Program Completers 2014-15 Pass rate Range	88% to 100%	74% to 100%
Program Completers 2013-14 Pass rate Range	85% to 100%	70% to 100%
Program Completers 2012-13 Pass rate Range	64% to 100%	82% to 100%

Table 10. Assessment Pass Rate for Program Completers, 2014-15

Assessment Name	Institution-Level Pass Rate	Institution-Level Score Range	Statewide Pass Rate	Statewide Score Range
CBEST	95% to 100%	141 to 190	100%	154 to157
CSET – all subjects	69% to 100%	226 to 278	91% to 100%	229 to 274
CSET: Writing	98% to 100%	224 to 260	98%	232 to 241
RICA	55% to 100%	216 to 249	80%	232 to 235

**Pass rate data is for both Traditional and Alternative routes.*

Detailed pass rate data are published via the Title II data dashboards at the URL: http://www.ctc.ca.gov/reports/data/titleII-exam.html.

Section VI: Alternative Routes

For all state-approved alternative routes, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Within the California context, it is critical to distinguish between alternative certification and alternative routes to certification. While California has *alternative routes* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject (2) Single Subject (3) Education Specialist and (4) Designated Subjects Credentials. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through traditional means, such as a one-year post-baccalaureate program at an institution of higher education, or a four- to five-year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or through alternative means such as a district or university sponsored intern program, the resulting credentials issued are the same. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the *Teaching Performance Expectations* prior to completing the program.

The most frequently used alternative route to teaching in California is enrollment in an intern program. Intern programs are designed to provide formal teacher preparation to qualifying individuals who serve as the teacher of record and are paid a salary by the district. Intern programs may be up to three years in length. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of intern programs, those offered by universities and those offered by local education agencies.

University intern programs provide one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and/or service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two or three-year programs operated by local school districts, charter organizations, or county offices of education in consultation with accredited colleges and universities. District intern programs are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create and fulfill a professional development plan for the interns in the program. District intern programs must meet the same standards of program quality and effectiveness as university sponsored intern programs.

In December 2007, the Commission took action to require confirmation that multiple subject, single subject, and education specialist interns completed 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Intern Credential.

The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, content- specific pedagogy, human development, and teaching English learners.

At its April 2013 meeting, the Commission took action to identify the range of content that is required to be included in the preservice portion of the Intern program related to the teaching of English learners. The content is a subset of the Commission's program standard addressing the teaching of English learners, which must be addressed comprehensively in the full Intern program http://www.ctc.ca.gov/educator-prep/PS-alerts.html.

In addition, the Commission took action in 2014 to enhance the support and supervision provided to interns. Regulations took effect April 1, 2014 mandating that all interns be provided with an annual minimum of 144 hours of general support and supervision and 45 hours of support and supervision specific to teaching English Learners (California Code of Regulations §80033).

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified individuals to become multiple and single subject teachers through an Early Completion Option (ECO). Within this option, candidates who successfully complete a Commission-approved teaching foundations exam in their field, which includes teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction (currently the NES Assessment of Professional Knowledge and the first task of the Teaching Performance Assessment), and who subsequently pass the remaining portions of the teaching performance assessment on their first attempt may be granted a preliminary credential. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, U.S. Constitution, computer technology, basic skills, and character fitness to qualify for a credential. Those seeking the Multiple Subject credential also need to pass the RICA.

Section VII: Program Performance

Criteria for assessing the performance of teacher preparation programs in the state. (§205(b)(1)(F),§207(a))

Since the Ryan Act of 1970, the Commission has been responsible for oversight of programs that prepare future educators. The Commission's accreditation system holds *all* educator preparation programs to its standards of quality and effectiveness. Since the adoption of the first *Accreditation Framework* in 1993, the Commission has maintained, with the exception of two temporary suspensions due to lean budget years, a comprehensive accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities that prepare educators for California's public schools.

The Commission spent 2014-15 reviewing its accreditation system and adopted a revised *Accreditation Framework* in 2015. The revised system increases the focus on program outcomes, including performance assessment data, more streamlined accreditation processes, enhanced clinical experiences for most candidates, clearer expectations for mentors and master teachers, and will require all programs to submit data annually.

Procedures for Assessing the Performance of Educator Preparation Programs

Under the Commission's accreditation system, institutions are required to meet Common Standards that apply to all educator preparation programs, as well as specific program standards of quality and effectiveness that apply to each educator preparation program offered by the institution.[2]

In order to determine the quality of educator preparation programs, three different activities provide insight into an accreditation decision. The activities will now be Annual Data Submission, Program Review, and a Site Visit. Each of the activities is explained below.

Annual Data Submission

For a number of years, programs have been required to collect, analyze, and use data for program improvement purposes as part of the accreditation system. These data must have included both candidate assessment and program effectiveness data. This expectation continues in the new system. The Commission is seeking to enhance transparency, to enhance the use of data in accreditation decisions, and to make the types of data collected to be more consistent across programs. Staff is working with representatives from educator preparation programs to identify the data that will be submitted on an annual basis, including statewide survey data. A significant

[2] Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at:
http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf

Accreditation Framework, Commission on Teacher Credentialing. Available online at:
http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf

part of the Commission's work plan in 2016-17 is focused on further development of the data system and the use of data for accreditation purposes.

Use by Review Teams
The Commission's new accreditation system is intended to be less focused on institutional and programmatic inputs and more on outcomes data that indicate that the program is effectively preparing competent and effective educators. Data submitted by programs are used by both program review teams as well as site visit teams to provide them with a more comprehensive representation of the institution's activities over time. Reports are used by these review teams as another source of information upon which standards findings and accreditation recommendations are based.

Program Review
Program Review takes place in year five of the accreditation cycle and examines each approved program individually. It is the feature of the accreditation system that asks institutions to report on how the approved program meets the standards, either approved California program standards, experimental program standards, or national or professional program standards. The Commission's new accreditation system is focused evidence, including syllabi, advising materials, and assessments. Program Review informs the Site Visit, which takes place in year six of the accreditation cycle.

Review Process
The evidence to ensure alignment with credential program standards is reviewed by trained educators who have expertise in the specific program area. In addition, the reviewers have access to the annual data submitted by the program.

Teams of two trained content area experts read each Program Review document to determine if the standard can be deemed preliminary aligned prior to collecting additional evidence at the site visit. Programs receive feedback on the review and may submit additional information for the site visit. If reviewers identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Review, the sixth year site visit may include a more detailed review of such programs.

Site Visits
An accreditation team visits each institution in the sixth year of the accreditation cycle. The institution prepares for a site visit. The results of the Program Review process and Common Standards review, annual data, and any available evidence are made available to the site review team. The site visit results in an accreditation recommendation for consideration and action by the COA.

Review Process
The accreditation site visit team is composed of 3 to 7 BIR members, responsible for reviewing all programs at an institution. The site team examines evidence that substantiates and confirms, or contradicts, the preliminary findings of Program Review. The team also reviews evidence to

determine if the educational unit meets the Common Standards. Evidence comes from a variety of sources representing the full range of stakeholders, including written documents and interviews with representative samples of significant stakeholders. Each program in operation participates fully in the interview schedule. The COA may include additional members on the team with expertise in specific program areas(s) identified as needing additional study during the site visit. The site visit team makes an accreditation recommendation to the COA, which has the responsibility for making the accreditation decision, as described below.

Commission Review
Summary information about each of the accreditation activities is included in the Annual Report on Accreditation submitted by the COA to the Commission. The report can be found at http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-agenda.html.

Procedures for Determining Educator Preparation Program Accreditation
After reviewing the recommendation of a site visit team that includes information from all the accreditation activities, the COA makes a decision about the accreditation of educator preparation programs at an institution. The *Accreditation Framework*, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the COA makes one of five decisions pertaining to each institution:

> *Accreditation* – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.
>
> *Accreditation with Stipulations* – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.
>
> *Accreditation with Major Stipulations* – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.
>
> *Accreditation with Probationary Stipulations* – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality

and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The COA can deny accreditation upon either an initial visit or a revisit to an institution. Although a recommendation of Denial of Accreditation typically comes after a finding of probationary status at an initial visit and after the institution has been provided with an opportunity to institute improvements a review team can recommend Denial of Accreditation at any time if the situation warrants the finding in accordance with this section of the Handbook.

a) Initial Visits
A COA decision of Denial of Accreditation upon an initial visit means that extremely serious and pervasive issues exist at an institution. In these instances, the COA has determined that it is highly unlikely that the issues and concerns identified by a review team and COA can be successfully addressed and rectified in a timely manner. The particular facts, the leadership and/or the infrastructure indicate that a significant amount of time and work must be devoted should the institution choose to address the identified issues, during which time it is not prudent to have candidates enrolled in the credential program.

b) Revisits
If an accreditation team, upon conducting a revisit to an institution that received major or probationary stipulations, finds that the stipulations have not been adequately addressed or remediated, or determines that significant and sufficient progress has not been made towards addressing the stipulations, a revisit would be required. If an accreditation team finds that: (a) sufficient progress has been made, and/or (b) special circumstances described by the institution justify a delay, the COA may, if requested by the institution, permit an additional period of time for the institution to remedy its severe deficiencies. If the COA votes to deny accreditation, all credential programs must close at the end of the semester or quarter in which the decision has taken place. In addition, the institution's institutional approval ceases to be valid at that time and the institution will no longer be a CTC approved credential program sponsor.

Institutions accredited with stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of major or probationary stipulations, institutions are also required to prepare for a revisit that focuses on the areas of concern noted by the accreditation team during the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision took place. The institution is required to file a plan of discontinuation within 60 days of the Committee's

decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the COA that includes the submission of a complete institutional self-study report. The self-study must clearly indicate how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation. In 2012, the Commission's Committee on Accreditation clarified its processes such that Denial of Accreditation is an option upon an initial visit, rather than after a revisit only.

Section VIII. Low Performing

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

Criteria Used to Classify Low Performing Preparation Programs

The Committee on Accreditation (COA) monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. California revised its definitions of Low-Performing and At Risk of Becoming Low-Performing in 2011. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low-performing institutions:

> ***Low-Performing Institutions*** – An institution that is determined by an accreditation review team and the COA to have failed to meet a significant number the Commission's standards of quality and effectiveness and receives an accreditation decision of ***Probationary Stipulations*** would be designated as low-performing. Such an institution would be required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a revisit that focuses on the areas of concern noted by the accreditation team during the original visit. If the institution does not address the stipulations, the COA would deny accreditation.
>
> ***At Risk of Becoming Low-Performing*** – An institution that is determined by an accreditation review team and the COA to receive ***Accreditation with Major Stipulations*** is at risk of becoming a low-performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Major Stipulations are required to have a revisit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, there are four (4) teacher preparation programs that have been designated as "at risk of becoming low-performing". The institutions are:

- Dominican University of California (Accreditation with Major Stipulations)
- Holy Names University (Accreditation with Major Stipulations)
- Oak Grove School District (Accreditation with Major Stipulations)
- Fielding Graduate University (Accreditation with Major Stipulations)

Oak Grove School District does not offer a preliminary educator preparation program. It only offers an educator induction program.

In addition, there is one (1) preparation program that has been designated as a "low-performing institution". This institution is:

- Alliant International University (Accreditation with Probationary Stipulations)

For detailed information about the accreditation status such as most recent accreditation reports, next site visit, etc. please see the following link: https://info.ctc.ca.gov/fmp/accreditation/accreditation_reports.html.

Section IX. Teacher Shortage

The reauthorization of the Higher Education Act in 2008 included new provisions addressing teacher shortage.

The 2008 Reauthorized Higher Education Act states the following:

> *Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. §(205(a)(1)(A)(ii),§206(a).*

Table 7 on page 14 provides data of annual goals to increase the number of prospective teachers in mathematics, science, and special education by teacher preparation programs for 2014-15 to 2016-17. Detailed responses by each program sponsor to annual goals for shortage areas such as mathematics, science, and special education are presented via the Title II data dashboards at: http://www.ctc.ca.gov/reports/data/titleII-goal-assurances.html.

Teaching Permit for Statutory Leave

In spring 2016, the Commission developed a permit Teaching Permit for Statutory Leave (TPSL) to address the teacher shortage. The TPSL allows an employing agency to fill a position where the teacher of record is unable to teach due to a statutory leave (medical or otherwise) with a temporary teacher of record for the duration of the leave. TPSL may be issued with one or more authorizations in the areas of Multiple Subject, Single Subject, and Special Education, depending on individual's qualifications. The permit is renewable upon verification from the employing agency that specific requirements have been completed. Detailed information on the requirements can be found at: http://www.ctc.ca.gov/credentials/leaflets/cl902.pdf.

Section X. Use of Technology

The reauthorization of the Higher Education Act in 2008 included new provisions addressing use of technology. Beginning with the 2008-09 reporting year, all preparation programs and each state are required to respond to these new provisions. This section addresses these new requirements. *(§205(b)(1)(K))*

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- *integrate technology effectively into curricula and instruction?*
- *use technology effectively to collect data to improve teaching and learning?*
- *use technology effectively to manage data to improve teaching and learning?*
- *use technology effectively to analyze data to improve teaching and learning?*

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Commission's standards (http://www.ctc.ca.gov/educator-prep/program-standards.html) require all programs to address the use of technology to support instruction. In addition, the Commission's newly adopted TPE enhances and updates California expectations for candidates to be able to effectively use instructional technology in their classrooms. (http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf)

Detailed responses by each program sponsor to the use of technology are presented via the Title II data dashboards at: http://www.ctc.ca.gov/reports/data/titleII-accreditation.html.

Section XI. Teacher Training

The 2008 Reauthorized Higher Education Act requires the following:

Provide the following information about your teacher preparation program (general and special education). Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers (general and special education) to:

- *teach students with disabilities effectively?*
- *participate as a member of individualized education program teams?*
- *teach students who are limited English proficient effectively?*

Provide a description of the evidence your program uses to show that it prepares general and special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and timeline if any of the three elements listed above are not currently in place.

The preparation of educators to teach students with special needs and students who are limited English proficient is of paramount importance in California. The Commission's adopted program standards address the issues of teaching English learners and teaching students with special needs in all general and special education preparation programs. This content must be addressed by all initial teacher preparation programs.

- SB 2042 Multiple and Single Subject Preliminary Credential Program Standards. http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf
  - Standard 12: Preparation to Teach English Learners
  - Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

- Education Specialist Teaching and Other Related Services Credential Program Standards. http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf
  - Program Standard 10: Preparation to Teach English Language Learners

If a teacher has not earned and authorization to teach English learners, the individual may complete a CTEL program or take and pass the CTEL examination to earn the authorization to teach students who are English learners.

- Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification. http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.pdf

In 2013, the Commission focused efforts on strengthening the preparation to teach English Learners, updating and revising six sets of educator preparation standards. With respect to educators of students with disabilities, the Commission updated the Special Education Teaching Performance Expectations (TPEs) in 2014 and all special education preparation programs are in the process of aligning with the CCSS and the new TPEs. In addition, the Commission, in partnership with California Department of Education, convened an expert panel to review and provide recommendations on ways in which to improve outcomes for students with disabilities. The report of the Special Education Task Force entitled, "*One System: Reforming Education to Serve All Students*" was released in March 2015.

Detailed responses by each program sponsor to teacher training in general education and special education are in the Title II data dashboards at: http://www.ctc.ca.gov/reports/data/titleII-accreditation.html

Improving Teacher Quality

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. *(§205(d)(2)(A))*

This section of the report describes steps taken during the past years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Common Core State Standards (CCSS)

In the past few years, the Commission has taken several steps to ensure that new teachers are fully prepared to teach to the Common Core State Standards in California public schools. In 2013, the Commission revised the Teaching Performance Expectations to align with the CCSS and all teacher preparation programs are expected to be in alignment with the new TPEs. In 2014, the Commission focused its efforts on revising the Subject Matter Requirements (SMRs) in Multiple Subject, Mathematics, and English Language Arts. The CSET Examinations in Multiple Subject, Mathematics, and English Language Arts were revised to align with CCSS. As of June 30, 2014, all Commission approved subject matter programs in Mathematics and English Language Arts were required to submit revised matrices demonstrating the manner in which the subject matter program incorporated and address the CCSS. The Commission has completed the review of these documents.

Next Generation Science Standards (NGSS)

The California State Board of Education (SBE) adopted the NGSS standards in 2013 as required by California Education Code §60605.85. In order to align the teacher preparation programs with the NGSS, informational meetings have been held with the Commission and with the field during 2014-15 concerning the principles and practices exemplified within the NGSS. The Commission has revised its teacher preparation program and subject matter preparation program standards to align with the principles of the Next Generation Science standards, with the expectation that new standards and corresponding candidate examinations will be in place for the 2017-18 academic year.

Improving Teacher Preparation in Special Education

The Commission on Teacher Credentialing and the California Department of Education jointly convened a Statewide Special Education Task Force comprised of a broad base of constituencies such as parents, teachers, school and district administrators, university professors, and members of policy community. The Task Force met on several occasions and released a report with recommendations for improving outcomes for students with disabilities, including for teacher preparation in March 2015.

The Commission has convened a Work Group to review the credential structure and the specialized preparation for new special education teachers. It is expected that recommendations from the Work Group will be presented to the Commission in spring 2017.

Improving Teacher Preparation to Teach English Learners

The Commission incorporated language that significantly strengthens the preparation to teach English Learners into six sets of educator preparation standards. The Commission's accreditation system began ensuring alignment with these revised standards during accreditation site visits in spring 2015.

In addition, requirements for Multiple Subject, Single Subject, and Education Specialist intern programs specifying English learner content and quantifying Support and Supervision expectations were adopted by the Commission. Regulations took effect in April 2014, requiring all intern programs, in partnership with the employing district, to provide 144 hours of general support and supervision and 45 hours of support and supervision specific to preparing teachers to work with English learners. Additionally, all interns are required to complete a minimum of 120 hours of preservice preparation prior to becoming the teacher of record. New regulations mandate that approximately 45 hours of specific English Learner content must be included within that preservice. Specific regulatory language was provided to all program sponsors in Coded Correspondence 14-07.

Recent Legislation Impacting Teacher Preparation

In 2015, several bills impacting teacher preparation were signed into law.

- AB 163 (Chapter 64, Stats. 2015) require the commission, upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian language-culture credential with an American Indian language authorization, or an American Indian culture authorization, or both, to a candidate who has met specified requirements. Previously, the Commission was only authorized to issue an American Indian languages credential.
- SB 103 (Chap. 324, Stats. 2015) was an education budget trailer bill that require that the money appropriated by the annual budget act for teacher and administrator professional development be distributed in an equal amount per full-time equivalent certificated staff, not to exceed the total certificated staff count for each eligible local educational agency, in the 2014–15 fiscal year.
- SB 104 (Chap. 13, Stats. 2015) was the 2015 education budget trailer bill, and made multiple changes, one of which was to raise the amount the Commission can charge for application processing fees from 75 dollars to 100 dollars. The bill also appropriated a one-time amount of $500,000,000 for professional development, including beginning teacher and administrator support and mentoring.

Strengthening and Streamlining the Accreditation System

The Commission began work to strengthen and streamline its preparation program standards, update its performance assessments, and increase the focus of its accreditation system on outcome measures in 2014. The plan for the work was presented at the June 2014 Commission meeting. Six task groups began meeting in December 2014 and a number of agenda items have been presented to the Commission regarding this work.

- Preliminary Teacher Preparation: http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf

- Performance Assessments:
  http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4A.pdf
- Induction of New Teachers:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5F.pdf
- Accreditation Policies and Procedures:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5C.pdf
- Surveys—Program Completers and Employers:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5E.pdf
- Data Warehouse and Dashboards:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5G.pdf

Recent activities on Strengthen and Streamline Accreditation Project (SSAP)

The Commission's 2015-16 budget included funds to update the state's teaching performance assessment, develop the initial administrator performance assessment, and to update the Commission's data systems to support the development of a comprehensive data warehouse and program and institutional dashboards. This work will continue through 2016-17 with the expectation that revised preparation programs will be fully implemented in 2017-18, the revised accreditation system will also be in place in 2017-18, and the revised teaching performance assessments will be operational in 2018-19.

For the past several months, the Commission staff have been actively engaged in implementing recommendations from all six task groups. The preconditions, common standards, program standards for multiple, subject and single subject, and induction standards have been revised and adopted. The special education workgroup has been working with the program standards for the education specialist programs. Teaching Performance Expectations (TPEs) have been revised. The advisory groups for the California Teaching Performance (CalTPA) and performance assessment for administrators (APA) have been meeting and working with the development of the models. The newly developed CalTPA and APA models will be field tested in fall 2016. Nearly 80 technical assistance meetings have been planned for accreditation staff to train program sponsors to get them ready for full implementation in 2017-18. The Technical assistance information is available at: http://www.ctc.ca.gov/educator-prep/accred-assist.html.

For more details on the above activities, please see the following Program Sponsor Alerts (PSA) :

- Commission Adoption of General Education Induction Program Preconditions and Program Standards (2015)
  http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-08.pdf
- Commission Adoption of Preliminary Multiple Subject/Single Subject Program Standards and the Transition Plan (2015)
  http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-07.pdf
- Implementation of Administrative Services Credential Programs
  http://www.ctc.ca.gov/educator-prep/PS-alerts/2016/PSA-16-07.pdf
- Adoption of Revised California Teaching Performance Expectations (TPEs)
  http://www.ctc.ca.gov/educator-prep/PS-alerts/2016/PSA-16-08.pdf

Commission staff continue to develop data dashboards and publish data in the form of dashboards so the data are transparent and easily accessible. The 2014-15 Title II dashboards are available at http://www.ctc.ca.gov/reports/data/titleII-landing.html.