



Annual Report Card for 2017-18 as Required by Title II of the Higher Education Act

Commission on Teacher Credentialing

October 2019

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This report is available on the [Title II web page](#).

**State of California
Gavin Newsom, Governor**

Commission on Teacher Credentialing

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Annual Report Card on California Teacher Preparation Programs for the Academic Year 2017-18

Introduction

This agenda item presents the Annual Report Card on California Teacher Preparation Programs for the Academic Year 2017-18 as required by Title II of the Higher Education Act. This is the nineteenth annual report and it includes the pass rate data for all examinations used for teacher credentialing purposes in California and other qualitative information about the new reporting requirements.

Background

In 2008, the higher education 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 2009-10 reporting year started full implementation of the new requirements. Section 207 of Title II requires institutions to submit annual reports to state agencies on the quality of their 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 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 2017-18

Westat, the federal contractor, developed a web-based data entry tool called the Institutional and Program Report Card and states were given the option to either develop their own system or use Westat's Institutional and Program Report Card system. The Commission elected to use Westat's system because it is free to the state and enables data to be collected uniformly across many states. All fifty states, Washington DC, and the following jurisdictions-Puerto Rico, American Samoa, Marshall Islands, Palau, Virgin Islands, Micronesia, Guam, and Northern Mariana Islands-used the system developed by Westat for the 2017-18 reporting year. All California teacher preparation programs that have approved Multiple Subject, Single Subject, and Education Specialist initial credential programs submitted their institutional and program report cards to Westat on or before April 30, 2019, in compliance with federal reporting deadlines set forth in Title II. Table 1 below lists the sections and contents that are reported in Institutional and Program Report Cards.

Table 1: Institutional and Program Report Card’s Sections and Content

Section	Content
Section I	Program Information, Program Requirements (Admissions, Undergraduate requirements, Postgraduate requirements, Supervised Clinical Experience), Enrollment, Teachers Prepared by Subject Area, Teachers Prepared by Academic Major, and Program Completers
Section II	Annual Goals for mathematics, science, special education; 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 2017-18

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

States are responsible for coordinating the IHE traditional route, IHE-based alternative route, and LEA-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 are included in the state report to the U.S. Department of Education. State Title II reporting is a paperless process. This data collection is mandatory through a national database on teacher preparation used in all states. States report through a web-based reporting system called the State Report Card system. The State Report Card system 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 State Report Card system to report their Title II data to the U.S. Department of Education.

Title II data is 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 the federal Title II website. Table 2 below lists the sections and contents that are reported in the State Report Card.

Table 2: State Report Card’s Sections and Content

Section	Content
Section I	Program Information, Program Requirements (Admissions requirements – Entry/Exit and Grade Point Average by Undergraduate and Postgraduate levels), Supervised Clinical Experience, Enrollment, Teachers Prepared by Subject Area, Teachers Prepared by Academic Major, Program Completers, and Initial teaching credentials issued
Section II	Assurances
Section III	Credential Requirements
Section IV	Standards and Criteria
Section V	Assessment Information and Pass rate data by routes
Section VI	Alternative Routes
Section VII	Program Performance
Section VIII	Low Performing
Section IX	Teacher Shortages
Section X	Use of Technology
Section XI	Statewide Improvement Efforts

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 [Title II web page](#).

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 U.S. Department of Education will need to be completed via the web-based Title II Data Collection System by October 31, 2019.

Staff Recommendation

Staff recommends that the Commission approve the 2017-18 Annual Report Card on California Teacher Preparation Programs.

Next Steps

Staff will transmit the reformatted web-based version of the report to the U.S. Department of Education on or before October 31, 2019.

Section I: Program Information

Section I includes information on the following topics – program information, admission requirements, enrollment, supervised clinical experience, teachers prepared by subject area, teachers prepared by academic major, program completers, and number of credentials issued. Every data element collected and reported in the Institution and Program Report Cards comes directly from the Higher Education Act (HEA) and the specific section of HEA is listed in *italics* along with each section requirement.

In the academic year 2017-18, a total of 146 Institution and Program Report Cards (IPRCs) were submitted to the U.S. Department of Education. 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 80 Traditional route reports, 55 IHE-based Alternative route (University Intern) reports, and 11 LEA-based Alternative route (District Intern, LEA) reports. Table 3 below displays the number of institutions and number of reports submitted by four higher education segments (California State University, University of California, Private/Independent Institutions, and Local Education Agency) and three different routes (Traditional, Alternative IHE-based, and Alternative LEA-based). Note these totals are of institutions sponsoring any combination of Multiple Subject, Single Subject, and/or Education Specialist preliminary programs. It is a total of institutions, not educator preparation programs.

Table 3. Distribution of Institutions and Reports, by Route

Name of Higher Education Segment	Number of institutions	Number of Traditional route reports	Number of Alternative, IHE-based route reports	Number of Alternative, LEA-based route reports	Total number of reports
California State University	23	23	22	Not applicable	45
University of California	8	8	3	Not applicable	11
Private/Independent institutions	49	49	30	Not applicable	79
Local Education Agency	11	Not applicable	Not applicable	11	11
Statewide Total	91	80	55	11	146

Program Requirements: Admissions

Section I requires programs (institutions) to report the following information about the teacher preparation programs' entry and exit requirements, at the undergraduate and postgraduate levels. (§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
 - 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 2017-18?
 - What is the minimum GPA required for completing the program?
 - What was the median GPA of individuals completing the program in academic year 2017-18?

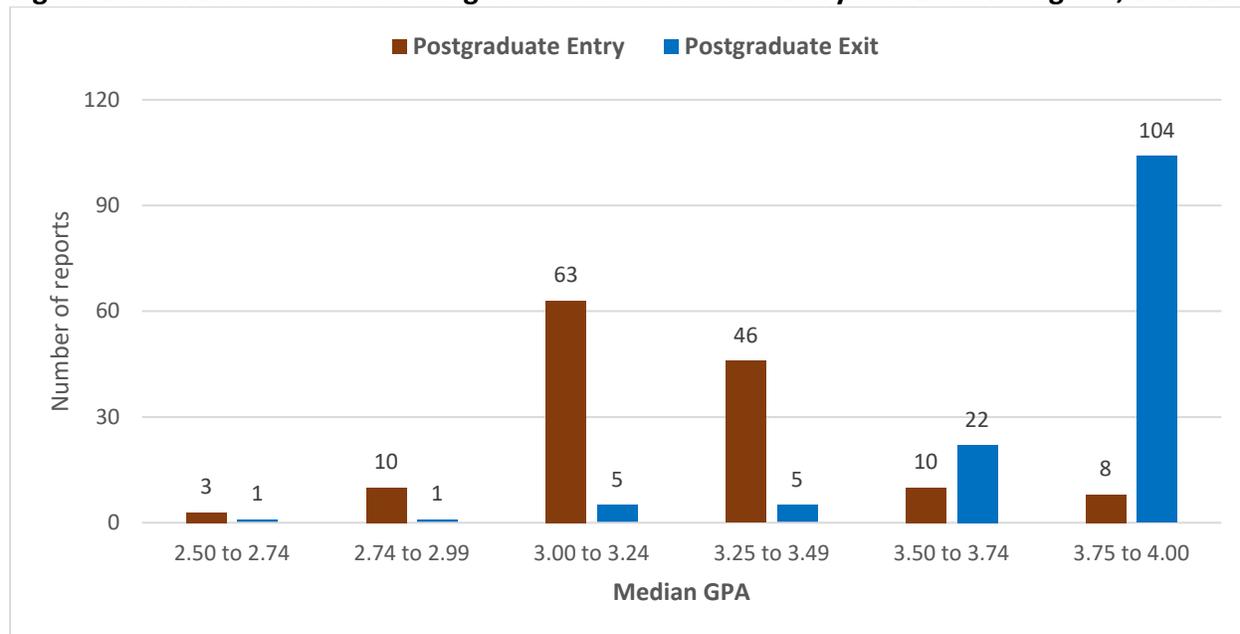
Table 4 presents the GPA requirements for Traditional, Alternative IHE-based, and Alternative, LEA-based. While the minimum GPA required for admission into the program was 2.5 for all routes the median GPA of individuals accepted into the program varied slightly by routes; it was 3.22 for Traditional route, 3.23 for Alternative IHE-based route, and 3.0 for Alternative LEA-based route. The median GPA of individuals who completed the program also varied slightly by routes; it was 3.86 for Traditional route, 3.82 for Alternative IHE-based route, and 3.7 for Alternative LEA-based route.

Table 4. Grade Point Average Requirements for Postgraduate Program, by Route, 2017-18

Grade Point Average Requirements	Traditional route	Alternative IHE-based route	Alternative LEA-based route
Minimum GPA required for admission into the program	2.5	2.5	2.5
Median GPA of individuals accepted into the program in academic year 2017-18	3.22	3.23	3.0
Minimum GPA required for completing the program	2.7	2.0	2.75
Median GPA of individuals completing the program in academic year 2017-18	3.86	3.82	3.7

Figure 1 below depicts the distribution of reports by median GPA for postgraduate candidates at the entry and exit of the programs. As indicated by the bar graph, the median GPA for entry into the program was above 3.0 for most of the programs and the median GPA at exit of the programs was above 3.75 for a vast majority of the institutions. Teacher preparation programs expect that their program completers achieve mastery and that explains the high GPA at exit.

Figure 1. GPA Distribution for Postgraduate Candidates at Entry and Exit of Program, 2017-18



Program Requirements: Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

- 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

Table 5 below presents data on supervised clinical experience requirements by routes for 2017-18. At the state level, the supervised clinical experience requirements differed by routes. For Traditional route, more than 500 full-time equivalent faculty members and about 6,300 adjunct faculty provided supervised clinical experience. For the Alternative IHE-based route, about 280 full-time equivalent faculty and 1,400 adjunct faculty provided supervised clinical experience. For the Alternative LEA-based route, 33 full-time faculty and 169 adjunct faculty provided

supervised clinical experience. At the statewide, more than 22,000 candidates participated in supervised clinical experience during the academic year.

Table 5. Supervised Clinical Experience Requirements by Route, 2017-18

Requirements	Traditional route	Alternative IHE-based route	Alternative LEA-based route
Number of clock hours of supervised clinical experience required prior to student teaching - Mean	109 hours	105 hours	38 hours
Number of clock hours required for student teaching - Mean	582 hours	455 hours	489 hours
Total number of full-time equivalent faculty supervising clinical experience during this academic year	519	277	33
Total number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6,258	1,384	169
Total number of students in supervised clinical experience during this academic year	14,620	6,289	1,150

Note. Data are reported by individual teacher preparation programs (institutions) 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. 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. Commission staff have been working with the Title II federal contractor to refine the definitions for supervised clinical hours so that institutions will report the data in a consistent manner. The Title II federal contractor anticipates that the IPRC forms will be revised by Office and Management and Business in 2019. IPRC forms will have updated definitions for supervised clinical experience for different routes that will be implemented for the 2020 reporting year.

Table 6 below displays the number of institutions based on the required number of supervised clinical experience. Regardless of the route, nearly two-thirds of the institutions reported requiring a minimum of supervised clinical experience hours in the middle ranges of 400 hours to 699 hours – 32 reported 400 to 499 hours, 21 reported 500 to 599 hours, and 37 reported 600 to 699 hours of supervised clinical experience. Twenty-eight institutions required a minimum of more than 700 hours of supervised clinical practice during the 2017-18 year.

Table 6. Number of Institutions by Supervised Clinical Experience Hours by Route, 2017-18

Hours of Supervised Clinical Experience	Traditional route	Alternative, IHE-based route	Alternative, LEA-based route
0 to 199 hours	0	3	1
200 to 299 hours	0	0	0

Hours of Supervised Clinical Experience	Traditional route	Alternative, IHE-based route	Alternative, LEA-based route
300 to 399 hours	2	0	0
400 to 499 hours	23	9	0
500 to 599 hours	16	5	0
600 to 699 hours	25	11	1
700 to 799 hours	6	4	1
800 to 899 hours	5	4	0
Above 900 hours	2	3	3

The Strengthening and Streamlining of the Accreditation Process (SSAP) task group recommended that all teaching programs require a minimum of 600 hours of supervised clinical practice. The new standard requiring a minimum of 600 hours of clinical practice became effective for candidates enrolling as of September 1, 2017. The accreditation system, through site visit teams, program review for the initial teacher preparation programs, and the annual data system are all in place now to monitor to ensure that programs are requiring a minimum of 600 clinical practice hours. In the 2017-18 year, a number of institutions enrolled candidates prior to September 1, 2017 and therefore those candidates were not subject to the 600-hour requirement.

Program Information: Enrollment

Provide the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. (§205(a)(1)(C)(ii)(H))

Table 7 provides gender and ethnic distribution of enrolled candidates by routes. Both Alternative routes had more male candidates enrolled (33.9 and 32.9 percent, respectively) compared to the Traditional route (28.5 percent). There were variations in the ethnic distribution of enrolled candidates by route as well. Traditional route had the highest proportion of Hispanic candidates and Alternative LEA-based route had the highest proportion of White candidates. The proportion of Asian students was higher in the Traditional route compared to Alternative routes, while the proportion of African American candidates was higher in the Alternative routes (by about 1-2 percentage points) compared to Traditional route.

Table 7. Gender and Ethnicity Distribution of Enrolled Candidates by Route, 2017-18

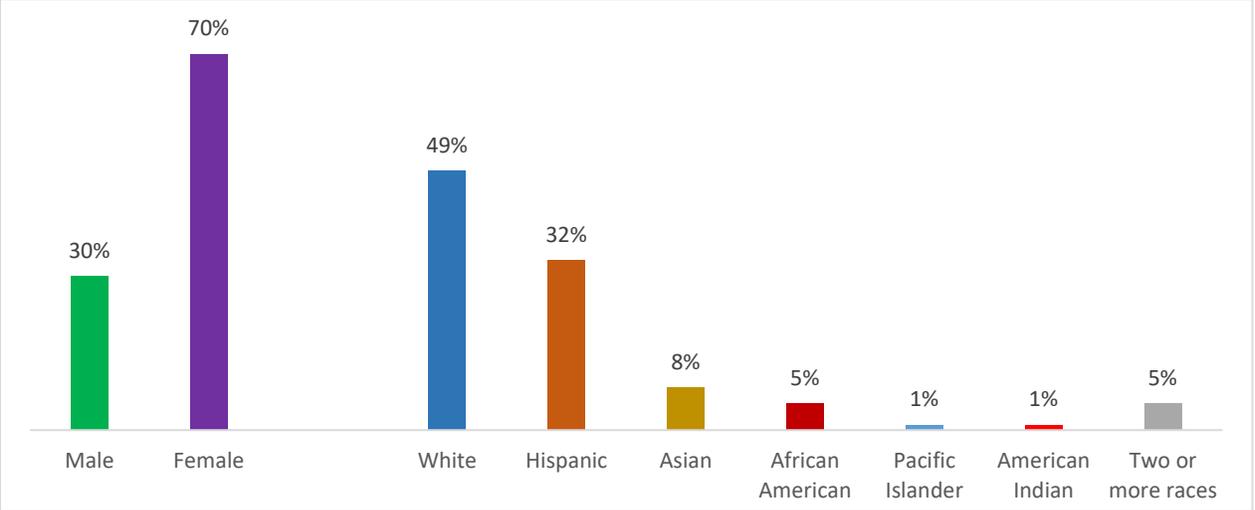
Gender/Race Ethnicity	Traditional route (n=19,610)	Alternative IHE-based route (n=4,268)	Alternative LEA-based route (n=1,056)
Male	28.5%	33.9%	32.9%
Female	71.5%	66.1%	67.1%
White	47.9%	49.4%	57.1%
Hispanic/Latino	33.1%	30.2%	24.6%

Gender/Race Ethnicity	Traditional route (n=19,610)	Alternative IHE- based route (n=4,268)	Alternative LEA- based route (n=1,056)
African American	4.6%	6.1%	7.0%
Asian	8.1%	6.9%	6.2%
Pacific Islander	0.7%	0.8%	1.3%
American Indian	0.5%	0.7%	1.7%
Two or more races	5.0%	5.8%	2.1%

Note. 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. Programs 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. Individuals can belong to one or more racial groups, so the sum of the members of each racial category may not add up to the total number of students enrolled.

Figure 2 below depicts the distribution of enrolled candidates by gender and ethnicity. In 2017-18, about three-fourths (70 percent) of those enrolled in the initial teacher preparation program were female and less than one-third (30 percent) were male.

Figure 2. Gender and Ethnicity Distribution of Enrolled Candidates, 2017-18

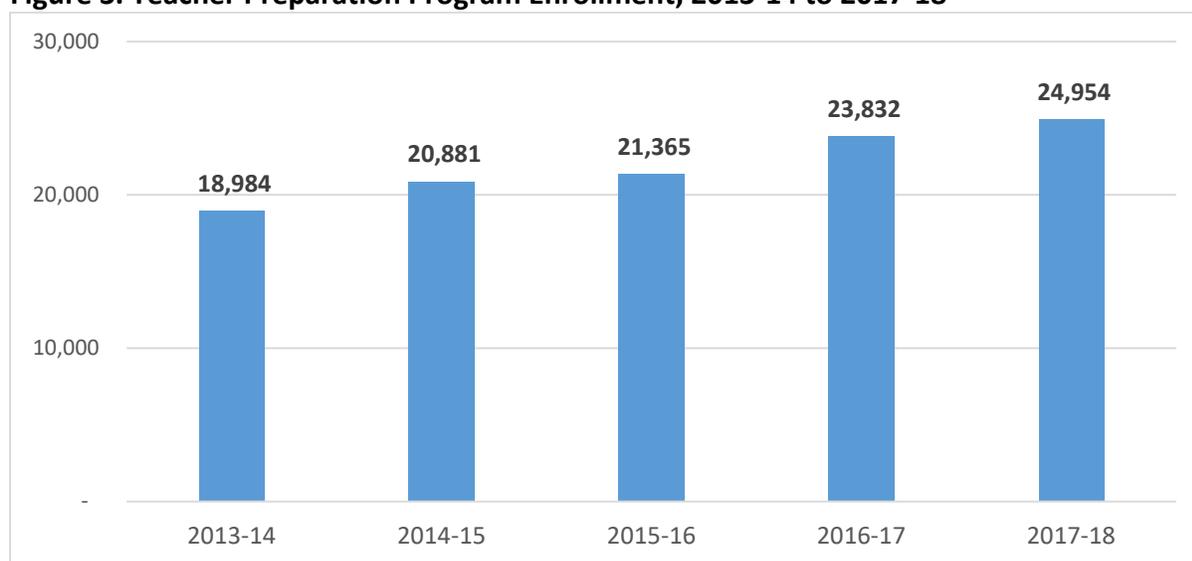


Almost half (49 percent) of those voluntarily providing ethnicity information identified themselves as White and nearly one-third (32 percent) as Hispanic/Latino. The rest of the distribution indicated eight percent Asian, five percent African American, one percent Native Hawaiian or Other Pacific Islander, and another one percent as American Indian or Alaska Native. Individuals can belong to one or more racial groups and these candidates are reported under the “Two or more races” category. This category made up the remaining five percent of the enrolled candidates 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 four percent Two or more races.

Figure 3 below displays the total number of new teacher candidates enrolled in the teacher preparation programs for the past five years. The Title II enrollment data indicates there has been a steady increase in the past five years - an increase of about 6,000 candidates. This reflects an increase of about 31 percent between 2013-14 and 2017-18. Between 2016-17 and 2017-18, there was an increase of about 1,200 candidates or five percent. In spite of the recent increases, the 2017-18 enrollment has not yet reached the enrollment level seen a decade ago. However, the steady upward trend indicates that recent graduates are considering teaching as a career in the near future.

Figure 3. Teacher Preparation Program Enrollment, 2013-14 to 2017-18



Note. Enrollment data includes all three routes; Traditional, Alternative IHE-based, and Alternative non IHE-based. In some initial teacher preparation programs, the enrolled candidates become program completers at the end of the program year. Those program completers are not included in the enrollment for 2017-18.

Program Information: Teachers Prepared by Subject Area

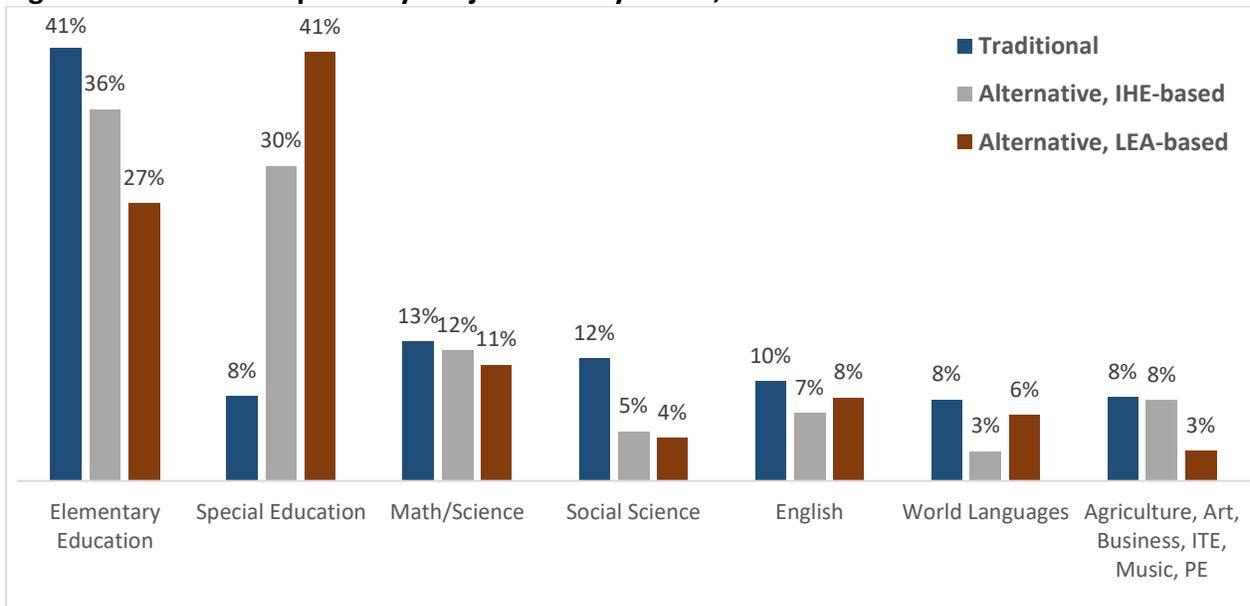
Provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. (§205(b)(1)(H))

As indicated in Table 8, the percentage of candidates earning credentials varies dramatically between the traditional and the alternative routes for some credential types (special education) and for other credential types, the IHE-based route vary from the LEA-based route.

Table 8. Teachers Prepared by Subject Area by Route, 2017-18

Multiple Subject (Elementary)	41%	36%	27%
Special Education	8%	30%	41%
Single Subject-Math and Science	13%	12%	11%
Single Subject-Social Science	12%	5%	4%
Single Subject-English and WL	18%	10%	14%
Single Subject-Agriculture, Art, Business, ITE, Music, PE	8%	8%	3%

Figure 4. Teachers Prepared by Subject Area by Route, 2017-18



More than half of the Traditional route and about two-thirds of the Alternative route teachers were prepared in elementary and special education, when the first two subject areas were combined. However, the proportion differed significantly by routes. For the Traditional route, elementary education was 41 percent and special education was 8 percent, whereas for the Alternative IHE-based route it was 36 percent for elementary education and 30 percent for special education. For the Alternative LEA-based route, it was 27 percent in elementary education and 41 percent in special education. The first two sets of bars are almost reversed and thus indicate that the program completers' subject area are different for different routes. The proportion of credentials in the subject area such as mathematics and science, social science, English, world languages, and low incidence subject areas showed slight variation among the three routes.

Program Information: Teachers Prepared by Academic Major

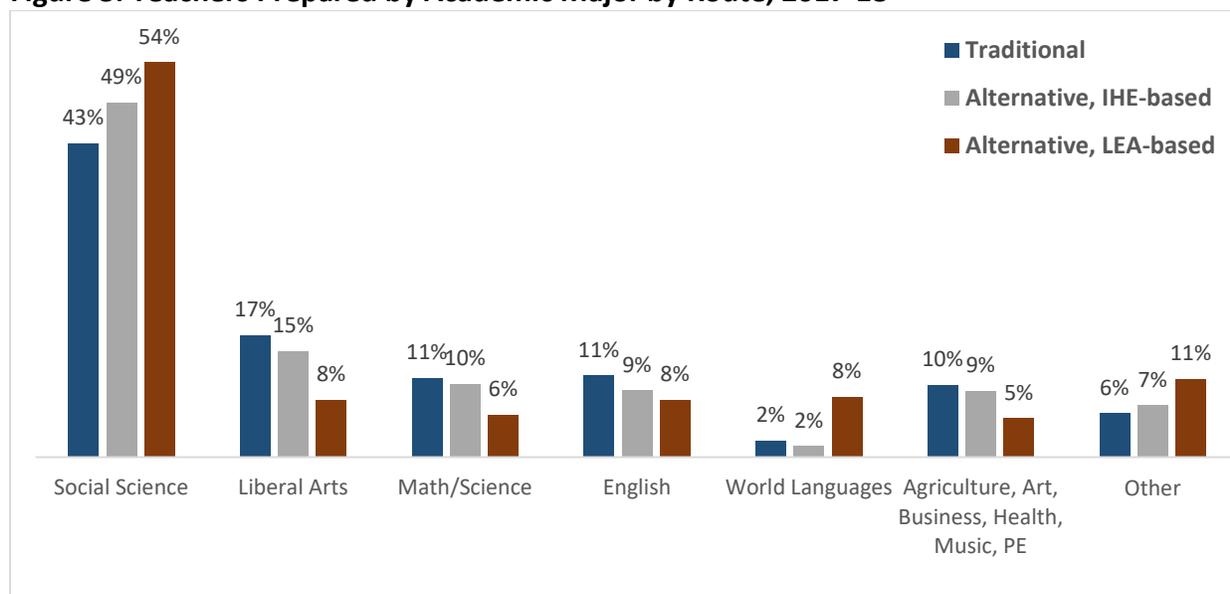
Provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers.

“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))

Figure 5 below displays the distribution of teachers prepared by academic majors by routes. For the Traditional route, more than one-third (43 percent) had received their undergraduate degree in social science, followed by 17 percent in liberal arts. More than one-tenth (11 percent) had degrees in mathematics and science. Low incidence subjects such as agriculture, art, business, health, music, and PE accounted for 10 percent and languages (English and world languages) together accounted for another 13 percent.

For the Alternative IHE-based route about half (49 percent) of the program completers’ academic majors were in social science and 15 percent were in the liberal arts. Program completers in mathematics and science accounted for 10 percent, languages 11 percent; and agriculture, art, business, ITE, music, and PE together accounted for 9 percent. The remaining 7 percent of the program completers had academic majors in “Other” subjects. The Alternative LEA-based route had a similar distribution. Overall, all three routes looked similar for most of the subjects, except for the “Other” academic major.

Figure 5. Teachers Prepared by Academic Major by Route, 2017-18



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.

Program Information: Teaching Credentials Issued for 2017-18

The federal regulations mandate that the states report on the total number of initial credentials issued in 2017-18 as part of the state report. For Title II purposes, only initial teaching

credentials are reported; secondary authorizations are not included. The Commission’s annual [Teacher Supply Report](#) has detailed data on credentials issued for the 2017-18 academic year.

Table 9 below provides summary data on the total number of initial credentials in the state and individuals who completed their teacher preparation outside of California during the 2017-18 academic year. Out of the 16,518 new teaching credentials issued in 2017-18, more than three-fourths of the teaching credentials were issued to candidates who were prepared in-state while about one-fourth of the teaching credentials were issued to teachers who were trained out-of-state/out-of-country. More than half of the new credential holders came through the Traditional route, 21.7 percent through the Alternative IHE-based route, 2.5 percent via the Alternative LEA-based route, and the remaining 23.7 percent were issued to teachers who were prepared out-of-state/out-of-country. When analyzed by the type of teaching credentials issued, 42.9 percent were Multiple Subject, another 37.8 percent were Single Subject and the remaining 19.3 percent were Education Specialist credentials.

Table 9. Number of Initial Teaching Credentials Issued, by Route, 2017-18

Credential Type	Traditional route	Alternative IHE-based route	Alternative LEA-based route	Out-of-state/Out-of-country Prepared	Total credentials
Multiple Subject	4,248	1,036	150	1,655	7,089
Single Subject	3,493	1,062	88	1,605	6,248
Education Specialist	854	1,491	170	666	3,181
Total	8,595	3,589	408	3,926	16,518

Source: Teacher Supply Report, 2017-18

Program Information: Program Completers

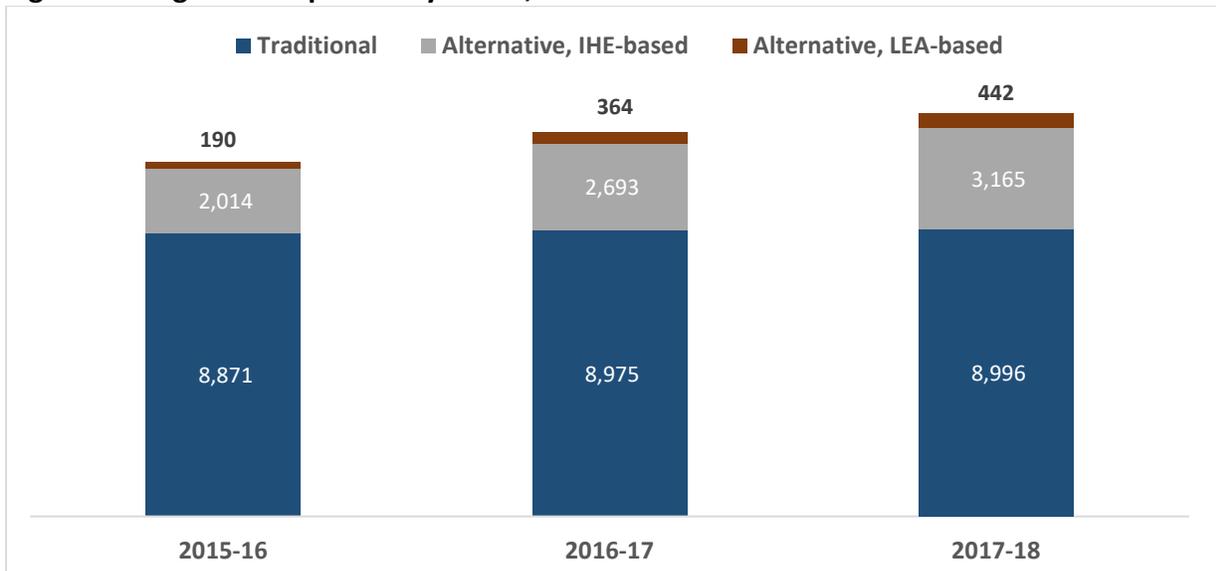
Provide the total number of teacher preparation completers in each of the following academic years – current reporting year (2017-18) and two prior years (2015-16 and 2016-17).

Table 10 below provides data for program completers by route for three years. All three routes showed increases in the past three years: by 1.4 percent for Traditional route, 57.1 percent for Alternative IHE-based route, and 132.6 percent for Alternative LEA-based route. When all three routes were combined the number of program completers showed an increase of 13.8 percent between 2015-16 and 2017-18.

Table 10. Program Completers by Route, 2015-16 to 2017-18

Academic Year	Traditional route	Alternative IHE-based route	Alternative LEA-based route
2015-16	8,871	2,014	190
2016-17	8,975	2,693	364
2017-18	8,996	3,165	442
3-year increase	1.4%	57.1%	132.6%

Figure 6. Program Completers by Route, 2015-16 to 2017-18



Age Distribution of Program Completers, 2017-18

As part of the pass rate data collection, teacher preparation programs submit date of birth for each of their program completers. In 2015-16 year, the median age was 30 years and the average age was 33.2 years. In 2016-17, the median age was 29 years and the average age was 32.3 years. In 2017-18, the median age was 29 years and the average was 31.7 years. For all three routes, the standard deviation ranged from 7.9 to 8.1. It appears that the median age of the program completers has gone down by one year in the past three years. The average age of program completers was also down by 1.5 years between 2015-16 and 2017-18.

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 the 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 the three academic years 2017-18, 2018-19, and 2019-20:

- 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.

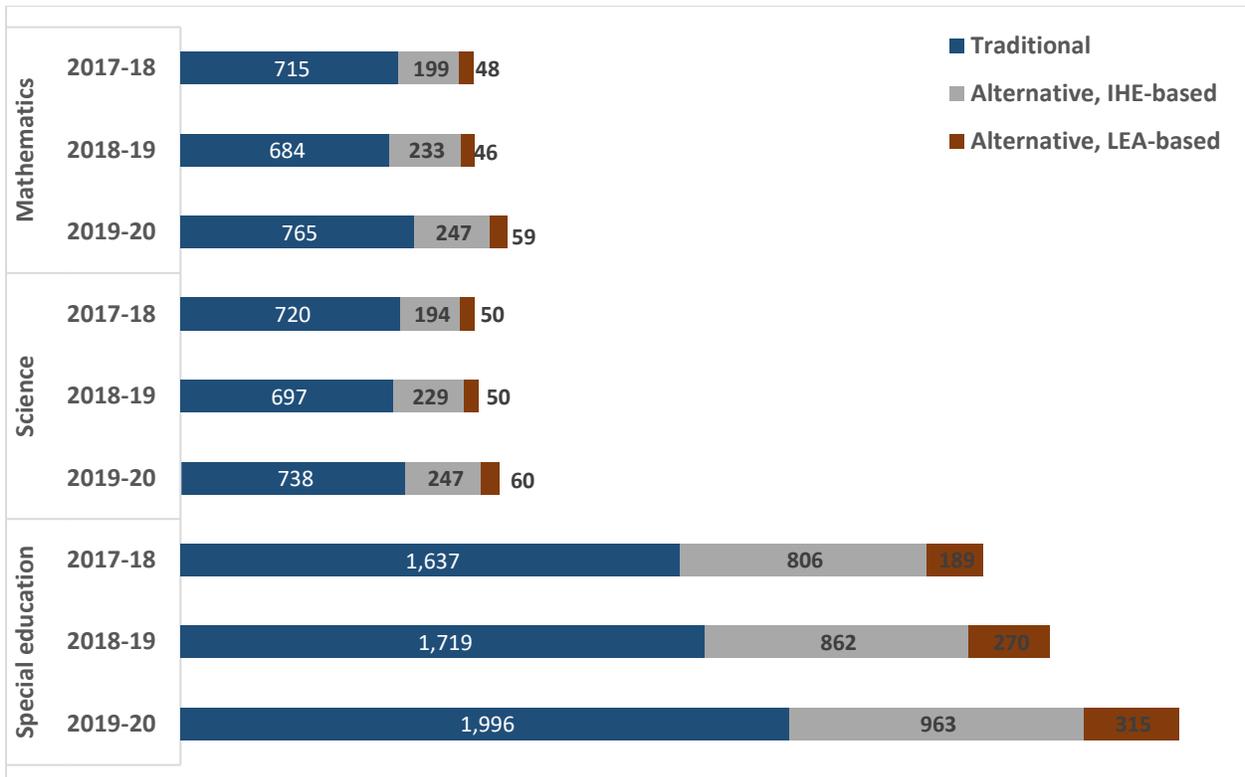
All teacher preparation programs were asked to answer the questions listed above for mathematics, science, special education and Limited English Proficient Students (LEP). Data for LEP is not included here because all programs embed English Learner (EL) authorization preparation in their initial teaching 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 for all institutions.

Table 11 below summarizes the annual goals data from the individual IPRC reports for all three subjects (mathematics, science, and special education) and for three years (2017-18, 2018-19, 2019-20). The annual goals data include both enrolled candidates as well as program completers. For 2017-18, program sponsors had set annual goals to increase 962 candidates in mathematics, 964 candidates in science, and 2,632 in special education when all three routes are combined. For 2018-19, program sponsors had set annual goals to increase 963 candidates in mathematics, 976 candidates in science, and 2,851 in special education. For 2019-20, the program sponsors set goals to increase 1,071 candidates in mathematics, 1,045 candidates in science and 3,274 candidates in special education. When all three shortage areas are combined, the numbers ranged between 4,558 in 2017-18 to 5,390 in 2019-20. This reflects an increase of 11 percent for mathematics, 8 percent for science, and 24 percent for special education. Overall, at the statewide level, the number of prospective candidates is estimated to increase by 18 percent between 2017-18 to 2019-20 when all three shortage subject areas are combined.

Table 11. Annual Goals to Increase # of Teachers in Mathematics, Science, and Special Education

Subject Area	Year	Traditional route	Alternative IHE-based route	Alternative LEA-based route	All routes
Mathematics	2017-18	715	199	48	962
Mathematics	2018-19	684	233	46	963
Mathematics	2019-20	765	247	59	1,071
Science	2017-18	720	194	50	964
Science	2018-19	697	229	50	976
Science	2019-20	738	247	60	1,045
Special Education	2017-18	1,637	806	189	2,632
Special Education	2018-19	1,719	862	270	2,851
Special Education	2019-20	1,996	963	315	3,274
Mathematics, Science, Special Education - Total	2017-18	3,072	1,199	287	4,558
Mathematics, Science, Special Education - Total	2018-19	3,100	1,324	366	4,790
Mathematics, Science, Special Education - Total	2019-20	3,499	1,457	434	5,390

Figure 7. Annual Goals for Mathematics, Science, and Special Education by Route, 2017-18 to 2019-20



When program sponsors were asked if they were able to meet the goals in 2017-18, about two-thirds of the programs indicated that they were able to meet the goals: 65 percent for mathematics, 68 percent for science, and 72 percent for special education. The teacher preparation programs who responded that they met their goals differed by routes. For the Traditional route, it was 62 percent for mathematics, 73 percent for science, and 72 percent for special education. For the Alternative routes, it ranged between 70 to 75 percent for all three shortage areas. In sum, the teacher preparation programs are able to meet their annual goals for the shortage areas at a higher rate through Alternative routes.

When data was analyzed by route, according to the responses from the teacher preparation programs who offer mathematics, science, and special education credential programs, nearly three-fourths will be met by Traditional route programs. When looking at the number of candidates estimated to increase in the next few years, candidates in mathematics accounted for about 20 percent, another 20 percent in science and the remaining 60 percent in Special education. It is obvious that among the three shortage areas, special education shortage is the highest.

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 [Title II webpage](#).

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 teacher preparation program to Section II: Assurances are presented via the Title II data dashboards at [Title II web page](#).

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 issued by 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 TK-12 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 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 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 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, as well as a 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 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 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 on Table 12.

Table 12: List of Subject Content Areas for Single Subject teaching credential

Agriculture	Art
Business	Chemistry
Earth and Space Sciences	English
General Science - Foundational Level	Health Science
Home Economics	Industrial and Technology Education
Life Sciences	Mathematics
Mathematics – Foundational Level	Music
Physical Education	Physics
Social Science	World Languages*

*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 currently 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 initial credentials, known as Preliminary credentials in California, 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 initial credential. California initial Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable.

Teaching Permits and Waivers

In addition to the teaching credentials (Multiple Subject, Single Subject, and Education Specialist) there are teaching permits and waivers that allow individuals to teach in the classrooms. The requirements are different for permits and waivers.

Short-Term Staff Permit

A Short-Term Staff Permit (STSPs) maybe requested by an employing agency when there is an acute staffing need. An “acute staffing need” exists when an employer needs to fill a classroom immediately based on an unforeseen need. STSPs are restricted to service in the employing agency that requests issuance of the permit, are valid for one school year and are not renewable. In 2017-18, more than 3,600 STSPs were issued. Detailed information on the requirements is available in credential information leaflet CL-858: [STSP leaflet](#).

Provisional Internship Permit

Provisional Internship Permits (PIPs) maybe requested by an employing agency when there is an anticipated need. An “anticipated staffing need” exist when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one. PIPs are restricted to service within the employing agency that requests issuance of the permit and are issued for one calendar year. In 2017-18, more than 2,200 PIPs were issued. Detailed information on the requirements is available in credential information leaflet CL-856: [PIP leaflet](#).

Limited Assignment Teaching Permit

Limited Assignment Teaching Permits are designed to allow fully credentialed teachers to teach outside their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. Limited Assignment Teaching Permits are issued at the request of, and are restricted to service with, a California public school employer to fill vacancies. These permits allow employing agencies flexibility, especially in rural and remote areas of the state, to assign individuals to teach in more than one subject area. The Commission issues General Education Limited Assignment Teaching Permits (GELAPs) in any statutory subject area available on a Single Subject or Multiple Subject teaching credential. The Special Education Limited Assignment Teaching Permit (SELAP) was added to Title 5 Regulations effective July 3, 2009. A SELAP may be issued in any of the seven Education Specialist Instruction Credential specialty areas while the holder completes the requirements for an added authorization in special education or a full education specialist authorization. In 2017-18, about 1,500 GELAPs and 400 SELAPs were issued. Detailed information on the requirements of GELAP is available in credential information leaflet CL-828: [GELAP leaflet](#) and requirements of SELAP is available in credential information leaflet CL-889: [SELAP leaflet](#).

Variable Term Waivers

Waivers are the final option for public school employers within the hiring priority. Waivers give the employer the ability to meet the staffing needs when a suitable fully qualified credentialed employee cannot be found. Employing agencies must complete a diligent search for a suitable

credentialed teacher or qualified intern teacher before requesting a credential waiver. In 2017-18, about 400 new waivers were issued.

Detailed data on interns, permits, and waivers are available at the following dashboard: [Intern Permit Waivers Dashboard](#).

Teaching Permit for Statutory Leave

In spring 2016, the Commission developed the 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. In 2017-18, more than 700 TPSLs were issued. Detailed information on the requirements is available in credential information leaflet CL-902: [TPSL Leaflet](#).

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, other options; see [Basic Skills Requirement](#))
- 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 an initial 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 typically 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. Multiple Subject program completers can fulfill the subject matter requirement either by taking and passing CSET Multiple Subjects exams (Exam route) or by attending a Commission-approved elementary subject matter program. In the past few years, exam route was the only option for candidates to fulfill subject matter before obtaining a Multiple Subject credential. Recent Commission action to approve institutions to offer elementary subject matter programs now provides candidates the option of fulfilling subject matter requirement through a Commission-approved program (Program route). Educational Specialist program completers have the option of taking the CSET subject matter exams in one of the core subjects. In 2017-18, 74 percent 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 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 Education Specialist 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 the 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 Credential 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

Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program was required to embed a teaching performance assessment (TPA) into their preparation program by July 1, 2008 and candidates enrolling then or after in the program are required to satisfy this requirement. This law requires that teacher preparation programs include a performance assessment of each initial Multiple and Single Subject credential candidate's teaching ability. The Education Code allows for multiple versions of a TPA to be used, including both the Commission-developed TPA and other TPA models that meet the Commission's Assessment Design Standards. 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 contained a set of performance tasks and task-specific rubrics and assessor training.

At its December 2015 meeting, the Commission adopted revised Teaching Performance Assessment Design Standards and directed staff to develop a Request for Proposals to identify a technical contractor to support Commission staff and an appointed design team of California educators, to redevelop the CalTPA. Evaluation Systems group of Pearson, Inc. (ES) was selected in February 2016 to serve as the technical contractor to support the redevelopment project. A validity study on the revised Teaching Performance Expectations (TPEs), was completed during the spring of 2016. At the June 2016 meeting, the Commission adopted revised TPEs and directed staff to commence with the redevelopment of the CalTPA.

Between June and December 2016, the Commission's Design Team (DT) met with the contractor and staff to re-design the CalTPA. The revised CalTPA was piloted by several institutions and candidates in early 2017. The results of the pilot drove revisions in the CalTPA instrument and supporting materials prior to the larger field test in 2017-18.

Structure of the Redeveloped CalTPA

The CalTPA DT, Commission staff, and ES, through their series of discussions determined an overall structure for the redeveloped CalTPA. The DT came to consensus that the CalTPA will have a task-based structure with two cycles of instruction that asks candidates to:

- Demonstrate their ability to plan instruction with attention to the content and the students they are teaching;
- Teach in ways that engages all students in powerful learning opportunities;
- Assess student learning formally and informally;
- Reflect on the outcomes of their teaching; and
- Apply what they learned to their next steps in teaching (Plan, Teach and Assess, Reflect and Apply).

The cycles are to be completed at two different times during a candidate's initial program and they must pass both cycles of instruction. This structure supports an educative quality of the assessment and both modifies and maintains the original structure of the CalTPA, allowing candidates to complete a cycle of instruction during field placement, submit it for scoring, and receive assessment results including a pass or no pass score with analytic feedback about specific TPEs. Programs can support candidates in improving their teaching practice based on their assessment results for the first cycle of instruction. The two instructional cycles were purposefully developed to be completed in order, but the cycles are not dependent on each other. Instructional Cycle 1 could lead to the performance assessments developed and administered in Cycle 2 if the candidate is in the same classroom placement with the same students and it makes sense instructionally for the students and the candidate.

Cycle 1: Learning about Students and Planning Instruction

Cycle 1 focuses on getting to know students' assets and needs and using this information for instructional planning. Candidates demonstrate their knowledge of student and instructional

strategies including developing academic language, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. They establish a positive learning environment, and provide social and emotional supports through interactions with students. Candidates reflect on their teaching and on what students learned, and apply insights to future instructional planning.

Cycle 2: Assessment-Driven Instruction

Cycle 2 focuses on assessing student learning during instruction using outcomes from multiple assessments to plan for and promote learning for all students. Candidates use what they know about students and the learning context to enact the plan, teach and assess sequence based on California content standards for students. They must also demonstrate how their students use educational technology to enhance their learning. Candidates provide feedback to students about their performance from both informal and formal assessments. Based on what the candidate learns about their students' skills and competencies and/or content knowledge, candidates either reteach or develop a connecting, extension activity to build on the instruction provided.

The redeveloped CalTPA field test was conducted in the spring of 2018. A standard setting panel work concluded its work by recommending a passing score at the June 2019 Commission meeting: [Passing Score Standards for the Redeveloped California Teaching Performance Assessment](#).

There are three Commission-approved models – CalTPA, edTPA, and FAST. Detailed information about the CalTPA and the other two models are available on the CTC [TPA web page](#).

Section IV: Standards and Criteria

Provide 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 standards¹ 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, Handbook revised June 2017
- [Standards of Quality and Effectiveness for Teacher Induction Programs](#), adopted October 2016, Handbook revised June 2017
- [Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs](#), adopted 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 preparing prospective teachers to verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential. In June 2016 the Commission adopted updated 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

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

In addition to the six TPEs, there an additional section of the TPEs that apply to all teachers but is viewed through the lens of the teacher’s content area:

- Content Specific Pedagogy
- 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 2016 to review the credential requirements and program standards for preparing special education teachers. Draft program standards, TPEs, and a revised credential structure were developed by the Design Team and were adopted by the Commission in [June 2018](#) and [August 2018](#).

Education Specialist (2018) – Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectation are found at the following URL: [Commission Educator Preparation Program Standards](#)

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*](#) includes 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 (SMR) for the Multiple Subject Teaching credential. Completion of this (SMR) prepares Multiple Subject candidates for the CSET: Multiple Subject examination and effective April 2017 completing a Commission-approved subject matter program waives candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new SMRs for mathematics, science, social science, and English. In January 2004, the Commission adopted new SMRs 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 SMRs and standards in five additional subject areas: agriculture, business, health science, home economics, and industrial and technology education. Subsequently, based on legislation, SMRs were developed for six additional world languages, and following that, for American Sign Language (ASL).

In 2013, SMRs were updated to align with the Common Core State Standards (CCSS) in Multiple Subjects, Mathematics, and English. In 2017, the SMRs for prospective elementary teachers and science teachers were revised 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 an initial 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 CCSS and in 2013 the State Board of Education adopted NGSS. In recent years, the Commission has been in the process of ensuring alignment of teacher preparation standards to CCSS and NGSS. The TPEs were revised to reflect California's Common Core in March 2013 and updated more recently in 2016 and the TPEs for Special Education were updated in August 2014. In addition, the CSET subject matter requirements and examination for Multiple Subject, mathematics, English, and science have been updated to align with CCSS (SMRs adopted in June 2013) as well as to align with the NGSS (SMRs adopted June 2016). Subject matter programs in science are submitting documentation demonstrating alignment with the new SMRs. 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 2017-18 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 more than 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 2017-18 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 13 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 13: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination	When passage of the Examination 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	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	When passage of the Examination is required
Pedagogical Knowledge****	TPA: assessment of the pedagogical performance of prospective teachers.	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 beginning supervised teaching 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 2017-18

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 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 14. Assessments Used and Reported for 2017-18

Assessment Name	State Passing Score Standard	Score Range
Basic Skills - CBEST <ul style="list-style-type: none"> • 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 for all Single Subjects	220	100 - 300
Professional Knowledge - RICA <ul style="list-style-type: none"> • Written Exam • Video Performance Assessment 	220	100 - 300

Table 15 below summarizes the overall pass rate for all three assessments by route. The pass rates for program completers for the 2017-18 academic year varied slightly by routes. For Traditional route, for CBEST, the pass rate ranged from 97 percent to 100 percent, CSET ranged from 90 percent to 100 percent, and RICA ranged from 55 percent to 100 percent. For Alternative IHE-based route, CBEST pass rate was 100 percent, CSET ranged from 95 percent to 100 percent, RICA pass rate ranged from 60 percent to 100 percent. For Alternative LEA-based route, the pass rate for CBEST ranged from 95 percent to 100 percent, CSET pass rate was 100 percent, and RICA pass rate ranged from 71 percent to 100 percent.

Table 15. Pass Rate of all assessments taken by Program Completers, by Route, 2017-18

Assessment	Traditional route	Alternative IHE-based route	Alternative LEA-based route
Program Completers - CBEST	97% to 100%	100%	95% to 100%
Program Completers – CSET all subjects	90% to 100%	95% to 100%	100%
Program Completers – RICA.1	55% to 100%	60% to 100%	71% to 100%

Note. Pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for “program completers.”

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: [Commission Reports](#).

Detailed pass rate data are published via the Title II data dashboards: [Title web page](#).

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 put newly acquired skills and knowledge into practice in the classroom immediately. 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 must meet the same standards of program quality and effectiveness as university sponsored intern programs. All 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.

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 Sponsor Alerts \(see PSA-13-06\)](#).

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 pass the Teaching Performance Assessment in their first attempt within the academic year may be granted an initial 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, or Education Specialist 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. A major focus of 2016-17 was to provide the institutions with extensive technical assistance to ensure that new expectations and requirements would be implemented in accordance with state policy. Accreditation site visits resumed in 2017-18. Other new and revised aspects of the accreditation system were also implemented in 2017-18 such as annual data submission, program review, Common Standards review, and preconditions review.

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.

In order to determine the quality of educator preparation programs, several different activities provide insight into an accreditation decision. These include annual data submission, the collection and use of survey data, program review, Common Standards 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. This 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 be more consistent across programs. In 2016-17, the Commission established the infrastructure for the

Annual Data System (ADS). In addition, staff worked with representatives from educator preparation programs to identify some of the data elements that will be submitted on an annual basis, in addition to the survey data. In fall 2017, the Commission began implementation of this system with institutions submitting some limited data such as enrollment and completion data, number and types of pathways offered by the institution, admissions requirements, and candidate demographic information. The Commission anticipates building on this information over time to include more outcomes data such as exam pass rates and candidate performance assessment data.

Survey Data

As part of the effort to obtain more outcomes data about program quality, the Commission has significantly enhanced its survey information for the preliminary teaching credential programs. After several years of piloting the survey, program completer survey data now exceeds a 90 percent response rate. Because of the high response rate, the Commission can provide this information to institutions for program improvement purposes and to accreditation review teams to inform their work. This data was used for the first time in a significant manner in the 2017-18 accreditation site visits.

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 is 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 the approved California program standards, experimental program standards, or national or professional program standards. The Commission's new accreditation system is focused on specific types of evidence, including syllabi, advising materials, and assessments. Program Review informs the Site Visit, which takes place in year six of the accreditation cycle. All programs, regardless of credential area, must provide course matrices that identify where specific required competencies are introduced, practiced, and assessed. These matrices must be linked to course syllabi and assessments to ensure that the program is providing candidates with the opportunity to learn, practice, and be assessed on the required competencies.

Review Process

Teams of two trained content area experts read each Program Review document to determine if the standard can be deemed initially aligned prior to collecting additional evidence at the Site Visit. To ensure alignment with credential program standards, the evidence submitted by the

program 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. Programs receive feedback on the review and, if the standard has not been deemed to be preliminarily aligned, the program must 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.

Common Standards Review

The Commission's Common Standards ensure that institutions have the capacity and resources to operate successful credential programs. The review of Common Standards mirror the Program Review process with teams of trained experts reviewing materials such as organizational charts, faculty vitae, documents demonstrating the type of resources devoted to support the credential program, and determine whether the Common Standards are preliminarily aligned or whether the institution must submit additional information prior to the Site Visit.

Site Visits

An accreditation team visits each institution in the sixth year of the accreditation cycle. The results of the Program Review process and Common Standards review, annual data, survey 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 Committee on Accreditation (COA).

Review Process

The accreditation Site Visit team is composed of three to seven Board of Institutional (BIR) members, responsible for reviewing all programs at an institution. The site team examines evidence that substantiates and confirms, or contradicts, the initial 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 [Commission Reports](#).

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 have been identified and tied to matters of curriculum, field experience, or candidate competence in one or more programs. 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 Accreditation Framework.

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 and progress reports are often required within months, sometimes weeks, from when the COA has taken action. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for revisits.

In 2016, the COA changed its policy such that it could close individual programs within an accredited institution rather than having to close down the entire institution. This action could be taken when an institution operates multiple programs and an accreditation team has identified one program with extensive and significant issues but the remainder of the programs have been otherwise deemed to meet standards. This new policy provides greater flexibility for the Accreditation teams and COA to address problematic programs.

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. Denial of Accreditation is an option for Accreditation teams and the COA upon an initial visit or after a revisit.

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 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 of 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.

For 2018-19, Sonoma County Office of Education has been designated as "low performing institution."

For detailed information about the accreditation status including most recent accreditation reports, next Site Visit, etc. please see the following link: [Commission Reports](#).

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 11 on Page 16 provides data of annual goals to increase the number of prospective teachers in mathematics, science, and special education by teacher preparation programs for 2017-18 to 2019-20. 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 [Title II web page](#).

State Grants to Recruit New Teachers

The Commission administers four state-funded grant programs—the Classified School Employee Teacher Credentialing Program, the Integrated Undergraduate Teacher Preparation Grants, Local Solutions to the Shortage of Special Education Teachers, and the Teacher Residency Grant Program—oversees a fifth state-funded grant program (California Center on Teaching Careers) and consults with the Center on Teaching Careers on a sixth state-funded grant program (CalEd). Together, these grant programs help to recruit, prepare, support, and retain more individuals into the teaching profession, provide expanded and streamlined options for earning a California teaching credential, support induction of teachers and principals into the profession, and support the continued professional learning of teachers, principals and other school leaders.

The 2018-19 state budget provided \$125 million to the Commission to administer in the form of grants to address teacher shortages. \$75 million in grants was provided to support teacher residency programs to prepare new special education, science, mathematics, and/or bilingual teachers. An additional \$50 million is available to recruit, prepare, and retain special education teachers. These funds were awarded to LEAs in 2018-2019.

Information on the state-funded grant programs are available at: [Grants webpage](#).

Section X: Use of Technology

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

Detailed responses to the Technology questions by each program sponsor are available at: [Title II web page](#).

Section XI: Statewide Improvement Efforts

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 few years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policymakers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Common Core State Standards

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 (CCSS) in California public schools. In 2013, the Commission revised the Teaching Performance Expectations (TPEs) 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

The California State Board of Education 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 were held with the Commission and 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 NGSS, and the corresponding candidate examinations were updated 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.

From 2016 to 2018, Education Specialist Preliminary Credential Work Groups met to examine the program standards, Teaching Performance Expectations and the credential structure for

special education teachers in California. The purpose of these groups was to make recommendations to the Commission regarding new Education Specialist program standards and TPEs in the specialty areas of Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard-of-Hearing, and Visual Impairments.

In 2018, the Commission adopted a new credential structure for special education. As part of that adoption, the Commission reduced the number of preliminary Education Specialist credentials it issues from seven to five.

- Education Specialist: Mild to Moderate Support Needs
- Education Specialist: Extensive Support Needs
- Education Specialist: Deaf and Hard of Hearing
- Education Specialist: Early Childhood Special Education
- Education Specialist: Visual Impairments

New program standards for Education Specialist educator preparation programs were adopted as well as a set of Teaching Performance Expectations for each of the preliminary credentials to be issued. The Commission determined that the subject matter competency requirements for Education Specialist teachers were sufficient and kept the requirements that were in place prior to the new adoption. All educator preparation programs are expected to transition to the 2018 Education Specialist program standards by summer or fall 2022.

Currently, the Commission is working with experts in the field to design a Teaching Performance Assessment for teachers seeking an Education Specialist credential. Education Specialist credential programs will be implementing this TPA as part of the new standards beginning in the summer or fall 2022.

Improving Teacher Preparation to Teach English Learners

The Commission will be working with stakeholders to update the Bilingual Authorization program standards. This work will include a statewide district survey to better understand how LEAs are building and implementing their K-12 bilingual programs since Prop 58 has passed. The district survey is planned for fall 2019 and a workgroup will be convened in spring 2020 to work on the program standards.

Recent Legislation Impacting Teacher Preparation

Teacher quality and supply remain high priorities for the state and the legislature. A strong focus on charter school structure, specifically related to teacher credentialing, has been a legislative priority for the 2019 session. With a change in the Governor's office, a look at early childhood education has also remained a priority with several legislative bills introduced to address everything from requirements to work in early childhood education to salaries to quality of programs. The teacher shortage continues to be an issue that both the legislature and the Administration are monitoring and seeking ways to provide resources and support to increase the supply of fully prepared teachers, particularly in hard to fill classrooms like special education, math and science.

Due to California's two-year legislative cycle a more comprehensive report on new laws that the state has passed to improve teacher quality will be provided every other year, at the end of the even years.

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. Follow-up activities from these six task groups' recommendations are still ongoing.

Summary of the Work to Strengthen and Streamline Accreditation Project

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 continued in 2016-17 and many aspects of the work to strengthen and streamline the accreditation system was fully implemented in 2017-18. The revised teaching performance assessments are operational in 2018-19.

For more details on the above activities, please see the following [Program Sponsor Alerts](#) (PSA).

Annual Data Collection System

The Commission developed an annual data system called the Accreditation Data System (ADS) in spring 2017. The purpose of the ADS is to collect detailed data from all 250 program sponsors each year. This annual data collection system will help to collect and analyze data in a timely manner. ADS was piloted in the 2017-18 academic year with full implementation in the 2018-19 year. Commission staff made revisions of the data elements collected as well as made the definitions clearer. Commission staff continue to provide technical assistance to all approved programs via assigned office hours specifically designated to answer questions related to ADS. The goal is make the ADS user-friendly based on the feedback from the approved programs. Staff are also beginning to analyze the data collected during the first implementation year. Data elements collected via ADS will be displayed in the form of data dashboards. Commission staff have developed a comprehensive set of data dashboards that will be pilot-tested during the 2019-20 accreditation site visits. More details about the ADS are available at [ADS webpage](#)

Data Dashboards

Commission staff continue to develop and publish data in the form of dashboards so the data is transparent and easily accessible. The 2017-18 Title II dashboards are available at Commission [Title II web page](#).