Commission on Teacher Credentialing

Program Assessment Technical Assistance

Updated March 2012

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Agenda

- Guidelines for Webcast Viewing
- Review Accreditation Cycle
- IPR versus PA
- Program Assessment Document
- New and Transitioning Programs
- Relationship to Site Visit
- Submission, Review/Feedback, and Resubmission
- Guidelines for Submission
- Technology Tips

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Guidelines for Webcast Viewing

- Go to the Program Assessment Webpage - http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html
- Open all of the documents listed under “Webcast Handouts” & keep them open for quick reference during the presentation.
- You can pause the webcast at any time.

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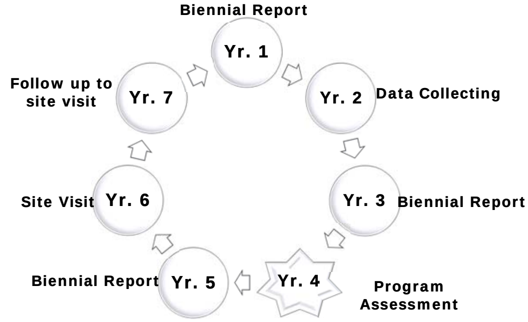
Review of Accreditation Cycle



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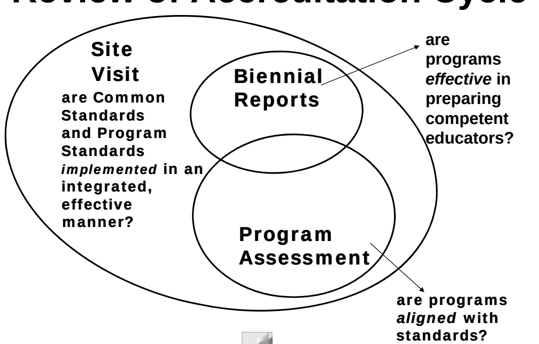
Review of Accreditation Cycle



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Biennial Report (BR)

- **BR connection with PA**
- **Part III of Program Assessment Document**

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Initial Program Review Document

"The Dream"

Program Assessment Document

"The Reality"

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Purpose of Program Assessment Document

- Year 4 of accreditation cycle
- Purposes:
  - To determine if and how programs are aligned with program standards
  - To understand the data reported on in Year 3 Biennial Report and comment if appropriate
  - To aid in focusing the Site Visit that will follow in Year Six

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Program Assessment Document

- Part I – Narrative response to standards
- Part II – Supporting Documentation (syllabi or course of study)
- Part III – Assessments (assessment tools reported on in the biennial report and supporting documentation)
- Summary

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Program Assessment Document
Part I

- **Institution response to Program Standards**
- **Describes HOW the program meets each of the adopted program standards**

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Program Assessment Document
Part I – Describing the HOW

- **Begin by understanding the entire standard**
- **Take the standard apart sentence by sentence (segment by segment)**
- **Respond to each part of the standard**
  - **Consider using the narrative templates**
- **Provide appropriate documentation**

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Program Assessment Document
Part I – Describing the HOW

Respond to key verbs or phrases from each sentence of the standard

- **The program provides…**
- **The program prepares candidates to…**
- **Candidates have multiple, systematic opportunities to…**
- **Candidates are required to demonstrate…**

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Program Assessment Document
Part I – Describing the HOW

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Consider what types of documentation will support your claims

- **Example: If the "program provides" what might be in the syllabus/course of study to indicate HOW this is accomplished?**
  - **Course topic**
  - **Key Readings**
  - **Pacing guide**
  - **Other?**

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Program Assessment Document
Part I – Describing the HOW

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Practice by reviewing some current program standards

- **Take standard apart**
- **Verbs and phrases**
- **Types of documentation**

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Program Assessment Document
Part I – Describing the HOW

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The following items are *NOT* required as a part of Program Assessment

- **Common Standards**
- **Preconditions**
- **Vitae**

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Program Assessment Document
Part II - Documentation

- Course Syllabi / Description of the course of study
- Other documentation to support Part I

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Program Assessment Document
Part II - Documentation

- If your institution uses a particular form as a template or course outline that is required as the core of each course:
  - You may submit one syllabus / course outline in your PA document.
- If instructors design their section of the course on their own:
  - Include each course syllabus / course outline for all courses taught in the year prior to PA.

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Program Assessment Document
Part III - Assessments

- Provide the actual assessments reported on in Biennial Report—template or sample
  - Rubrics
  - Observation forms
  - Portfolio guidelines
- Provide detailed information on assessments
- Readers will have copies of Biennial Reports

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Program Assessment Document
Part III - Assessments

- Description of rubric points
- Describe how you ensure that assessment measures are used in the same manner regardless of location, number of faculty, etc.
- Does the range of assessments address all candidate competencies?

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Program Assessment Document
Part III - Assessments

- MS/SS Programs do not need to include information on TPA model
- MS/SS Programs do need to include information on
  - Assessor training
  - Rescoring procedures
  - Information that connects with Standards 17,18,19

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Program Assessment Document
Part III - Assessments

- Induction Programs do not need to include FACT or FAS Forms
- Induction Programs do need to include information on
  - SP training
  - Expectations and pacing of formative assessment
  - Information that connects with Standards 5 and 6

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Program Assessment Document Part III - Assessments

- PA Readers will use the Biennial Report and the CTC Feedback in conjunction with the program narrative and the assessment tools
  - Provide feedback as to the type of assessments used by the program
  - Comment if the data does not indicate the program is meeting standards

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Program Assessment Document Summary

- Document compiled from the program narrative describing structure of the program with respect to
  - Program Design
  - Course of Study (Curriculum and Field Experience)
  - Candidate Competence
- Submit this in a separate Word document.

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New &Transitioning Documents

- Programs that have been through Initial Program Review within the last 12 months do not need to go through PA.
- During Transition
  - Institutions have options for responding to PA. These options will be noted as new standards are approved
  - Program should be operating for 6-12 months before the PA document is submitted – this is not a pass on PA.

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New &Transitioning Documents Transitioning Standards

Refer to the transitioning Program Standards web page and/or consultant to find out how standards in transition will impact your program assessment process.

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Relationship to Site Visit: Prior to Site Visit

- **Results of Program Assessment guide selection of site team members**
- **The program summary introduces the site visit team members to the programs**
- **Preliminary Report of Findings, questions and concerns are reviewed by the team**

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Relationship to Site Visit: At the Site Visit

- **Results are confirmed, particularly through interviews**
- **Team focuses on**
  - **Program Design**
  - **Course of Study (Curriculum and Field Experience)**
  - **Candidate Competence**
- **Inconsistencies with Preliminary Report of Findings may need additional review**

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Relationship to Site Visit

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- Preliminary Report of Findings deems standards to be Preliminarily Aligned
- PA readers may identify specific evidence to be reviewed at the site visit
- Only the Site Visit Team can deem the standards to be met.

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Relationship to Site Visit:

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- Work to get all program standards aligned before the site visit.
- Finalize the Program Narrative by incorporating all edits / modifications into the narrative.
- Keep the narrative up to date.

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Submission, Review/Feedback, & Resubmission - Submission

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All programs must submit the "Proposed Submission Dates for all Programs" form by the end of April of their designated submission year.

- Informs the Commission of the dates PA documents will be submitted (October, November or December 15) as well as confirming the programs operating at the institution as compared to what is listed on the CTC approved programs webpage.

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Submission, Review/Feedback, & Resubmission - Submission

- Options for submission
  - Email as attachments. Must be less than 10MB –NO zipped files. programassessment@ctc.ca.gov
  - Post on a website & provide an email with instructions for review and download. Once documents are downloaded from this website they should retain all hyperlinks.
  - Review "Document Formatting and Transmission Requirements" prior to writing and submitting.
- A confirmation will be sent when documents are received

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Submission, Review/Feedback, & Resubmission - Submission

- A confirmation will be sent when documents are received – if you don't get a confirmation your documents were not received
- Choose submission date wisely
- Documents will be read in order received whenever possible based on reader's expertise at each session.

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Submission, Review/Feedback, & Resubmission - Submission

- Two trained readers per document
- Calibration of readers prior to reading first document
- Each document is initially read during the meeting
- Readers review
  - Is the HOW described?
  - Does the HOW meet the standard?
  - Is there adequate supporting documentation?

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Submission, Review/Feedback, & Resubmission - Review/Feedback

- **Preliminary Report of Findings (PRF) feedback will be either**
  - Preliminarily Aligned
  - More information Needed
- **Feedback for 1st round will be in blue.**
  - Subsequent rounds of feedback (if necessary) will show all of the previous feedback and new comments and standard status will be shown in a new color:
    - 2nd round – Green
    - 3rd round – Purple
    - 4th round - Orange

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Submission, Review/Feedback, & Resubmission – Resubmission

- Resubmissions due within 30 days.
- First reading opens dialogue with program that could last for 12-15 months.
- Examples of feedback:
  - Possible Comments
    - Specifics of HOW the standard is addressed are needed
    - The narrative response needs to reflect the standard
    - The documentation does not support the narrative

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Submission, Review/Feedback, & Resubmission – Resubmission

- Submit additional information within 1 month or less.
  - Inform PA staff if additional time is needed
  - The COA will be notified of late documents at each meeting.
  - Respond quickly while the document is fresh in the reader's minds
- Amend original document for resubmission
- Use a new font color to indicate requested additional information added

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Submission, Review/Feedback, & Resubmission – Resubmission

- Amend the table of contents and be sure hyperlinks are accurate
- Submit resubmission via email/website – CDs and Flash drives are not acceptable.
- Develop a process to continually update program documents. – See PSA 10-12
- Continuous review and update of the document will save programs from having to write it all in preparation for Year 4 of the cycle.

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Guidelines for Submission

- Preferred submission for Parts I, II, and III is a single PDF document with a detailed table of contents for all parts and hyperlinks.
- Take time to review the Document Formatting and Transmission Requirements
- NO Paper – 100% Electronic Submission
- Submit documents on time – inform programassessment@ctc.ca.gov if they will be late

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Guidelines for Submission

- Submission package (3 Pieces)
  - 1 document containing parts I, II, and III – PDF
  - 1 Word document containing summary – no more than 4 pages
  - Submission checklist – use a separate checklist for each submission (program area)
- Each program area package should be sent in separately.

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Technology Tips

- Search the internet for tips on hyperlinks and table of contents
- Use page numbers
- If possible refrain from linking to a website – internet is not always available to readers
- Make sure you are not linking to a local document (another reason for 1 single document).

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Resources

- Program Assessment webpage
- PSA 10-12 Maintaining a current program document and responding to document feedback
- PSA 10-13 Update on Program Assessment: Program Summary
- Tips for the preparation of program assessment documents
- Contact: programassessment@ctc.ca.gov

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