Note: this entire document contains “Draft” in a watermark.

State Consultant prepares this introductory section

California Commission on Teacher Credentialing

**Committee on Accreditation**

# Accreditation Team Report

## Institution:“Insert Institution Name here”

## Dates of Visit: “Insert dates of site visit here”

## Accreditation Team

## Recommendation: “Insert Accreditation Recommendation here”

### Rationale:

The unanimous recommendation of “Insert Accreditation Recommendation here” was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

**Address specifics related to the findings on the Common Standards. If any standards were found to be Met with Concerns or Not Met, include the rationale here.**

Program Standards –

**Summarize the program standard findings here. Identify the programs for which any standards were less than fully met but leave the specifics to the program report section later.**

Overall Recommendation –

**Provide the rationale here for the team’s recommendation for an accreditation decision.**

**If there are stipulations, number and list them here.**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

**Use chart to identify every approved credential program at the institute. Add any programs not found on the chart.**

|  |  |
| --- | --- |
| **Initial/Teaching Credentials** | **Advanced/Service Credentials** |
| Multiple Subject  Multiple Subject  Multiple Subject Internships  Multiple Subject BCLAD (list languages) | Multiple Subject  Clear Multiple Subject |
| Single Subject  Single Subject  Single Subject Internships  Single Subject BCLAD (list languages) | Single Subject  Clear Single Subject |
| Education Specialist Credentials  Preliminary Level I  Mild/Moderate Disabilities  Moderate/Severe Disabilities  ECSE | Education Specialist Credentials  Professional Level II  Mild/Moderate Disabilities  Moderate/Severe Disabilities  ECSE  Clinical Rehabilitative Services – SLP |
| Designated Subjects: CTE  Designated Subjects: Adult Education | Administrative Services  Preliminary  Professional |
|  | Pupil Personnel Services  School Counseling  School Psychologist  Child Welfare and Attendance |
|  | CTEL  Bilingual Authorization  Reading Certificate  Reading/Language Arts Specialist |
|  | **Add other Services credentials or certificates here** |

Staff recommends that:

* The institution's response to the preconditions be accepted.
* “Insert Institution Name here” be permitted to propose new credential programs for approval by the Committee on Accreditation.
* “Insert Institution Name here” continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

|  |  |
| --- | --- |
| **Team Leader:** | **First Last Name**  Institution |
| **Common Standards Cluster:** | **First Last Name**  Institution |
|  | Repeat for all Cluster Members |
| **Basic/Teaching Programs Cluster:** | **First Last Name,** Cluster Leader  Institution |
|  | Repeat for all Cluster Members |
| **Advanced/Services Programs Cluster:** | **First Last Name,** Cluster Leader  Institution |
|  | Repeat for all Cluster Members |
| **Staff to the Visit** |  |

### Documents Reviewed

University Catalog

Common Standards Report

Course Syllabi

Candidate Files

Fieldwork Handbooks

Follow-up Survey Results

Needs Analysis Results

Program Assessment Feedback

Biennial Report Feedback

Field Experience Notebooks

Schedule of Classes

Advisement Documents

Faculty Vitae

College Annual Report

College Budget Plan

TPA Data

**Add other documents and delete those that were not used.**

### Interviews Conducted

| Constituent Group | Team Leader | Common Standards  Cluster | Program Sampling  Cluster | **TOTAL** |
| --- | --- | --- | --- | --- |
| Candidates |  |  |  |  |
| Completers |  |  |  |  |
| Employers |  |  |  |  |
| Institutional Administration |  |  |  |  |
| Program Coordinators |  |  |  |  |
| Faculty |  |  |  |  |
| TPA Coordinator |  |  |  |  |
| Advisors |  |  |  |  |
| Field Supervisors – Program |  |  |  |  |
| Field Supervisors - District |  |  |  |  |
| Credential Analysts and Staff |  |  |  |  |
| Advisory Board Members |  |  |  |  |
|  |  |  |  |  |
| **TOTAL** | | | |  |

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

***Add additional rows if needed***

### Background information

**Provide background information about the institution/program sponsor including the geographic location, size, student demographics, history, and any unique information about this institution/program sponsor.**

### Education Unit

**Provide basic information about the education unit. How many departments or Schools are included in the unit? How many candidates are enrolled in the unit? How many credentials are awarded in the unit? How many faculty?**

**Complete Table 1 to list all approved programs, the number of completers, candidates enrolled, and entity reviewing the program, which will usually be CTC.**

### Table 1

**Program Review Status**

| Program Name | Program Level (Initial or Advanced) | Number of program completers  (2009-10) | Number of Candidates Enrolled or Admitted (10-11) | Agency or Association Reviewing Programs |
| --- | --- | --- | --- | --- |
| Multiple Subject |  |  |  |  |
| List all programs offered |  |  |  |  |
|  |  |  |  |  |

### The Visit

**A brief summary of the visit describing where the school visits took place, the total number of team members, when the review began and ended.**

*(Common Standards reports are approximately one to two pages in length per standard. Information from the institution’s self-study can be included but at least half of the report should be information gleaned at the site…the local, specific information.  Be careful of “One candidate commented….” Instead say: “Stakeholders report…” or “Program coordinators/directors commented…”)*

### Standard 1: Educational Leadership

**Met/Met with Concerns/Not Met**

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

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The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

**A rationale must be provided that details the specific concern and the evidence that led to the team’s decision.**

**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 2: Unit and Program Assessment and Evaluation

**Met/Met with Concerns/Not Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

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### Standard 3: Resources

**Met/Met with Concerns/Not Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

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Sufficient information resources and related personnel are available to meet program and candidate needs.

A process that is inclusive of all programs is in place to determine resource needs.

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**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 4: Faculty and Instructional Personnel

**Met/Met with Concerns/Not Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

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They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.

They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.

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**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 5: Admission

**Met/Met with Concerns/Not Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

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The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

**A rationale must be provided that details the specific concern and the evidence that led to the team’s decision.**

**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 6: Advice and Assistance

**Met/Met with Concerns/Not Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

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Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

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**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 7: Field Experience and Clinical Practice

**Met/Met with Concerns/Not Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

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**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

**A rationale must be provided that details the specific concern and the evidence that led to the team’s decision.**

**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 8: District-Employed Supervisors

**Met/Met with Concerns/Not Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

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A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.

Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

**A rationale must be provided that details the specific concern and the evidence that led to the team’s decision.**

**If the Standard is ‘Met’ the Rationale section is deleted.**

### Standard 9: Assessment of Candidate Competence

**Met/Met with Concerns/Not Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

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Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Rationale-- If a Standard is ‘Met with Concerns’ or ‘Not Met’**

**A rationale must be provided that details the specific concern and the evidence that led to the team’s decision.**

**If the Standard is ‘Met’ the Rationale section is deleted.**

### <Insert Program Name here> Credential Program

*(Program reports are approximately two-four pages in length—per program or group of programs.*

*Information from the program summary may be used but at least* ***half of the report*** *should be information gleaned at the site…the local, specific institution/program information.  Provide information such as: “Stakeholders report…” or “Employers and program completers commented…”)*

Introduction to the specific program at the institution providing information in three categories below:

***Program Design***

Leadership within the credential program

Communication within the credential program and with the institution

Structure of coursework and field experiences in the credential program.

Program modifications over the recent two years

Means for stakeholder input

***Course of Study***

Effectiveness of the sequence of coursework

Effectiveness and coordination of coursework with field work

Effectiveness of coursework in critical areas (e.g. English learners for all initial teaching programs)

Effectiveness of field placements

Effectiveness of field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program

***Candidate Competence***

Effectiveness of candidate assessment

How candidates receive information about how they will be assessed in the program and how they are informed of the results of those assessments.

***Findings on Standards:***

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practioners, the team determined that (select the appropriate one of the following, adjust as necessary)

* 1. all program standards are met,
  2. all program standards are met with the exception of the following <Insert number of standards here>, which are Met with Concerns, or
  3. all program standards are met with the exception of the following <insert number of standards here> which are Not Met.

Identify the specific standards that are less than fully met, if appropriate, and the specific portion of each standard that is not fully met.