Chapter Six
Program Assessment

Introduction
This chapter provides an overview of the Program Assessment process, which occurs during year four of the accreditation cycle. The Program Assessment submission includes a clear description of how a program is currently operating. The required information includes the program narrative which describes the course of study candidates complete, and documentation about assessment tools used by the institution to ensure that all candidates recommended for a credential have satisfied the appropriate knowledge and skill requirements. Programs transitioning to new standards should refer to section IV of this chapter.

I. Purposes of Program Assessment
Program Assessment takes place in year four of the accreditation cycle and examines each approved credential program individually. It is the feature of the accreditation system that allows trained BIR members the opportunity to review each approved educator preparation program and determine whether the programs are preliminarily aligned to the relevant standards-(approved California Program Standards, Experimental Program Standards, or National or Professional Program Standards). Results from the Program Assessment process inform the Site Visit that will take place in year six of the accreditation cycle.

II. Program Assessment Documentation
Program Assessment documentation is submitted for each approved educator preparation program offered by the institution. During year three of the accreditation cycle, each program chooses its submission date for one of the months of the Program Assessment window (*see Commission website for due dates*).

Part I—Meeting Each Standard
Part I is the narrative response to the current program standards describing how the program is meeting each of the program standards. In the preparation of Part I, those writing the responses must remember that re-phrasing the standard does not provide information on **how** the program is meeting the standard. Each program's response may be unique in how it meets the standards because the program was developed to reflect the institution's mission, needs of the surrounding area, philosophical beliefs, etc. Therefore, the response to each standard should clearly and succinctly state how the program is meeting all parts of the standard. The CTC strongly encourages programs to submit their program narratives in the template format available for the Common Standards at http://www.ctc.ca.gov/educator-prep/program-standards.html and for the program standards at http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html

Part II—Course of Study/Syllabi
Part II includes the candidates' current course of study, to provide readers with the documentation that links the narrative response to the program's current practices. If a

program claims that any or all of a standard is met in a course, professional development offering, or formative assessment system activity, readers should be able to substantiate that claim by finding documentation in the objectives, schedule, assignments, readings and other information noted in the course syllabi, professional development agenda, or formative assessment system documentation.

If the institutions use a particular form as a template or course outline that is required as the core of each course, it may submit that one course outline in the Program Assessment document. However, if each instructor designs their section of the course on their own, institutions must include each course syllabus for all courses taught in the two years prior to Program Assessment. Reviewers will need to read each one in order to substantiate the claims made in the narrative.

Part III—Assessment Information

Part III is the documentation that supports the program's Biennial Reports. It includes assessments that are used to determine candidate competence and program effectiveness, including rubrics, training information, and calibration activities that the program reports on in the Biennial Report.

For institutions reporting data from the TPA (Cal TPA, PACT or FAST models), there is no need to give the background on the development of the examination, validity and reliability information, etc. However, it is important to note how assessors are trained in the particular area, how often the scoring is calibrated, and the information particular to the location for how the TPA is administered.

For other programs, it will be necessary to provide more comprehensive information about the assessments being reported on in the Biennial Report. If observation forms are used to measure candidate competence, the standards or rationale on which the tool is based must be identified. Programs must describe how they ensure that all assessors are using institution-developed assessments in a similar manner. Programs must also describe the training and practice that are provided to assessors to ensure common scoring expectations.

This part will include only the 4-6 assessment tools described in the Biennial report as tools or processes used at key points in the program to determine whether candidates have developed the appropriate knowledge and skills and are ready to move to the next step or need remediation. This part will also include the assessment tools that are used to assess program effectiveness but only if data from those assessment instruments are reported in the most recent Biennial Report. Examples of these assessment tools or processes might be those used to determine when candidates are ready to assume fieldwork, how well candidates do in fieldwork, and when candidates can be recommended for the credential. In addition, program effectiveness information should also be included such as the results of surveys of completers and their employers to determine whether the program adequately prepared educators for their positions in school districts. For Second Tier credential programs like BTSA Induction or the clear

Administrative Services credential, these might include participant tracking and pacing documents, protocols for benchmark meetings, and rubrics for portfolio reviews.

III. Review of Program Assessment Documents

The Program Assessment document will be reviewed by trained members of the Board of Institutional Review (BIR) who have expertise in each program area. The reviewers will also have access to the biennial reports that have been submitted in this accreditation cycle. Reviewers will be looking for the following:

- Does the narrative describe **how** the standard is met?
- Does the implementation, as described, meet the standard? That is, if there are key phrases in the standard, such as "multiple systematic opportunities to" or "candidates demonstrate in the field," has the program demonstrated **how** it meets each key phrase within the standard?
- Does the documentation substantiate the claims made in the narrative? That is, does the narrative include links to syllabi or course of study examples of what the program narrative claims? Furthermore, does the program narrative or course of study link to assessments used to ensure that candidates develop the required knowledge and skill?
- What is the evidence that a program gathers from each candidate to demonstrate competency or completion of the program and by what means is that evidence judged? For example, in a Tier II program, how does the program know that each candidate demonstrated required elements of formative work?

As the reviewers read, they are to determine if the standard is preliminarily aligned or if more information is needed. If more information is needed, they are to write clearly and specifically what additional information is needed and how it relates to one of the points above. For example, is more information needed on how the standard is met or, is documentation to support the narrative needed?

Once the reviewers have completed their work, a Preliminary Report of Findings review form will be sent by CTC staff to the institution. The institution will be encouraged to submit the additional information to ensure that the Program Assessment process is completed before the site visit begins. After the institution has submitted the additional information, the same reviewers will be asked to revisit the document and determine whether the additional information supports a finding that a standard is preliminarily aligned. The updated Preliminary Report of Findings will be sent by CTC staff to the institution and will identify any additional information that is still needed. This dialogue between institution and reviewers may continue until 4-6 months before the site visit. If there are questions or concerns that have not been resolved when the Program Assessment process concludes, the Administrator of Accreditation may include an additional member on the site visit team who can focus exclusively on the program.

The format of the feedback will provide information regarding each program standard, using a form similar to the one below:

Program Assessment
Preliminary Report of Findings

Status	Standard
More Information Needed OR	**Standard 1:** Program Design ***Questions, Comments, Additional Information Needed:*** Identify the parts of the standard that did not have sufficient descriptive narrative, the parts of the standard where it was not clear "HOW" the program aligns with the standards, or what additional documentation needs to be provided.
Preliminarily Aligned	**Program Standard 2:** Communication and Collaboration ***Questions, Comments, Additional Information Needed*** Identify any evidence to be reviewed at the site visit
	Row inserted for each program standard

Additional Information

Additional information regarding Program Assessment is available on the Commission website at http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html. Those who are preparing Program Assessment documents may also contact CTC staff for technical assistance.

IV. Programs that are Transitioning to New Program Standards

Programs that are transitioning to newly adopted standards in the year that Program Assessment documents are due may, instead, submit a description of the processes the program is utilizing to transition to the new program standards. This document should include an analysis of changes that must be made to align the program to the new standards and the timeline by which those changes will be accomplished. The document should also describe how current candidates are being helped to complete their course of study while the program is transitioning to the new standards.

Programs that plan to transition to the new standards the year after the Program Assessment process is completed must submit updated copies of their program documents.