

Common Standards Edits and the Proposed Glossary

Professional Services Division

Professional Services Division
October 2008

Overview of this Report

This item identifies additional proposed changes to the language of the Common Standards and to the proposed Common Standards Glossary that were developed during the August 5-6 Meeting of the COA and from various stakeholders via the online survey.

Staff Recommendation

Staff recommends that the COA review the proposed edits to the Common Standards and, if appropriate, take action to forward proposed edits to the Common Standards to the Commission for adoption at the November 2008 Commission meeting.

The Glossary can be adopted by the COA at the October meeting or if additional edits are needed, the glossary can return to the COA at its January 2009 meeting.

Background

The COA directed Commission staff to hold a stakeholder meeting to determine how well the language of the Common Standards addressed all credential programs that are, or will become, a part of the revised accreditation system, including induction programs. A meeting was held in June 2008, during which some COA members, Accreditation Study Work Group members, members of the induction standards Advisory Panel, and other interested parties discussed the common standards and identified terms that were problematic for applying the common standards to all types of credential programs and all types of program sponsors. In addition, the group developed a Glossary that would define key terms in the Common Standards that, on the surface, were not clear to some programs or sponsors.

In the context of discussing changes to the Common Standards language that occurred during the June 2008 meeting, the COA identified additional terms for the Common Standards Glossary. In addition, the Professional Services Division convened a meeting for all accreditation staff during which changes to the Common Standards and the Glossary were also discussed. At that time, additional changes to the Glossary were identified.

During the August 2008 COA meeting, following discussion about the Glossary and its organization, the COA asked that the Glossary contain only terms that appear within the language of the Common Standards. In addition, the August 2008 working draft of the Common Standards and the Glossary were posted on the CTC website with a link to an online survey that asked individuals to identify whether any language in a standard was unclear, did not apply to a particular program or circumstance, and whether the glossary was useful in helping the respondent understand the common standard. Comments were accepted until September 25.

There were eight respondents to the on-line survey and one respondent who contacted the consultant with proposed edits. Participants represented K-12, IHE faculty, and IHE administrators in almost equal numbers, and were associated with MS/SS preliminary and clear credential/induction programs, education specialist programs, PPS, and Education administration programs. Given the very small response rate, it's difficult to determine how widely the concerns are shared. Nevertheless, staff developed a response to every concern identified.

Table 1: Survey Responses by Common Standard and Response Type

Common Standards	Unclear	Does not apply	Glossary inadequate	Total
1: Leadership	1	2	1	4
2: Assessment and Evaluation	1	1	1	3
3: Resources	1	0	0	1
4: Faculty	2	1	2	5
5: Admission	2	1	0	3
6: Advice	1	1	0	2
7: Field Exp.	1	1	1	3
8: District-Employed Sup.	1	0	1	2
9: Candidate Competence	0	0	1	1

As shown in Table 1, every standard except 9 received at least one response indicating that some portion of the language was unclear. With the exception of Common Standards 3, 8, and 9, at least one respondent indicated that the Common Standard did not apply to an educator preparation program. And, with the exception of Common Standards 3, 5, and 6, at least one respondent found that the Glossary's definition of terms in the Common Standards was inadequate. Common Standards 1, 4, and 5 received more than one endorsement that the language was unclear, not applicable, or that the glossary was inadequate. It appears that Common Standards 1 and 4 are least well understood.

When possible, staff endeavored to develop edits to the language of the Common Standards that were responsive to the comments but that did not change the meaning of the language. Those possible edits are provided in Table 2. In some cases, staff did not propose edits, but instead included the comments in the table for Commission discussion, if any. The proposed Common Standards, as discussed at the August 2008 COA meeting, are provided on pages 4-6 of this agenda item.

Part I: Suggested Revisions to the Common Standards

Provided below in Table 2 are the stakeholder suggestions with the current proposed language. The full text of the Proposed Common Standards is provided on pages 5-7 of this item.

Table 2:

Standard	Current Proposed Language	Edits/Comments
1: Educational Leadership	"...relevant stakeholders are actively involved in..."	"...relevant stakeholders are <i>active participants</i> in..."
2: Unit and Program	"...as well as program effectiveness, and are used for improvement	"...as well as program effectiveness, and <i>provides results that are shared</i>

Standard	Current Proposed Language	Edits/Comments
Assessment and Evaluation	purposes. ...”	<i>with the institution and among unit faculty to guide</i> improvement efforts.”
	“...effectiveness, and are used for improvement purposes.	“...effectiveness, and <i>is</i> used for program improvement purposes.
4: Faculty and Instructional Personnel	“Qualified persons are employed and assigned to teach all courses, provide professional...”	“Qualified persons are employed and assigned to teach all courses, <i>to</i> provide professional...”
	“...understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning.”	“...understand the context of public schooling, and model best professional practices in <i>teaching and learning, scholarship and service.</i> ”
	“They are reflective of the diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.”	“They are reflective of the diverse society and knowledgeable about diverse abilities, cultural, language and ethnic diversity, and <i>actual or perceived sexual orientations or gender identities/expressions.</i> ”
	“...P-12 settings/college/university units, and members...”	”...P-12 settings/college/university units and members...”
5: Admission	<p>“Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.”</p> <p>“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.”</p>	<p><i>“Personnel responsible for the</i> admissions process encourages and supports <i>all individuals as they prepare and submit applications.</i>”</p> <p><i>“The unit utilizes multiple measures to select candidates who have the</i> appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, <i>integrity</i>, and prior experiences that suggest a strong potential for professional effectiveness.”</p>
6: Advice and Assistance	“...personal development, and to assist candidate’s professional...”	“...personal development and to assist <i>each</i> candidate’s professional...”
	“...and only retains in the program candidates who are suited...”	“...and only retains candidates who are suited...”
7: Field Experiences and Clinical Practice	“...knowledge and skills necessary to educate and support all students effectively...”	“...knowledge and skills necessary to <i>guide and</i> educate all students effectively...”
	“...to help candidates develop strategies for improving student learning.”	“...to help candidates develop <i>data-driven and other</i> strategies for improving student learning.”
8: District-	“... They are selected based on	“... <i>A</i> process for selecting <i>supervisors</i>

Standard	Current Proposed Language	Edits/Comments
Employed Supervisors	identified criteria and are knowledgeable and supportive of the academic content standards for students.”	<i>who</i> are knowledgeable and supportive of the academic content standards for students <i>is based on identified criteria....”</i>
	“...They are trained in supervision...”	“... <i>Supervisors</i> are trained in supervision...”

In addition to the feedback on the language of the Common Standards, a number of additional comments, questions, or concerns about the language applying to one or more credential programs were posed by responders. Staff provides these comments for the COA’s information and consideration of additional edits to the Common Standards:

1. I am concerned about the PPS programs and their ability to be responsive to the CA standards and curriculum frameworks (Common Standard 1).
2. With whom could data be shared beyond its use for program improvement? (Common Standard 2)
3. Induction programs do not evaluate whether a candidate has "...appropriate pre-professional experiences and...professional effectiveness" as admission criteria. Candidates are referred to an induction program because the preliminary credential requires induction for the clear credential. Does Common Standard 5 mean that an induction program should assess and not admit a teacher lacking in these experiences and characteristics? (Common Standard 5)
4. How would a program ensure that those advising candidates had the most up to date information? (Common Standard 6)
5. How would PPS candidates demonstrate their role in supporting K-12 academic standards? (Common Standard 7)

Next Steps for the Common Standards

If the COA will discuss each of the possible edits and decide if the edit should be incorporated into the Common Standards, staff will incorporate any changes to the Common Standards recommended by the COA and will prepare an action item for the November 2008 Commission meeting.

Common Standards as Proposed by the COA in June 2008

Standard 1: Educational Leadership

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.

Standard 2: Unit and Program Assessment and Evaluation

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 completion 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 are used for improvement purposes.

Standard 3: Resources

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.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all courses, to provide professional development, and 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 scholarship, service, teaching and learning. They are reflective of the 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.

Standard 5: Admission

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.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provides support and assistance to candidates and only retains in each program 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.

Standard 7: Field Experience and Clinical Practice

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 strategies for improving student learning.

Standard 8: District-Employed Supervisors

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

Standard 9: Assessment of Candidate Competence

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.

Part II: Suggested Revisions to the Proposed Common Standards Glossary

As with comments made about the Common Standards, staff attempted to modify current proposed definitions to incorporate concerns that were identified. Table 3A shows glossary terms for which there were stakeholder comments, provides the current definition, and provides either a staff response to the comment or the survey comment, itself. Table 3B provides terms that stakeholders suggested should be added to the Glossary. The current proposed Glossary can be found on pages 10 to 15 of this item.

Table 3A: Possible Edits to the Glossary

Term	Current Proposed Definition	Edits/Respondent Comments
Assessment	<ul style="list-style-type: none"> •Process to evaluate, appraise, or measure an individual’s knowledge, skills and ability in relation to California’s <i>Teaching Performance Expectations (TPEs)</i> and the California Standards for the Teaching Profession (CSTPs). <i>Information gained through assessment processes performed for the accreditation process is not used for employment purposes. Do we need to say this?</i> 	<ul style="list-style-type: none"> • Process to evaluate, appraise, or measure an individual’s knowledge, skills and ability in <i>meeting the adopted program standards.</i> <p>Unclear term</p>
District-Employed Supervisors	<ul style="list-style-type: none"> •Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who <u>assesses</u> student teachers. •In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor. 	<p>The Induction and tier 2 programs should be held to the same standards. Induction candidates should have an expert guiding them and providing feedback</p> <p>Do all of those truly assess candidates?</p> <p>Unclear term</p>
Field and Clinical Supervisors	<ul style="list-style-type: none"> •Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. •For intern programs, this individual may be called a Site Support Person. 	<p>Why doesn’t this apply to Tier 2 programs?</p> <p>Unclear term</p>
K-12 Student	<ul style="list-style-type: none"> •Refers to students enrolled in kindergarten through 12th grade. 	<p>Would like consistency in terms, e.g., does P-12 equal K-12? Does “student”</p>

Term	Current Proposed Definition	Edits/Respondent Comments
		mean “ <u>all</u> ” students?
P-12	•Refers to the entire range of grades in which students are enrolled; preschool through 12 th grade.	Would like consistency in terms, e.g., does P-12 equal K-12? Does “student” mean “ <u>all</u> ” students?
Supervisor	•Supervisors work in both student teaching and intern programs.	I think second tier programs should be included under this category too.
Support	•Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate’s competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.	Unclear term – Inadequate definition. Provide more definition or take the term out of the Glossary.
Unit	•The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.	• The word "Unit." Definition is fine. Recommend changing actual term so it's much more consistent with the language of education.

Table 3B: Possible Terms to Add to the Glossary

Term	Definition
Gender Identity/ Expression (see AB 537) Sexual orientation (see AB 537)	Add to the Glossary.
<i>Collaborate regularly and systematically</i>	What would be considered “Collaborate regularly and systematically”?
<i>Counselors</i>	The glossary lists only “--- teachers” and “student teachers.” It does not encompass candidates or counselors, administrators, etc. in C&G, Ed Admin, etc.
<i>Program Completer Performance</i>	<i>Level of effectiveness and competence demonstrated by an individual who has completed a credential program in the job for which that individual received the professional credential</i>

Next Steps for the Proposed Glossary

After the COA's discussion of the possible edits to the Glossary, staff will incorporate proposed changes identified by the COA. The COA may decide to adopt the Glossary at the October 2008 COA meeting or ask staff to prepare an agenda item for the January 2009 COA meeting.

Proposed Common Standards Glossary-August 2008

Term	Common Standard	Definition
Admission Criteria	5	<ul style="list-style-type: none"> • Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.
Assessment	2, 3, 9	<ul style="list-style-type: none"> • Process to evaluate, appraise, or measure an individual’s knowledge, skills and ability in relation to meeting the adopted program standards. <i>Information gained through assessment processes performed for the accreditation process is not used for employment purposes.</i>
Assessment and Evaluation System	2	<ul style="list-style-type: none"> • A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.
Authority	1	<ul style="list-style-type: none"> • An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.
Candidate	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • An individual participating in a credential program, whether for an initial or advanced level credential or authorization.
Certified, Certificated	8	<ul style="list-style-type: none"> • To hold a California educator credential appropriate to his/her role and/or responsibility.
Clinical Experiences	3, 4, 7	<ul style="list-style-type: none"> • Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. • See also Field-Based Experiences
Clinical Personnel	3, 4, 7	<ul style="list-style-type: none"> • P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.
Competency Requirements	9	<ul style="list-style-type: none"> • The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.

Term	Common Standard	Definition
Course Instructors	4	<ul style="list-style-type: none"> Individuals who teach courses and/or provide instruction to candidates.
Courses	1	<ul style="list-style-type: none"> CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.
District-Employed Supervisors	8	<ul style="list-style-type: none"> Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who <u>assesses</u> student teachers. In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.
Evaluate, Evaluation	2, 4, 7, 8	<ul style="list-style-type: none"> Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.
Faculty	1, 4	<ul style="list-style-type: none"> Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.
Field and Clinical Supervisors	4, 7	<ul style="list-style-type: none"> Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. For intern programs, this individual may be called a Site Support Person.
Field-Based Work or Experience	3, 4, 7	<ul style="list-style-type: none"> Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
Governance	1	<ul style="list-style-type: none"> The institutional system and structure for defining policy, providing leadership, and managing and

Term	Common Standard	Definition
		coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.
Information Resources	3	<ul style="list-style-type: none"> Library and/or digital media resources, as well as information and communication technology resources available to candidates.
Institution	1, 6	<ul style="list-style-type: none"> The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).
Instructional Personnel	4	<ul style="list-style-type: none"> Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
Intern Program		<ul style="list-style-type: none"> A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.
P-12 Student	7	<ul style="list-style-type: none"> Refers to students enrolled in pre-school through 12th grade.
Multiple Measures	5	<ul style="list-style-type: none"> Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California’s diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.
P-12	4	<ul style="list-style-type: none"> Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
Partners	7	<ul style="list-style-type: none"> Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, , county offices of education, and school districts.
Professional Development	3	<ul style="list-style-type: none"> Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.
Professional Placement	6	<ul style="list-style-type: none"> A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate’s assigned location for field experiences.

Term	Common Standard	Definition
Program	all	<ul style="list-style-type: none"> • A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.
Program Completer	2	<ul style="list-style-type: none"> • An individual who has completed a credential program,
Personnel	3,7, 9	<ul style="list-style-type: none"> • Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit. • See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel
Qualified Persons, Qualified Members	4, 6	<ul style="list-style-type: none"> • Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.
Recognize	4, 8	<ul style="list-style-type: none"> • To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
Scholarship	1, 4	<ul style="list-style-type: none"> • Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.
Second Tier Credential Programs		<ul style="list-style-type: none"> • Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.
Service	1, 4	<ul style="list-style-type: none"> • Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual’s specialized knowledge and the institution and unit’s mission as preparers of educators.
Site-Based Supervising Personnel	7	<ul style="list-style-type: none"> • Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. • See Also Field and Clinical Supervisors.
Stakeholder	1	<ul style="list-style-type: none"> • Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution

Term	Common Standard	Definition
Student	7	<ul style="list-style-type: none"> In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.
Sufficient	3	<ul style="list-style-type: none"> Adequate or ample to meet the need.
Supervise	4	<ul style="list-style-type: none"> The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.
Supervisor	4, 8	<ul style="list-style-type: none"> For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. See Also Field and Clinical Supervisors.
Supervision	3, 8	<ul style="list-style-type: none"> Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.
Support	1, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.
Unit	1, 6, 7	<ul style="list-style-type: none"> The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.
Unit Leadership	1	<ul style="list-style-type: none"> Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.

Italics indicate that the term does not appear in the Common Standards.