

Continued Discussion of Common Standard Rubrics

Professional Services Division

October 2008

Overview of this Report

This agenda item provides the draft of a two level descriptor of Common Standards rubrics and an explanation of the Commission's Common Standards for the COA's review and discussion. Based on the Committee's discussion at the August 2008 meeting, staff has reorganized the descriptors and developed additional descriptors and explanations for the COA's consideration as an additional tool that be used by institutions.

Staff Recommendation

This is an information item.

Background

During the review and redesign of the Commission's accreditation system, discussions took place about the NCATE Unit Standards (<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>) and the three level descriptors that NCATE has developed: Unacceptable, Acceptable, and Target, for use by the Board of Examiners on an NCATE site visit. It was suggested that a similar set of descriptors focusing on the Commission's revised Common Standards would be an effective tool for institutions, members of the Board of Institutional Reviewers, and the Committee on Accreditation. At the August COA meeting, staff presented an information item on this topic and based on the Committee's discussion, staff has developed this agenda item.

Revised Rubric, Ideal Institution, and Rationale for the Common Standards

After the COA's discussion at the August 2008 meeting, staff revised the descriptors into a two level rubric: Met and Not Met. These two descriptors would be used by team members on a site visit as they make decisions about whether an institution is meeting one of the standards. The standard decisions available to the team are "Met," "Met with Concerns," and "Not Met." A team would be able to use the two column descriptors to assist them in coming to a decision on each of the Common Standards.

The language that was provided in the August COA item as the Exceeds Standards language (or Target as described by NCATE) has been moved to Appendix A, a separate section from the rubrics. This language is now presented as a "Description of an Ideal Institution's Implementation of the Common Standards." This language would NOT be used by accreditation team members but instead could be used by an institution that is looking to understand or visualize how the Common Standard could be optimally implemented in an institution.

The language that was provided in the August COA item as the Supporting Explanation language has been moved to Appendix B as a resource for individuals who want a more thorough understanding of the rationale for the common standard. This language would appear in the Accreditation Handbook as supplemental language for those individuals new to the Commission's accreditation system or desiring a thorough understanding of the thinking behind the Common Standards.

It is not the staff's intent that the specific language of the a) rubrics, b) *Description of an Ideal Institution's Full Implementation of the Common Standards* language, or c) the *Rationale or Supporting Explanation for the Common Standards* language be reviewed at this time. Instead, it is the structure of these proposed tools that staff is asking the COA to discuss. Once the COA has agreed on the structure it wishes the tools to have, staff will work with a subcommittee of the COA and/or stakeholders to review and refine the specific language for the tools.

For the COA's discussion, staff has provided language for the following Common Standards and the language used is the DRAFT Common Standard language developed by the COA at its June 2008 meeting:

- * Common Standard 2: Unit and Program Assessment and Evaluation
- * Common Standard 5: Admissions
- * Common Standard 7: Field Experiences and Clinical Practice

Proposed Common Standard Rubrics

Common 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 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 are used for improvement purposes.	
Not Met	Met
The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.	
The institution has not involved its professional community in the development of its assessment system. The institution's assessment system is limited in its capacity to monitor candidate performance, institution operations, and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are based on a single or few assessments. The institution has not examined possible sources of bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and institution operations.	The institution has an assessment system that reflects the institution's vision, and professional and state standards and is regularly evaluated by its professional community. The institution's system includes comprehensive and integrated assessment procedures to monitor candidate performance and manage and to improve the institution's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The institution has taken effective steps to eliminate bias in assessments and is working to ensure the fairness, accuracy, and consistency in its assessment procedures and institution operations.
The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations.	

Common 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 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 are used for improvement purposes.

Not Met	Met
<p>The institution does not regularly or comprehensively gather, aggregate, summarize, or analyze assessment and evaluation information about the institution’s operations, its programs, or its candidates. The institution cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The institution does not maintain a record of formal candidate complaints or document the resolution of complaints. The institution does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, institution operations, and program quality. The institution does not use appropriate information technologies to maintain its assessment system.</p>	<p>The institution maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, institution operations, and program quality. Using multiple assessments from internal and external sources, the institution collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. These data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and institution operations. The institution disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The institution maintains records of formal candidate complaints and documentation of their resolution. The institution maintains its assessment system through the use of information technologies appropriate to the size of the institution and institution.</p>
<p>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.</p>	
<p>The institution makes limited or no use of data collected, including candidate or program completer performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The institution fails to make changes in its courses, programs, or clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty does not have access to candidate assessment data and/or data systems. Candidates and faculty are not regularly provided formative feedback based on</p>	<p>The institution regularly and systematically uses data, including candidate and program completer performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The institution analyzes program evaluation and performance assessment data to initiate changes in programs and institution operations. Faculty has access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates by faculty who help them reflect on and improve their performance and programs.</p>

Common 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 complete 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.

Not Met	Met
the institution's performance assessments.	

Adapted from the NCATE Unit Standard 2 Rubric

Common Standard 5: Admissions

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.

Not Met	Met
In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.	
The unit has no articulated admission process and does not ensure that all admitted applicants have met all Commission-adopted requirements.	The unit has an articulated admission process that evaluates all applicants and admits only those who meet the admission criteria, including Commission-adopted requirements.
Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.	
The unit has not demonstrated efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.	The unit values diversity and makes efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.
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.	
The unit does not have a process to ensure that all candidates admitted to all credential programs have the personal qualities and pre-professional experiences, including sensitivity to California's student population, that suggest a strong potential for success.	The unit has a process whereby each individual granted admission to a credential program has the personal qualities and pre-professional experiences, including sensitivity to California's student population, that suggest a strong potential for success.

Common Standard 7: Field Experiences 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 K-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.

Not Met	Not Met
<p>The unit and its school partners design, implement, and regularly evaluate a planned sequence of field 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 they meet state adopted academic standards.</p>	
<p>The unit’s school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. The field experiences do not support candidates in developing and demonstrating the knowledge and skills necessary to support student learning.</p>	<p>The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The school and unit share expertise to support candidates’ learning in field experiences and clinical practice.</p>
<p>For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel.</p>	
<p>The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.</p>	<p>The unit and its school partners jointly determine the criteria for placement of student teachers, interns, and other school personnel to provide appropriate learning experiences. The unit and its school partners collaborate on the criteria for selecting school sites, effective clinical personnel, and site-based supervising personnel.</p>
<p>Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.</p>	
<p>Not all candidates participate in field experiences or clinical practices with students with disabilities or with students from ethnic/racial, gender, language, and socioeconomic groups. Candidates are not given feedback to help them reflect on diversity or develop skills for having a positive effect on student learning for all students.</p>	<p>Field experiences or clinical practice provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice so that candidates can develop and</p>

Common Standard 7: Field Experiences 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 K-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.

Not Met	Not Met
	practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

Appendix A

Description of an Ideal Institution's Full Implementation of the Common Standards

Common Standard 2: Unit and Program Assessment and Evaluation

Adapted from the NCATE Unit Standard 2 Rubric

The institution, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the institution's and unit's mission and goals and incorporates candidate proficiencies as outlined in professional and state standards. The institution regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship between candidate performance assessments and their success throughout their programs and later in classrooms or schools. The institution conducts thorough studies to establish fairness, accuracy, and consistency in its assessment procedures and institution operations. It also makes changes in its practices consistent with the results of these studies.

The institution's assessment system provides regular and comprehensive data on program quality, institutional operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are gathered through multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and institutional operations. The institution has a system for effectively maintaining records of formal candidate complaints and their resolution. The institution is developing and testing different information technologies to improve its assessment system.

The institution has fully developed evaluations and continuously searches for stronger relationships between the evaluations, revising both the underlying data systems and analytic techniques as necessary. The institution not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

Common Standard 5: Admission

The unit has procedures in place to ensure that all its credential programs have well articulated criteria using multiple measures for admission of candidates. The criteria for admission to each credential program ensure that all admitted candidates meet the appropriate Commission-adopted requirements. The admission process supports the admission of applicants from diverse populations.

The clearly articulated admission criteria include the assessment of applicants pre-professional experiences, personal characteristics, communication skills, basic academic skills, and prior experiences.

Common Standard 7: Field Experiences and Clinical Practice

Adapted from the NCATE Unit Standard 3 Rubric

Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's vision and program design; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers, interns, and other school personnel to maximize the learning experience for candidates and P–12 students.

Field experiences allow candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's mission and goals into practice through modeling by clinical faculty and well designed opportunities to learn by doing and reflecting. During clinical practice, candidate learning is integrated into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice continually. They reflect on their own practice and can make modifications to that practice as needed to align more closely with professional standards. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.

Candidates in advanced programs participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.

Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Appendix B

Rationale or Supporting Explanation for the Common Standards

Provided below is a draft Rationale or Supporting Explanation (as adapted from NCATE's Supporting Explanation) for the Commission's Common Standards

Common Standard 2: Unit and Program Assessment and Evaluation

Adapted from the NCATE Unit Standard 2 Explanation

The institution has a professional responsibility to ensure that its programs and program completers are of high quality. The institution manages its assessment system, which includes both program and institutional data. Institutions conduct assessments at the institution and program level. Meeting this standard requires the systematic gathering, summarizing, and evaluation of data and using the data to strengthen candidate performance, the institution, and its programs. Institutions are expected to use information technologies to assist in data management. The institution's assessment system should examine the (1) alignment of instruction and curriculum with state and institutional standards; (2) efficacy of courses, field experiences, and programs, and (3) candidates' attainment of content knowledge and demonstration of teaching that leads to student learning or other work that supports student learning. It should include the assessment of candidates' content knowledge, pedagogical and/or professional knowledge and skills, and their effects on student learning as outlined in state and institutional standards and identified in the institution's vision. The assessment system should be based on the assessments and scoring guides that are the foundation for California's Program Assessment process (i.e., assessments of pedagogical knowledge, planning, clinical practice, and student learning).

Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires institutions to plan and evaluate on a continuing basis. Program review and modification are needed, over time, to ensure quality. Candidate assessments and institutional evaluations must be purposeful, evolving from the institution's vision and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as what candidates know and can do. The measures themselves must be valid and reliable and useful for informing the institution about important aspects of faculty, curriculum, instruction, and candidate performance.

Fairness, consistency, accuracy, and avoidance of bias in the assessment system must be considered, especially when the assessments are used to determine whether candidates continue in or complete programs. Attention must be paid to the potential adverse impact of the assessments on a diverse pool of teacher and other program candidates. In addition, the institution must consider how to provide and use information constructively from various sources—the institution, field experiences, clinical sites, courses, faculty, candidates, program completers, and employers. Technology should play an important role in data gathering and analysis, as well as more broadly in institution planning and evaluation. Assessment systems include plans and timelines for data collection and analysis related to candidates and institution operations. Assessment systems usually have the following features:

- Institution faculty collaborate with members of the professional community to implement and evaluate the assessment system.
- State and institutional standards are key reference points for candidate assessments. The institution embeds assessments in programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.
- The institution has multiple decision points, (e.g., at entry, prior to clinical practice, and at program completion).
- The institution administers multiple assessments in a variety of forms and aligns them with candidate proficiencies. These may come from end-of-course evaluations, written essays, or performance assessments, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communicating with parents, families, and school communities).
- The institution uses information available from external sources such as state licensing exams, evaluations during an induction, employer reports, follow-up studies, and state program reviews as appropriate.
- The institution has procedures to ensure credibility of assessments: fairness, consistency, accuracy, and avoidance of bias. The institution establishes scoring guides, which may be rubrics, for determining levels of candidate accomplishment and completion of their programs.
- The institution uses results from candidate assessments to evaluate and make improvements in the institution, and its programs, courses, teaching, and field and clinical experiences.
- In the evaluation of institutional operations and programs, the institution collects, analyzes, and uses a broad array of information and data from course evaluations and evaluations of clinical practice, faculty, admissions process, advising system, school partnerships, program quality, institution governance, etc.

Common Standard 5: Admission

The unit has a responsibility to ensure that individuals admitted to its credential programs meet the established criteria and therefore are more likely to complete the credential program and become successful educators.

The institution and each program uses multiple indicators (e.g., GPA, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other professional roles in schools at the point of entry into programs. The multiple indicators provide the program a well rounded picture of the applicant and support the program in making admission decisions.

The unit has procedures in place to monitor the admission process for each of its credential programs and ensures that all credential programs follow all established procedures.

The unit has enacted a plan to reach out, recruit and retain a diverse pool of applicants including those with sensitivity to California's diverse population.

Common Standard 7: Field Experiences and Clinical Practice

Adapted from the NCATE Unit Standard 3 Explanation

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. They provide the opportunity for candidates to develop the knowledge, skills, and professional abilities articulated in the unit's vision in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, field experiences and clinical practice help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the culminating experience for teacher candidates. Candidates preparing for new roles such as special education teachers or principals or school psychologists are expected by their profession to complete field experiences as part of their preparation programs.

Teachers who are continuing their education in advanced programs are expected to complete structured field experiences in settings that (1) deepen their understanding of the knowledge, skills, and abilities that foster student learning, and (2) broaden their ability to apply the knowledge, skills and abilities so that they are able to help all students learn. These structured field experiences can take place in multiple settings such as neighboring schools or school districts, after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Candidates preparing for other professional roles in schools are also expected to complete field experiences and clinical practice. The field experiences should introduce candidates to the various responsibilities of the roles for which they are preparing and help candidates meet expectations in the standards of the respective professional organizations. Both field experiences and clinical practice for these candidates can take place in settings such as neighboring schools or school districts, day care centers and after-school programs, youth centers, or in the schools and classrooms in which the candidates work. The clinical experience should allow candidates to assume the roles for which they are preparing under the supervision of clinical faculty.

Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and on-going school-based opportunities in which candidates may observe, assist, tutor, instruct, participate in service learning projects, or conduct applied research. Clinical practice includes student teaching and fieldwork that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice provides opportunities for candidates to interact with students' families and communities in ways that support student learning. Clinical practice provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities.

The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise

to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Accountability for clinical practice includes (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical, and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and abilities defined by the unit in its vision, including the capacity to have a positive effect on P–12 student learning; and (5) candidates' demonstration of skills for working with colleagues, parents and families, and communities. The unit and its school partners use a variety of assessment approaches to evaluate candidates.

Candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.