BTSA Induction Accreditation Cycle Proposed by CRDs
Professional Services Division

Professional Services Division
October 2008

Overview of this Report

The information provided in this insert is from the BTSA Induction Cluster Region Directors. Representatives from the Cluster Region Directors will be at the meeting to make a presentation and respond to questions from the COA.

Staff Recommendation

This is an information item. Staff will listen to the discussion at the meeting and then develop an agenda item for the January 2009 COA meeting

BTSA Induction Accreditation Cycle Proposal

Under the current accountability system, all BTSA Induction programs are engaged in continuous, on-going data collection about program effectiveness, are analyzing the data, and are using the results to make programmatic improvements. Program leaders participate in annual Peer Program Review, Induction Program Review (five year cycle), and complete an Annual Improvement Plan. In an effort to align current practices with the Accreditation system, the following proposed revisions to the existing process are outlined below.

The proposed seven year BTSA Induction Accreditation Cycle is based on a seven-year cycle of activities. The accreditation process is based on an Inquiry model.

INQUIRY

Rationale
The Inquiry is a structured ongoing process a program uses for program improvement. The documentation gathered throughout the inquiry process leads to the development of the BTSA Induction Biennial Report.

Description
The inquiry is an action research model used to analyze data for continuous program improvement. It is a collaborative peer process aligned with standards. The BTSA infrastructure monitors and supports the process. Throughout the inquiry process, program leaders:
1. Examine program data
2. Develop an Action Research Plan
3. Implement Action Research Plan
4. Measure outcomes based on data

BTSA Induction Biennial Report

Rationale
The purpose of the BTSA Induction Biennial Report is to ensure that programs are collecting and analyzing program data on a regular basis and that program improvement activities are being identified based on the results of the analyses (Accreditation Handbook, Chapter 4, page 2).

Description
The BTSA Induction Biennial Report documents the inquiry cycle that includes the creation and implementation of the action plan, reflection on results of the action plan, and projected program modifications.

Comparison Chart: Biennial Report
Approved Credential Programs/BTSA Induction

Approved Credential Programs Biennial Report	BTSA Induction Biennial Report

Section A. Program Specific Information
  I. Contextual Information
  II. Candidate Assessment/Performance and Program Effectiveness Information
  III. Analysis of Candidate Assessment Data
  IV. Use of Assessment Results to Improve Candidate and Program Performance
 	
Section B. Institutional Summary and Plan of Action
  - Addresses all credential programs within an institution
  - Indicates trends observed in the data
  - Identifies areas of strengths, areas for improvement, and next steps
 	
Years 1, 3, 5
	Section A. Program Specific Information
	  I. Contextual Information
	  II. Program Effectiveness Information – Inquiry Cycle Summaries
	  III. Analysis of Program Evaluation Data – What was learned from the Inquiry Cycle process?
	  IV. Use of Assessment Results to Improve Program Effectiveness
	
	Section B. Program Summary and Plan of Action
	  - Addresses program standards
	  - Indicates trends observed in the data
	  - Identifies areas of strengths, areas for improvement, and next steps
	
	Years 2 and 4

BTSA Induction Program Assessment

Rationale
The BTSA Induction Program Assessment provides a description of how the program is meeting common and program standards (Accreditation Handbook, Chapter 4 page 2).

Description
The BTSA Induction Program Assessment is a narrative in which the program explains how it is meeting the standards, depicts the participating teacher experiences during the course of their program, describes how the data is used for program improvement, and includes program modifications identified in the BTSA Induction Biennial Report.

In Year 5 of a 7-Year Cycle, programs submit the BTSA Induction Program Assessment to reviewers by March 1st. By May 1st, reviewers submit questions and comments for

programs to consider during the Site Visit process. No preliminary findings will be made at this point in time.

Comparison Chart: Program Assessment
Approved Credential Programs/BTSA Induction

Approved Credential Programs Program Assessment	BTSA Induction Program Assessment

I. Meeting Each Standard
  - Response to standards
  - How the program is meeting program standard
II. Course Syllabi and Faculty Vitae
  – Current Course Syllabi
  – Updated vitae
III. Assessment Information
  - Documentation that supports the program's Biennial Reports
  - Assessments used to determine candidate competence
 	
Year 4
	I. Meeting Each Standard
	  - Response to standards
	  - How the program is meeting program standards
	II. Participating Teacher Induction Journey
	  – Updated resume
	
	III. Assessment Information
	  – Documentation that supports the program's Biennial Reports
	  - Data Analysis (Inquiry cycles, state survey results, local evaluation results, etc.)
	
	Year 5

Site Visit

Rationale
The Site Visit confirms the information submitted in the BTSA Induction Program Assessment through access to evidence and interviews with various stakeholders. This visit results in a report to the Committee on Accreditation and recommendation for overall accreditation status.

Description
Through interviews and document review, a review team determines findings, which lead to a final accreditation recommendation made to the Committee on Accreditation.

Comparison Chart: Accreditation Site Visit
Approved Credential Programs/BTSA Induction

Approved Credential Programs Accreditation Site Visit	BTSA Induction Program Accreditation Site Visit
– Takes place in year six of the accreditation cycle – Confirms information from the Biennial Reports and Program Assessment – Trained reviewers – Accreditation recommendation is made to the COA – A Commission Consultant is assigned one year in advance of the site visit – Self-Study Report sent in advance of the visit – CTC Consultant and Team Lead report to COA after site visit *Year 6*	– Takes place in year six of the accreditation cycle – Confirms information from the Biennial Reports and Program Assessment – Trained reviewers – Accreditation recommendation is made to the COA – Cluster Regional Directors (CRD) work with programs in advance of the site visit – Self Study-Report sent in advance of the visit – Team Lead and/or CRD reports to COA after the site visit – CRD facilitates site visit *Year 6*

Follow – Up

Rationale

Follow-Up ensures that issues raised during the Accreditation Visit are addressed and that a pathway to full accreditation for programs with findings of Met with Concerns, or Not Met is provided.

Description

Cluster Regional Directors monitor Action Plan implementation and completion, reporting to BTSA Interagency Task Force/Committee on Accreditation as required.

Comparison Chart: Accreditation Follow-up
Approved Credential Programs/BTSA Induction

Approved Credential Programs Follow-up	BTSA Induction Program Follow-up
– COA determines what kind of follow-up is needed and establishes due dates *Year 7*	– COA determines what kind of follow-up is needed and establishes due dates – CRD monitors and supports programs in completion of follow-up activities *Year 7*

Proposed BTSA Induction Accreditation Cycle

	Activity	Reports	
Year 1	Inquiry Cycle		
Year 2	Inquiry Cycle	BTSA Induction Biennial Report	• Submitted by June 30
Year 3	Inquiry Cycle		
Year 4	Inquiry Cycle	BTSA Induction Biennial Report	• Submitted by June 30
Year 5	Program Assessment	BTSA Induction Program Assessment	• Submitted by March 1 • Feedback provided by May 1
Year 6	Site Visit	Report of Findings	
Year 7	Follow-Up	Follow-Up Report, if necessary	• Due date determined by COA

7 Year Induction Accreditation Activities

	RED	ORANGE	YELLOW	GREEN	BLUE	INDIGO	VIOLET
2008-2009	• All BTSA Induction programs revise program narratives to address 2009 Induction Standards and participate in peer review of program narratives • Programs engage in Induction Program Review Follow-Up Activities, if appropriate • Cluster Regional Directors conduct annual site visits and support and monitor implementation						
2009-2010	• Programs engage in an Inquiry Cycle in collaboration with peers • Programs collect data related to newly implemented program design • Cluster Regional Directors conduct annual site visits and support and monitor implementation • Program leaders attend training in preparation to transition into the COA Accreditation System						
2010-2011	Program Assessment	Inquiry 1 Biennial Report	Inquiry 1	Inquiry 1 Biennial Report	Inquiry1 Biennial Report	Inquiry 1 Biennial Report	Inquiry 1 Biennial Report
2011-2012	Site Visit	Program Assessment	Biennial Report	Inquiry 2	Biennial Report	Inquiry 2	Inquiry 2
2012-2013	Follow Up	Site Visit	Program Assessment	Biennial Report	Inquiry 2	Biennial Report	Inquiry 3
2013-2014	Inquiry 1	Follow Up	Site Visit	Program Assessment	Biennial Report	Inquiry 3	Biennial Report
2014-2015	Biennial Report	Inquiry 1	Follow Up	Site Visit	Program Assessment	Biennial Report	Inquiry
2015-2016	Inquiry 2	Biennial Report	Inquiry 1	Follow Up	Site Visit	Program Assessment	Biennial Report
2016-2017	Biennial Report	Inquiry 2	Biennial Report	Inquiry 1	Follow Up	Site Visit	Program Assessment
2017-2018	Program Assessment	Biennial Report	Inquiry 2	Biennial Report	Inquiry 1	Follow Up	Site Visit

Proposed Seven Year Accountability Cycle for Induction Programs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Timeline	**Inquiry Cycle**		**Inquiry Cycle**		**Program Assessment** • Common Standards • Program Standards	**Site Review Visit** • Both CS & PS • Scheduled throughout year	**Follow-Up**
Accountability Processes					• All Standards examined • Data analysis • Program narratives updated to reflect current practice	• Confirmation of Self-Study • Examination of Evidence • Interviews of Stakeholders	• Determined by Findings Report
Product		BTSA Induction Biennial Report (Due 6-30)		BTSA Induction Biennial Report (Due 6-30)	BTSA Induction Program Assessment (Submitted by 3-1 Feedback by 5-1)	Findings Report	Response as determined by COA

Infrastructure	▪ Cluster Regional Directors provide formative support through annual site visits, cluster meetings and professional development ▪ BTSA Interagency Task Force members provide support through State Leadership Team meetings, attendance at cluster meetings, development of policy and procedures