Discussion of Common Standard Descriptors
November 2010

Overview of this Report
This agenda item presents the updated version of the descriptors for the nine Common Standards for COA discussion.

Staff Recommendation
This is an information item.

Background
The October 2008 COA agenda item (http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-10/2008-10-item-15.pdf) on the draft Common Standards Rubrics presented a two-level descriptor where one descriptor described the standard as "Not Met" and the other descriptor described the standard as "Met." The October item presented draft language for three of the nine Common Standards. The COA expressed support for the two-level rubric and requested that staff return with additional language for the descriptors.

The January 2009 COA agenda item (http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-01/2009-01-item-14.pdf) presented draft language of a two-level descriptor for the Commission's nine Common Standards. The COA reviewed the draft language and suggested edits. The April 2009 agenda item presented the revised language for the COA's review. At the April 2009 COA meeting, the members reviewed the proposed descriptors and suggested final edits (http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-04/2009-04-coa.html). Staff took the feedback from the April meeting and integrated it into the draft presented at the June 2009 COA meeting.

At its June 2009 meeting, the Common Standard Descriptors were adopted by the COA. When staff prepared to use the adopted Descriptors at the next BIR Training, it was pointed out by a BIR member who serves as a trainer for BIR sessions that the Descriptors for the 'Met' describe more than what the standard requires at times or at other times do not seem to require the institution to actually meet the standard. Examples of the concerns are evident in Common Standard 5:

Common Standard 5	Descriptor Language
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 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 *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	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

Common Standard 5	Descriptor Language
communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.	population, that suggest a strong potential for success.

The full text of the Common Standard Descriptors is presented in the Appendix. Staff requests that the COA discuss the purpose of the Common Standards descriptors and the issues that have been raised.

Text that is underlined seems to require more than the standard language requires while text that is *italicized* seems to not require the institution to meet the Common Standard or is more vague than the standard language.

Next Steps
Based on the COA's discussion, staff will develop a future agenda item, if appropriate.

Appendix

Adopted Common Standard Descriptors with Identified Language

Standard 1: Educational Leadership	
Not Met	**Met**
The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks.	
The institution has either not created or not articulated a written vision for educator preparation. The institution's vision is not research-based. The institution's vision is not responsive to the adopted standards or curriculum frameworks.	The institution has described the process used in creating their vision for educator preparation. The vision is research-based and is clearly aligned with the adopted standards and curriculum frameworks. The institution <u>describes the process for re-examining the vision in order to keep it current with the field.</u>
The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.	
The institution's vision does not provide direction for one or more of the aspects of the program(s) or the procedures of the education unit.	The institution's vision <u>clearly</u> provides direction for all aspects of all program(s) including courses, field experiences, and assessment.
The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.	
The institution does not actively involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, or governance of all programs.	The institution <u>clearly and with detail and evidence, describes how</u> it actively involves the faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and governance of all 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 leadership of the unit does not have the authority or support within the larger institution to put effective strategies into place. The leadership of the unit does not consider the needs of each program with in the institution.	The leadership of the unit has the authority and institutional support to put effective strategies in place. The unit has <u>clearly described who is involved and the process and timelines it uses</u> to meet the needs of each program. The leadership of the unit ensures that the needs of each program are considered.
The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	
The unit has not implemented a process that ensures that individuals recommended for a credential have completed all credential requirements. The unit does not have a monitoring process to confirm that all individuals recommended for a credential have met all requirements.	The unit has <u>described and</u> implemented a process that ensures that all candidates recommended for a credential have met all credential requirements. The unit has a monitoring process in place to confirm that all individuals recommended for a credential have met all requirements.

Appendix

Common Standard 2: Unit and Program Assessment and Evaluation*	
Not Met	**Met**
The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.	
The institution does not have an assessment and evaluation system that reflects professional, state, and institutional standards. The institution has not involved its professional community in the development of its system. The institution's assessment system is limited in its capacity to monitor candidate performance, institution operations, and programs. Decisions about candidate performance are based on few assessments. Assessments are limited to admission into programs, some transition points, and/or program completion. 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 and evaluation system that reflects professional, state, and institutional standards. The institution <u>regularly involves its professional community in the evaluation of its system.</u> The institution's system includes <u>comprehensive and integrated assessment procedures to monitor candidate performance</u>, manage and improve the <u>institution's</u> operations and programs. <u>Decisions about candidate performance are based on multiple assessments including admission into programs, appropriate transition points, and program completion.</u> The institution has taken <u>effective steps to eliminate bias in assessments and is working to ensure fairness, accuracy, and consistency in assessment procedures and institution operations.</u>
The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations.	
The institution does not use multiple assessments to collect data on applicant qualifications, candidate proficiencies, program completers, institution operations, and program quality. The institution does not regularly or comprehensively 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 information technologies to maintain its assessment system.	The institution maintains an assessment system that provides <u>regular and comprehensive information on applicant qualifications</u>, candidate proficiencies, competence of graduates, institution operations, and program quality. Using <u>multiple assessments from internal and external sources</u>, the institution collects data from <u>applicants</u>, candidates, recent graduates, <u>faculty, and other members of the professional community</u>. These data are regularly and systematically collected, aggregated, summarized, and analyzed to improve candidate performance, program quality, and institution operations. <u>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.</u>

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Common Standard 2: Unit and Program Assessment and Evaluation*	
Not Met	**Met**
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.	
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 the institution's performance assessments.	The institution regularly and systematically uses ongoing and comprehensive 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. <u>Faculty has access to candidate assessment data and/or data systems</u>. Candidate assessment data are regularly shared with and by faculty to help them reflect on and improve their programs.

*Adapted from the NCATE Unit Standard 2 Rubric

Standard 3: Resources	
Not Met	**Met**
The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.	
The institution does not provide the unit with adequate budget, personnel, facilities or other resources to support its programs.	The institution provides the unit with *adequate* budget, {*qualified*} personnel, facilities and other resources to support its programs.
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.	
The lack of sufficient resources in one or more of the following areas coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management impacts effective operation.	The unit allocates sufficient resources in the areas of coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. {*The standard requires sufficient resources for <u>effective</u> operation*}
Sufficient information resources and related personnel are available to meet program and candidate needs.	
The unit does not have sufficient information resources and related personnel to meet the program or candidate needs.	The unit has sufficient information resources and related personnel to meet the program and candidate needs.

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Standard 3: Resources	
Not Met	**Met**
A process that is inclusive of all programs is in place to determine resource needs.	
The unit does not consider all educator preparation programs when allocating resources.	The unit includes all educator preparation programs in the process to allocate resources.

Standard 4: Faculty and Instructional Personnel*	
Not Met	**Met**
Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.	
The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.	<u>Professional education faculty have earned doctorates or exceptional expertise</u> that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but may not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.
Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.	
Professional education faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning.	Professional education faculty have a thorough understanding of the content they teach. <u>Professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields. Professional education faculty value candidates' learning, assess candidate performance and use that information to inform instruction. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles.</u>
They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.	
Professional education and unit faculty have limited knowledge and experiences related to preparing candidates to work with diversity. The unit has not demonstrated continuous effort to recruit and maintain faculty diversity.	Professional education faculty have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. <u>Affirmation of the value of diversity is shown through continuous effort to increase faculty diversity.</u>

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Standard 4: Faculty and Instructional Personnel*	
Not Met	**Met**
They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.	
Professional educator faculty and instructional personnel have little to no experience with academic content standards, curriculum frameworks and accountability systems of the public schools.	Professional educator faculty and instructional personnel understand the academic content standards, curriculum frameworks and accountability systems and their uses in the public schools. [Seems to be lower than a *thorough* grasp of academic content standards]
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.	
Faculty and instructional personnel do not work with P-12 colleagues and members of the larger education community regularly or systematically. When collaboration does take place, it may not focus on improving teaching, candidate learning and educator preparation.	Faculty and instructional personnel work with P-12 colleagues and members of the larger education community. The work takes place regularly and systematically. There is evidence that collaboration is to supports and improves teaching, candidate learning and educator preparation.
The institution provides support for faculty development.	
Professional development is not related to faculty evaluations or new information in the field. The unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations and/or new developments in the field, the unit provides opportunities for faculty to acquire new knowledge and skills, especially as they relate to the *conceptual framework,* performance assessment, diversity and technology. *{NCATE concept}*
The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.	
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice or make decisions about continued work within the program.	The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.

*Portions adapted from the NCATE Unit Standard 4 and 5 Rubrics

Common Standard 5: Admissions	
Not Met	**Met**
In each professional preparation program, applicants are admitted on the basis of <u>well-defined</u> 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

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Common Standard 5: Admissions	
Not Met	**Met**
	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, <u>effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</u>	
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.

Standard 6: Advice and Assistance	
Not Met	**Met**
Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.	
People assigned to advise may not have up-to-date program information. Candidates may get conflicting information from a variety of sources.	The unit <u>clearly articulates</u> those who are assigned to advise applicants and ensures that they are qualified, accessible, and have correct up-to-date information.
Appropriate information is accessible to guide each candidate's attainment of all program requirements.	
Information is unavailable, or out of date.	<u>Current, accurate information</u> is accessible and provided to candidates.
The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.	
There are no documented procedures for determining whether candidates are suited for entry or advancement in the education profession. There are no procedures and processes to provide support and assistance to candidates.	There are <u>clearly documented</u> procedures to provide support and assistance to candidates. Procedures are in place in order to retain candidates who are suited for entry or advancement in the education profession. {Descriptor is silent on those who are not suited for entry}
Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.	
There is no evidence that information on candidate progress and performance is used to guide advisement and assistance for candidates.	There is a clear link that evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance for candidates.

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Common Standard 7: Field Experiences and Clinical Practice	
Not Met	**Met**
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.	
The unit's school partners do not participate in the design, delivery, or evaluation of a planned sequence of field experiences or clinical practice. Field experiences do not support candidates in developing and demonstrating the knowledge and skills necessary to support student learning. The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them.	The unit, its school partners, and other members of the professional community design, deliver, and evaluate a planned sequence of field experiences and clinical practice to help candidates *develop* their knowledge, skills, and professional dispositions. The school and unit collaboratively share expertise to support candidates' learning in field experiences and clinical practice. {The standard does not specify professional dispositions and the standard requires develop and demonstrate—the descriptor only mentions develop}
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.	
Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools or districts.	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.
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.	
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 do not receive feedback on their ability to meet the needs of all students.	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 work with English language learners and students with disabilities during some of their field experiences and/or clinical practice. Candidates develop and 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. {Descriptor introduces specific reference to English language learners and students with disabilities

Standard 8: District-Employed Supervisors	
Not Met	**Met**
District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.	
The institution does not ensure that all site based, district employed supervisors have the appropriate credentials and experience in the activities authorized by the candidate's prospective	The institution ensures that all site based, district employed supervisors have the appropriate credentials and experience in the activities authorized by the candidate's prospective credential.

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Standard 8: District-Employed Supervisors	
Not Met	**Met**
credential.	
A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.	
The institution does not have clear processes for selecting supervisors. When supervisors are selected, the selection is not based on clearly identified criteria that ensures they are knowledgeable and/or supportive of the academic content standards.	The institution has clear processes for selecting supervisors, based on <u>clearly</u> identified criteria. Supervisors are knowledgeable and supportive of the academic content standards.
Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	
The institution does not ensure that supervisors are oriented to their role and provided training. Supervisors are not evaluated or recognized in a systematic manner.	The institution ensures that supervisors are oriented to their role and *provided training*{in what?}. Supervisors are evaluated and recognized in a systematic manner.

Standard 9: Candidate Assessment*	
Not Met	**Met**
Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state adopted academic standards.	
Candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards. Candidates do not demonstrate a professional disposition to ensure that all students learn. Candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.	Candidates know the content ~~that~~ they plan to teach and <u>can explain important principles and concepts delineated in professional, state, and institutional standards.</u> Candidates demonstrate a <u>professional disposition</u> to ensure that all students learn. Candidates apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.
Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.	
The institution does not ensure that candidates are assessed. The results of assessments do not indicate that candidates meet professional, state and institutional standards.	The institution ensures that candidates are assessed and the assessments focus on <u>professional, state, and institutional standards</u>. Results of assessments indicate that candidates meet <u>professional, state and institutional standards</u>.

Portions adapted from the NCATE Unit Standard 1 Rubric