

## **Evaluation of Selected Activities in the Accreditation System**

### **January 2011**

#### **Overview of this Report**

This item analyzes the number of times program standards in the three categories, Program Design, Course of Study: Curriculum and Fieldwork, and Candidate Assessment, were found to be “other than met” during the accreditation site visits in 2008-09 and 2009-2010. The purpose of the analysis is to identify any category of standards that were more likely to be found “other than met” and that, therefore, might be posing greater challenges to institutions than other categories of standards.

#### **Staff Recommendation**

This is an information item.

#### **Background**

The accreditation process requires, in year six of the accreditation cycle, that all programs in all institutions undergo an accreditation site visit during which trained Board of Institutional Reviewers (BIR) work as a team to review updated documents and interview relevant stakeholders. The purpose of the site visit is to determine whether each standard in each program meets the Commission on Teacher Credentialing (CTC) adopted program standards. Following each visit, a site visit report is submitted to the Committee on Accreditation (COA) that reviews the report, hears a report-out from the site team lead, and asks follow-up questions of the institutional representatives present. Following their deliberation the COA votes on an accreditation status for each institution.

A more recent development in the implementation of the accreditation process is the use of standards categories by site visit team members who are responsible to interview a sample of stakeholders across multiple programs. Because the program assessment reviews provide that in-depth document review on a standard by standard level, the site visit team is able to look at issues of program quality more broadly. The identification of each program standard into one of the three standards categories, Program Design, Course of Study: Curriculum and Field Experience, and Candidate Assessment, can be seen in Appendix A. Focusing on the categories enables the site visit team members responsible for interviewing representatives from multiple programs, to ask questions at the category level rather than the standard level (e.g., How did you locate your first field experience placement? Did the institution assign you to a setting, or did you have to find your own setting?). In this way, the interviewer is able to look at the quality of multiple programs in the same interview, rather than having to interview stakeholders program by program.

On an annual basis, staff prepares an Annual Report of the Committee on Accreditation activities for submission to the Commission on Teacher Credentialing (CTC). The Annual Report contains tables in which the program standards found to be “other than met” were identified, including the number of site visit teams that had found concerns with each standard. This item summarizes the number of times a program standard was found to be “other than met” over the two year period (2008-09 and 2009-2010) and then aggregates the number of “other than met” standards into the three categories; Program Design, Courses of Study: Curriculum & Field Experience, and Candidate Assessment. By using the categories, the Accreditation staff at CTC can identify sets of standards that, together, pose a challenge to institutions or to their review team members. The

challenges can be either in the implementation of the standard or in the collection and presentation of documentation and evidence, for the site visit team, that accurately portrays how the institution is implementing the standards.

**The Aggregated Data**

The entire table of aggregated data can be found in Appendix B (provided as an insert). To guide the reader in interpreting the data, a sample of data is show in Table 1, below.

Table 1. Aggregating of Multiple and Single Subject, Multiple/Single Subject, and Clear Program Standards Found “Other than Met” at Site Visits in 2008-09 and 2009-2010 by Category.

Type of Program				Program Standards in each Category								
				Program Design			Course of Study: Curriculum & Field Experience			Candidate Assessment		
Findings for Standards in each Category					Met with Concerns	Not Met		Met with Concerns	Not Met		Met with Concerns	Not Met
Teaching Credentials	General Education	Multiple Subject (2009)	# standards	6			10			3		
			# programs	12	4	0	7	1	2	0		
			opportunities	60	<b>0.07</b>		120	<b>0.07</b>	36	<b>0.06</b>		
		Single Subject (2009)	# standards	6			10			3		
			# programs	11	2	0	7	1	1	0		
			opportunities	66	<b>0.03</b>		110	<b>0.07</b>	33	<b>0.03</b>		
	Multiple/Single Subject (2009)	# standards	6			10			3			
		# programs	12	11	0	13	0	2	1			
		opportunities	72	<b>0.15</b>		120	<b>0.11</b>	36	<b>0.08</b>			
	Clear (2009)	# standards	2			2			2			
		# programs	7	0	0	0	0	0	0			
		opportunities	14	<b>0.00</b>		14		14				

The fourth column over identifies what is contained in each row of the table. The # standards is the number of standards for that program that are contained in the Program Design category (please refer to Appendix A to see how all program standards were assigned to a category). The Multiple/Single Subject Program contains six standards that belong in the Program Design category. The # programs row identifies the number of programs that were reviewed during the two years. There were 12 multiple subject programs visited in 2009-10. There were also 12 multiple/single subject programs visited in 2008-09. In all cases but the multiple/single subject programs, the data from the two years is

aggregated. Since data for this report came directly from the Annual Reports, and the 2008-09 Annual Report collapsed these two programs into one row, that organization was pulled into this report. The term “opportunities” reflects the result of multiplying the number of standards in the category with the number of programs visited during the two years. This term represents the number of “opportunities” for programs, together, to meet or not meet the standard. This term was created to allow a calculation to be made of the number of times a standard in that category was “other than met”

The fifth column (or the first column under Program Design) reports the first data. In this case, the numbers on the left show that there are six MS/SS program standards in the Program Design category, there were 12 programs visited, which provided 72 “instances” for that category to be reviewed. The sixth column is headed “Met with Concerns” which reflects the number of times a standard in that category was found “Met with Concerns” across all visits. In this case, there were four standards in the Program Design, across the 12 programs that were “Met with Concerns.” The number in the seventh column is the number of times a standard in that category was “Not Met” across the 12 programs visited. The bolded number at the bottom of the sixth column, 0.06, is the percent of instances in which this category was found “other than met” in the 12 programs that were visited (the number of standards “Met with Concerns” and “Not Met” were totaled). This number, for every program in every category, is what the analysis is based upon.

Table 2, below, identifies the percent of instances the category in that program was found to be “other than met.” It shows that Design and Course of Study categories for multiple/single subject programs in 2008-09 were found “other than met” in more than 10% of the “instances.”

Table 2. Percent of Instances, by Program by Category, in which at least one standard in that category was found to be “other than met.”

Program Type	Program	Design	Course of Study	Candidate Assessment	Number of Times > 10%
Teaching	Multiple Single (2009)	0.06	0.07	0.06	
	Single Subject (2009)	0.03	0.07	0.03	
	Multiple/Single Subject (2009)	0.15*	0.11*	0.08	2
Education Specialist	Core for All	0.05	0.06	0.23**	1
	Moderate/Severe		0.06		
	Mild/Moderate		0.03		
Designated Subjects	CTE (2008)	0.30**	0.05		1
	AE (2008)	0.30**	0.38**		2
Administrative	Preliminary	0.07	0.08	0.02	
	Tier II Guidelines-Based	0.25**	0.25**	0.50***	3
Number of Times >10%	All Programs	4	3	2	9

\* "Other than met" was found more than 10% of the time

\*\* "Other than met" was found more than 25% of the time

\*\*\* "Other than met" was found 50% of the time

The asterisks identify those categories in particular programs for which there was a finding that standards were “other than met” during more than 10% of the instances it was being reviewed. Those

programs that had a higher rate of “other than met” findings are Adult Education and Tier II Guidelines-Based Administration programs. Each category had at least two programs that were found “other than met” more than 10%, although there were substantially more for the Program Design category than the Candidate Assessment category, with Course of Study falling in between.

Since this analysis has never been performed before and the standards categories were only developed in the past year, it’s difficult to know how to use with the results. At a minimum, it might be helpful to perform this analysis on an annual basis to determine whether the distribution of “other than met” findings continues to fall in the same programs or same categories. In addition, as new standards are reviewed by site visit teams, performing this analysis to compare with the prior standards’ results might identify whether institutions are having particular difficulty implementing some of the new standards and could identify areas where focused technical assistance might be useful to program sponsors.

### **Next Steps**

At a future COA meeting, staff will provide additional information on the feedback collected regarding the implementation of the Commission’s accreditation system. Staff invites suggestions from the COA on questions the Committee would find useful.

## Appendix A

### Categories for Commission-Adopted Program Standards

Type of Program		Program Standards in each Category			
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment	
Teaching Credentials	General Education	Multiple/ Single Subject (2009)	1: Program Design 2: Communication and Collaboration 3: Foundational Educational Ideas and Research 4: Relationships Between Theory and Practice 5: Professional Perspectives Toward Student Learning and the Teaching Profession 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations	6: Pedagogy and Reflective Practice 7: Preparation to Teach Reading-Language Arts 8: Pedagogical Preparation for Subject-Specific Content Instruction 9: Equity, Diversity and Access to the Curriculum for All Children 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning <b>11: Using Technology in the Classroom</b> 12: Preparation to Teach English Learners <b>13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom</b> 14: Learning to Teach through Supervised Fieldwork 15: Qualifications of Individuals who Provide School Site Support	17: Program Administration Processes 18: Candidate Preparation and Support 19: Assessor Qualifications, Training, and Scoring Reliability
		Induc 2008	1: Program Rationale and Design 2: Communication and Collaboration	3: Support Providers and Professional Development Providers 4: Formative Assessment System	5: Pedagogy 6: Universal Access: Equity for all Students
			Clear 2009	1: Program Rationale and Design 2: Communication and Collaboration	3: Support Provided to Participating Teacher 4: Systematic Formative Assessment
Teaching	Special Ed—	Program Design	1: Program Design, Rationale and Coordination 4: Effective Communication and Collaborative Partnerships	2: Professional, Legal and Ethical Practices 3: Educating Diverse Learners 5: Assessment of Students 6: Using Educational and Assistive Technology 7: Transition and Transitional Planning 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning	

Type of Program	Program Standards in each Category		
	Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Preliminary Teaching	For all Preliminary Education Specialist Programs. Program Design Standards (1-8) and Specialty Content Standards	9: Preparation to Teach Reading/Language Arts 10: Preparation to Teach English Language Learners 11: Typical and Atypical Development 12: Behavioral, Social, and Environmental Supports for Learning 13: Curriculum and Instruction of Students with Disabilities 14: Creating Healthy Learning Environments 15: Field Experience in a Broad Range of Service Delivery Options	16: Assessment of Candidate Performance
MM	Plus the Program Design Standards (1-8) and the Preliminary Teaching Standards (9-16) above	1: Characteristics of Students with Mild/Moderate Disabilities 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities 3: Planning and Implementing Mild/Moderate Curriculum and Instruction 4: Positive Behavior Support 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities 6: Case Management	
MS		1: Learning Characteristics of Individuals with Moderate/Severe Disabilities 2: Communication Skills 3: Developing Social Interaction Skills and Facilitating Social Context 4: Assessment, Program Planning and Instruction 5: Movement, Mobility, Sensory and Specialized Health Care 6: Positive Behavioral Support 7: Transition and Transitional Planning 8: Augmentative and Alternative Communication	
DHH		1: Characteristics of Learners 2: Development of Professional Perspectives 3: Candidate Communication Skills 4: Language and Cognitive Development Strategies 5: Specialized Assessment 6: Instructional Techniques 7: Early Childhood Intervention and Education 8: Hearing Loss and Additional Disabilities 9: Managing Student Behavior and Social Interaction Skills 10: Transition and Transitional Planning 11: Collaborative Partnerships	

Type of Program		Program Standards in each Category		
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
	VI	Plus the Program Design Standards (1-8) and the Preliminary Teaching Standards (9-16) above	<ol style="list-style-type: none"> <li>1: Vision and Functional Implications of Vision Loss</li> <li>2: Impact of Vision Loss on Development and Learning</li> <li>3: Specialized Assessment and Techniques</li> <li>4: Braille Competency and Braille Literacy Instruction</li> <li>5: Specialized Communication Skills and Instruction</li> <li>6: Determining Learning Medium</li> <li>7: Instruction in Functional Skills and Expanded Core Curricula</li> <li>8: Orientation and Mobility for Teachers of the Visually Impaired</li> <li>9: Early Childhood Intervention and Education</li> <li>10: Resources and Support/Related Services</li> </ol>	
	PHI		<ol style="list-style-type: none"> <li>1: Characteristics of Physical and Health Impairments</li> <li>2: Historical and Legal Foundations of Physical and Health Impairments</li> <li>3: Specialized Assessment, Planning, and Program Development</li> <li>4: Specialized Health Care and Physical Supports</li> <li>5: Instructional Strategies and Adaptations</li> <li>6: Student Communication Skills</li> <li>7: Assistive Technology</li> <li>8: Instructional Service Delivery Models</li> </ol>	
	ECSE		<ol style="list-style-type: none"> <li>1: Theoretical, Philosophical, and Empirical Foundations</li> <li>2: Typical and Atypical Child Development</li> <li>3: Role of Family in Early Childhood Special Education</li> <li>4: Assessment and Evaluation of Infants, Toddlers and Preschoolers</li> <li>5: Individualized Family Service Plan, Individualized Education Program and Transition</li> <li>6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten</li> <li>7: Learning Environments</li> <li>8: Collaboration and Teaming</li> <li>9: Low Incidence Disabilities in Early Childhood Special Education Programs</li> <li>10: Field Experience in Early Childhood Special Education Programs</li> </ol>	

Type of Program		Program Standards in each Category		
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Designated Subjects	Ed Sp Clear	1: Program Rationale and Design 2: Communication and Collaboration	3: Support Providers and Professional Development Providers 4: Formative Assessment System 7: Education Specialist Induction Program Menu	5: Pedagogy 6: Universal Access: Equity for all Students
	CTE (2008)	1: Program Design and Rationale 2: Equity, Diversity and Access to the Curriculum for All Students 3: Early Orientation 4: Collaboration with Local Educators 7: Advanced Programs of Preparation	5: Beginning Teacher Support and Advisement 8: Curriculum 9: Learning and Instruction 10: Assessing Student Learning 11: Using Education Technology in the Classroom 12: Classroom and Laboratory Management 13: Foundations 14: Professional, Legal, and Ethical Responsibility 15: Teaching English Learners 16: Teaching Students with Special Needs	6: Determination of CTE Teacher Competence
	AE ( 1993)	1: Program Design, Rationale and Coordination 2: Attention to the Program 3: Resources Allocated to the Program 4: Qualifications of Faculty 5: Faculty Evaluation and Development 6: Program Development and Evaluation	10 Diversity in Students and Communities 11 Adult Learning Process 12 Instructional Practices 13 Instructional Technology 14 Curriculum 15 Evaluation of Instruction and Student Achievement 16 Counseling and Guidance 17 Community, Legislative and Occupational Relationships 18 Interpersonal Relations	19: Determination of Candidate Competence
Teaching Specialis	Rdg Cert (2010)	1: Program Design, Rationale, and Coordination	2: Promoting a Culture of Literacy 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention 4: Integrating Curriculum through Fieldwork	5: Planning, Organizing, and Providing Literacy Instruction



Type of Program	Program Standards in each Category		
	Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Rdg Spec (2010)	6: Program Design, Rationale and Coordination	7: Research and Evaluation Methodology 8: Advanced Professional Perspective 9: Integrating Curriculum through Fieldwork /Clinical Experiences	10: Planning, Organizing, Providing and Leading Literacy Instruction
CTEL (2006)	1: Program Philosophy, Design, and Coordination 2: Equity and Diversity	4: Language Structure and Use 5: First- and Second-Language Development & Their Relationship Academic Achievement 6: Assessment of English Learners 7: Foundations of English Language/Literacy Development and Content Instruction 8: Approaches and Methods for English Language Development And Content Instruction 9: Culture and Cultural Diversity and Their Relationship To Academic Achievement 10: Culturally Diverse Instruction	3: Evaluation and Assessment of Candidates
Bilingual (2009)	1: Program Design	3: The Context for Bilingual Education and Bilingualism 4: Bilingual Methodology 5: Culture of Emphasis	2: Assessment of Candidate Competence 6: Assessment of Candidate Language Competence
Agriculture (2006)	1: Program Design 2: Career Technical Education Program Management	3: Coordination of Future Farmers of America (FFA) Programs 4: Coordination of Supervised Agricultural Experience (SAE) Programs 6: Area of Specialization 7: Teaching Methods in Agricultural Systems Technology 8: Teaching in Non-traditional Learning Environments 9: Career Planning and Preparation 10: Field Experience 11: Occupational Experience	12: Assessment of Candidate Competence

Type of Program		Program Standards in each Category		
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Services Credentials	APE (1992)		12: Human Growth and Motor Development 13: Motor Learning and Motor Control 14: Exercise Physiology 15: Biomechanics 16: Historical and Philosophical Development 17: Health and Safety Consideration 18: Socialization and Social Interaction 19: Behavior Management 20: Assessment 21: Curriculum Development 22: Comprehensive Program Planning 23: Field Experiences 24: Qualifications and Recognition of Supervising Teachers 25: Guidance, Assistance and Feedback	26: Application of Scientific Principles to Motor Behavior 27: Applications of Measurement Concepts to Assessment 28: Program Development 29: Practices for Program Implementation 30: Application of Principles of Behavior Management 31: Leadership and Professional Development 32: Determination of Candidate Competence
	Administrative	1: Program Rationale and Design 2: Program Coordination	3: Development of Professional Perspectives 4: Equity, Diversity and Access 5: Role of Schooling in a Democratic Society 6: Opportunities to Learn Instructional Leadership 7: Nature of Field Experiences 8: Guidance, Assistance and Feedback	9: Assessment of Candidate Competence 10: Vision of Learning 11: Student Learning and Professional Growth 12: Organizational Management for Student Learning 13: Working with Diverse Families and Communities 14: Personal Ethics and Leadership Capacity 15: Political, Social, Economic, Legal and Cultural Understanding
	Tier II Standards	16: Program Design, Rationale and Coordination 17: Design of the Professional Credential Induction Plan	18: Curriculum Content 19: Scope and Delivery of the Professional Level Curriculum 20: Curricular Individualization 21: Provision of Mentoring Responsibilities 22: Mentor Qualifications	23: Expectations of Candidate Performance 24: Assessment of Candidate Competence

Type of Program		Program Standards in each Category		
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Pupil Personnel Services	Tier II Guidelines	1: Program Design and Coordination 2: Evaluation of Program Quality	3: Initial Assessment of Candidate Competence 4: Individualized Mentoring Plan 5: Provision of Mentoring, Support and Assistance 6: Mentor Qualifications and Assignment	7: Assessment of Candidate Competence
	All PPS Programs	1: Program Design, Rationale and Coordination	2: Growth and Development 3: Socio-Cultural Competence 4: Assessment 5: Comprehensive Prevention and Early Intervention for Achievement 6: Professional Ethics and Legal Mandates 7: Family-School Collaboration 8: Self-esteem and Personal and Social Responsibility 9: School Safety and Violence Prevention 10: Consultation 11: Learning Theory and Educational Psychology 12: Professional Leadership Development 13: Collaboration and Coordination of Pupil Support Systems 14: Human Relations 15: Technological Literacy 16: Supervision and Mentoring	
	School Counseling	17: Foundations of the School Counseling Profession 18: Professionalism, Ethics & Legal Mandates	19: Academic Development 20: Career Development 21: Personal and Social Development 22: Leadership 23: Advocacy 24: Learning, Achievement and Instruction 25: Individual Counseling 26: Group Counseling and Facilitation 27: Collaboration, Coordination and Team Building 28: Organizational and System Development 29: Prevention Education and Training 30: Research, Program Evaluation and Technology 31: Field Experience	32: Determination of Candidate Competence

Type of Program	Program Standards in each Category			
	Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment	
	School Psy	17: Psychological Foundations 18: Educational Foundations 19: Legal, Ethical and Professional Foundations	20: Collaborative Consultation 21: Wellness Promotion, Crisis Intervention and Counseling 22: Individual Evaluation and Assessment 23: Program Planning and Evaluation 24: Research, Measurement, and Technology 25: Practica 26: Culminating Field Experience	27: Determination of Candidate Competence
	SSW	17: Social Work Foundations 18: Professional Ethics	19: Wellness and Resiliency Promotion 20: Direct Learning Support Services 21: System Level Learning Support Services 22: Pupil, Family, Faculty and Community Linkages and Partnerships 23: Research 24: Field Experience	25: Determination of Candidate Competence
Other Services	School Nurse (2007)	1: Program Design 2: Collaboration in Implementing the Program 3: Relationships Between Theory, Research and Practice	4: Preparation to Promote Student Health and Wellness 5: The Sociocultural Context of School Nursing 6: Legal and Ethical Aspects of School Nursing 7: Preparation for Health Management Responsibilities Within the School Setting 8: Field Work Experience	9: Assessment of Candidate Competency --The School Nursing. Competencies
	Teacher Librarian (1991)	11. Preparation for Responsibilities as a Library Media Teacher	12. Information Specialist 13. Instructional Leader 14. Teacher 15. Administrative Leadership 16. Management and Organization 17. Communication 18. Diversity 19. Human Resources 20. Literature and Literacy 21. Access 22. Professionalism	

Type of Program		Program Standards in each Category		
		Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Other Related Services	All Other Related Services Programs	1: Program Design, Rationale and Coordination 4: Effective Communication and Collaborative Partnerships	2: Professional, Legal and Ethical Practices 3: Educating Diverse Learners 5: Assessment of Students 6: Using Educational and Assistive Technology 7: Transition and Transitional Planning 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning	
	SLP	Plus the Program Design Standards (1-8) above	1: Speech, Language, Hearing, and Swallowing Mechanisms 2: Child Development and Speech, Language, and Hearing Acquisition 3: Speech, Language, Hearing, and Swallowing Disorders 4: Assessment of Speech and Language Disorders 5: Management of Speech and Language Disorders 6: School Field Experience 7: Consultation and Collaboration	8: Assessment of Candidate Performance
	OM	Plus the Program Design Standards (1-8) above	1: Professional Information 2: Knowledge of Relevant Medical Information 3: Understanding and Applying Learning Theories to Orientation and Mobility 4: Planning and Conducting O&M Assessments 5: Planning O&M Programs 6: O&M Related Concepts 7: Orientation Strategies and Skills 8: Mobility Skills 9: Use of Sensory Information 10: Learners Who Have Additional Disabilities 11: Analyze and Modify Environments 12: Psycho-Social Implications of Blindness and Visual Impairments 13: Supervised Fieldwork	

Type of Program	Program Standards in each Category		
	Program Design	Course of Study: Curriculum & Field Experience	Candidate Assessment
Aud	Plus the Program Design Standards (1-8) above	1: Bases of Hearing Impairment 2: Speech, Language, and Hearing Mechanism 3: Speech, Language, and Hearing Acquisition 4: Evaluation of Hearing Impairments 5: Habilitation of Hearing Impairments 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students 7: Field Experience	

## **Appendix B**

### **Data Table for Analyzing Categories Found “Other than Met” during 2008-09 and 2009-2010 Accreditation Site Visits**

**Will be provided as an agenda insert**