

Update on Discussions with CAEP Regarding the Memorandum of Understanding

Overview of this Report

This agenda item provides another iteration of a draft Memorandum of Understanding (MOU) with the Council for the Accreditation of Educator Preparation (CAEP) for discussion.

Staff Recommendation

This is an action item. Commission staff will revise the draft MOU in accordance with the COA discussion and continue discussions with CAEP.

Background

California has 29 NCATE/CAEP accredited institutions and three institutions are currently candidates for CAEP accreditation.

The initial CAEP Agreement was discussed at the April 2014 COA meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-04/2014-04-item-19.pdf>). In May 2014, Administrator of Accreditation, Cheryl Hickey, attended the CAEP Clinic to learn about and participate in the discussions regarding how CAEP Accreditation activities will take place including the plan for the transition years of 2014-15 and 2015-16. A draft CAEP Agreement was presented and discussed at the June 2014 COA meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-06/2014-06-item-16.pdf>). The draft agreement was updated and discussed again at the August 2014 COA meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-08/2014-08-item-12.pdf>).

In the intervening time, the Commission staff has had several discussions with CAEP, in particular, sharing concerns about the manner in which California institutions could meet CAEP Standards 3 and 4.

Recently, CAEP staff commented on the California's proposed draft MOU. Commission staff will update the COA as to the nature of these conversations. Appendix A includes another iteration of the draft agreement that staff has developed that may address some of these issues. Commission staff seek feedback on the draft MOU, in particular Section V. subsections E and F.

Next Step

The Commission staff will make additional revisions based upon the COA's discussion and gather feedback from California NCATE/CAEP accredited institutions to inform the next iteration of the agreement.

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Memorandum of Understanding
California Commission on Teacher Credentialing (CTC)
and the
Council for the Accreditation of Educator Preparation (CAEP)

In order to promote excellence in educator preparation by coordinating California approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP) and the California Commission on Teacher Credentialing (CTC) enter into this memorandum of understanding. This MOU describes the partnership and delineates the processes and policies for CAEP accreditation in California.

I. Standards for National Accreditation of Educator Preparation Providers

- A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
- B. California's academic content standards and the Commission's educator preparation standards will be applied in the CAEP accreditation process.
- C. When the Committee on Accreditation adopts the alignment matrix between the CAEP Standards and the Commission's Common Standards¹, EPPs need respond to the CAEP Standards as well as those California specific concepts identified in the alignment matrix as not adequately addressed by the CAEP Standards.

¹ Once the Accreditation Advisory Panel and Task Group work concludes and the Commission adopts revised Common Standards, the COA will need to review the revised Common Standards to develop an alignment matrix with the CAEP Standards.

II. Process of National Accreditation for Educator Preparation Providers

- A. The process required for national accreditation by CAEP is outlined in CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a site visit, and complete an approved program review process for all programs of study leading to professional practice in a school setting.
- B. CAEP will communicate with the Commission regarding the approach to CAEP Accreditation (SI, TI or IB) for each California institution. CAEP will work with the Commission on eligibility requirements for institutions seeking CAEP Accreditation through the TI or IB approach to ensure that the accreditation process provides assurance to California that the institution is meeting applicable standards.
- C. Terms of accreditation shall be for seven (7) years. EPP accreditation status is subject to CAEP policies, including annual payment of fees and submission of an annual report as required.

III. Standards and Processes for Program Review

- A. EPPs will participate in California Program Review (see III.D.). EPPs will submit program reports following the instructions for the program review process.
- B. The CTC has sole responsibility for initial program approval. The CTC will utilize information generated through Program Assessment and Biennial Reports for continuing program approval as well as Program Sampling at the site visit. Using information provided as part of the accreditation and program review process, the CTC makes the final decision on approval of all programs and institutional accreditation for eligibility to recommend for a California license or authorization.
- C. As evidence of quality, CAEP accepts the decisions of national accrediting organizations for specialized professional program areas that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP.
- D. For purposes of CTC continuing program approval, the CTC recognizes only **California Review** for all **educator preparation programs**. The CTC conducts program reviews for purposes of California approval and to inform CAEP accreditation. The CTC provides instructions on how to document meeting California's Standards for licensure/authorization program approval. Upon completion of the program documentation, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further information needed and/or approval. The Committee on Accreditation approves programs after recommendation by the reviewers. California EPPs will participate in the Commission's accreditation system.

IV. Accreditation Review Team Composition

The Accreditation Review Team is appointed by CAEP according to the guidelines and policies for each selected accreditation pathway. The state will use joint CAEP/CTC review teams as defined below:

- The Commission will appoint a California Co-Chair and two California members of the team. The Commission will pay the expenses for the California Co-Chair and the two California members of the CAEP team.
- The Commission will assign Program Reviewers (Program Sampling or Full Program Review) to complete the program review process. All expenses for Program Reviewers will be paid by the Commission. If one or more of an EPP's programs must have a Full Program Review at the site visit, the EPP will pay the Full Program Review fee to the Commission prior to the site visit.
- All members of Review Teams must have successfully completed CAEP review team member training or comparable training provided by California.
- A P-12 practitioner shall be a member of each CAEP team.

- The California Co-Chair and 2 California team members of the CAEP team, as well as the assigned Commission Consultant(s), will have access to AIMS and all of the EPP's documentation.
- The California Co-Chair and the 2 California team members of the CAEP team, as well as the assigned Commission Consultant(s), are to be included in the Off-Site Review for the SI and TI pathways.
- The California Co-Chair will not write to a standard for the Off-site Review or the site visit unless negotiated prior to the Off-site Review.
- The California Teachers' Association (CTA) and/or California Federation of Teachers (CFT) may appoint an observer for the onsite review at the associations' expense. The observer must not have a conflict of interest with the institution or be from an institution within close geographic proximity if the observer is from an EPP. The specific role of the observer is determined by the two Co-Chairs. In general, the observer may assist in data collection and interviews but is not a team member and will not participate in deliberations about the standards.
- The EPP will assume all expenses – including travel, lodging and meals – for CAEP team members as well as the periodic evaluation fee. The Commission will assume the costs for the California individuals assigned to the CAEP team.
- Onsite team activities will be conducted according to CAEP policy.
- The CAEP team report, in a Word compatible format, will be provided to the Commission consultant **within 30 days of the** site visit.²
- To assure educator preparation providers and the public that CAEP reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, Accreditation Review Team members will adhere to CAEP's Code of Conduct.

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²Instead of providing a draft of the CAEP report at the conclusion of the site visit, CAEP proposed the report would be provided within 30 days. For the report to be placed on the COA's agenda so that a California decision can be made staff proposes that the report must be provided to the state consultant within 5 business days of the conclusion of the visit.

V. Other Terms and Conditions

- A. CAEP will collaborate with the CTC to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, CTC contact(s) may participate in all web trainings. The registration fee for one CTC contact will be waived for one annual CAEP Conference; however the California contact must assume other expenses. In addition, CAEP will assume all expenses for one CTC contact to attend the annual CAEP Clinic, with additional California staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

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- B. The CTC will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); agency personnel will be supplied with login information, passwords, and technical support. In addition, the state consultant will be provided a word version of the report at the conclusion of the site visit.
- C. The CTC will provide to CAEP its policy leading to a "Change in Status." The CTC will notify CAEP within 30 days of action taken when a CAEP accredited educator preparation provider has had a "Change in Status."
- D. Responses to the final reports by the EPP and/or the CTC will follow procedures and timelines established in CAEP policy.
- E. The majority of teacher preparation in California takes place at the graduate level. In California the California State University System accepts the top third of high school graduates and the University of California accepts the top 12% of high school graduates. For programs that accept candidates who hold bachelor's degrees, the fact that the candidate holds a bachelor's degree from a regionally accredited college or university is evidence that the EPP accepts students with "...High Academic Achievement and Ability."
 - 1. The approach described in Section V.E., above, meets the selection criteria of component 3.2 in the CAEP standards for EPPs that accept **only** candidates who hold bachelor's degrees.
 - 2. In California, many prospective teachers begin college at a community college and then transfer to a four year institution to complete the bachelor's degree. These transfer students are not required to take the SAT or ACT. California institutions cannot be required to provide ACT or SAT data where it is not available. For transfer students who complete a bachelor's degree before enrolling in the educator preparation program, V.E. 1, above, applies. For EPPs that enroll transfer students in an educator preparation program before the candidate earns a college degree, V.E.3., below, applies.
 - 3. When EPPs accept candidates who have not yet earned a bachelor's degree from a regionally accredited institution, the EPP must provide data that its "...accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0 and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE."
- F. California does not have a statewide educator data system that can be connected to the statewide student data system and does not use Value-Added Measures (VAM) as a statewide measure of teacher effectiveness. No California institution can be required to provide VAM data as part of joint CTC-CAEP accreditation activities (CAEP 4.1). **Each EPP seeking CAEP Accreditation must provide data that shows "...completers contribute to an expected student learning growth."**

