

## Accreditation Data System (ADS) March 2018

### Overview of this Report

This agenda item reports on a discussion held at the most recent California Council on Teacher Education (CCTE) conference regarding the ADS. The Commission's new Accreditation Data System (ADS) is designed to collect information from institutions preparing educators for licensure in California. The ADS also captures data on how our Commission-approved programs are being delivered locally, the types of programs, their level and location. The ADS is being piloted in 2017-18.

### Recommendation

Staff recommends that the Committee discuss the ADS and provide direction to staff.

### Background

The CCTE session was designed for deans and directors of teacher education to discuss, learn more about, and provide input regarding the revised accreditation system, specifically as it related to annual data submission.

### Discussion

A handout, see [Appendix](#), on the ADS was distributed to the group. Staff shared that the Commission has identified field experience as a key component of educator preparation. A discussion of the system was held. The group was asked to think about field experience and how the ADS might collect relative data. The group also had some recommendations as to when data should be submitted to ensure that accurate data is collected.

The suggestion was made that narrative descriptions regarding field experience would be most appropriate to collect at this time. The questions that were suggested are provided below:

1. What is working well with this program's field experience?
2. What is challenging related to field experience?
3. What Teaching Performance Expectation (TPE) focused data is collected during field observations (preliminary teacher preparation programs only)?
4. What is your plan to address the challenging aspects of this program's field experiences?

As part of the discussion, the deans and directors also provided suggestions regarding when the appropriate due date for data submission should be. At this time, staff has asked institutions to provide data in April. The handout that was shared with the deans identified April 1 as the due date for the contextual information for each program and April 30 for the submission of data on this year's candidates.

Although the deans agreed that the update of contextual information could be requested by April 1<sup>st</sup> of each year, that candidate data needs to be submitted later. Many deans reported that they will not have information on who will complete the program until mid to late June.

The deans shared that the TPA scores or RICA scores are often not available to them until after classes have concluded. The deans shared that to have data that accurately represents the school year that the data cannot be submitted until the middle of the summer. The deans suggested that the due date for candidate data submission should be later, after the year has concluded. July 1, August 15 and August 30 were offered as possible dates. Staff shared that the original intention with the ADS was to have data on the programs during the year that the program is operating but agreed that collecting data early would be inappropriate since the data would not be accurate.

Staff requests that Committee discuss these questions and provide direction to staff regarding collecting additional information related to field experience, as well as appropriate data submission dates. It is important to note that the ADS was designed to collect data, usually numerical data and the field experience questions in this item will not generate numerical data. Staff needs to consult with the developers of the ADS and other technology staff at the Commission to identify the appropriate process to use to collect field experience information.

### **Next Steps**

Staff will continue to work with the Accreditation Data System and in supporting institutions to use the ADS. At future Committee meetings, additional items focused on the ADS will be presented.





## Appendix

7. Number of candidates by ethnicity: Asian, American Indian, Black, Hispanic, Pacific Islander, White, Decline to state— new candidates who enrolled in the current academic year
8. Number of full time candidates— new candidates who enrolled in the current academic year
9. Number of part time candidates— new candidates who enrolled in the current academic year
10. Mean GPA of enrolled candidates— new candidates who enrolled in the current academic year
11. Percentage of applicants admitted— of applicants for the current academic year
12. Number of candidates who completed the program on time\*
13. Number of candidates who completed within one year of expected completion\*
14. Number of candidates who completed more than one year later than expected\*
15. Number of candidates who left the program voluntarily
16. Number of candidates who were counseled out of the program

### ***Program Specific Questions***

There are a number of questions that are only asked of specific types of programs. Some questions are asked of Preliminary programs, while other questions are asked of Induction programs.

#### **Preliminary**

17. Does the program require demonstration of basic skills for admission?
18. Does the program require demonstration of subject matter for admission? (teaching only)
19. Number of independent student teaching hours (teaching only)
20. Number of fieldwork hours required for interns, prior to the internship
21. Number of Program Supervisors—working with those who enrolled this academic year
22. Number of candidates who satisfied basic skills at admission — of the new candidates who enrolled in the current academic year
23. Number of candidates who satisfied subject matter at admission— of the new candidates who enrolled in the current academic year

#### **Induction—Teaching and Leading**

24. Number of candidates who are their first year of teaching or leading—of those who enrolled in this academic year
25. Number of mentors/coaches—working with those who enrolled this academic year