

Accreditation Data System November 2018

Overview of this Report

The Commission's new Accreditation Data System (ADS) pilot year (2017-18) data submission process required institutions to submit information for each Commission-approved educator preparation program. This information included type of credential program offered, program level, pathway, delivery models and data about the current year candidates. This agenda item reports on the progress and analysis of the pilot year data submitted. The item also shares information about the time lines and potential changes for the 2018-19 ADS processes.

Recommendation

Staff recommends that the Committee discuss the ADS, the [pathway definitions guidance document](#), and the plans for 2018-19. The COA discussion on this topic will help guide staff in the continued development and implementation of the ADS system.

Background

From April to August 2018, institutions created their program report decks and began entering data into the reports. The reports consist of a set of questions such as program requirements, candidate demographics and candidate performance. Below is a chart showing Program Sponsors (by segment), the number of Program Sponsors and the status of the program reports.

Segment	# of Program	Program Reports	
		Created	Still to be Created
California State University	23	414	0
University of California	8	65	0
Private/Independent	52	478	0
Local Education Agency	154	400	0
Other	1	1	0
Totals	238	1358	0

The pilot year data report submissions were due on August 24, 2018. As of October 19th, all institutions have submitted data for the pilot year data. In this first year, the majority of institutions submitted their reports by the deadline, however, a significant amount of staff time was dedicated to ensure that all institutions submitted all of their required reports. It is anticipated that as institutions become familiar with the reporting deadlines and requirements, that this additional staff time will decrease significantly.

From November 2017 to August 2018, staff held ADS office hours on a weekly basis to support institutions in accessing the ADS, creating accounts, connecting individuals to the institution, giving individuals appropriate roles and answering questions related to the data questions. On average, 23 individuals participated during each office hour. Prior office hour dates and times

were listed on the [Accreditation Technical Assistance](#) page. Staff continuously worked with and provided support to institutions in the use of the ADS. Resources such as guidance documents, FAQs, and video presentations to support institutions in understanding the ADS were provided on the ADS [website](#).

Discussion

Each Commission-approved program (active and inactive) responded to specific questions in the ADS. For each Commission-approved program, the institution first identifies the pathways through which the program is offered and then submits data for each pathway. The questions are separated into four sections and include the following report elements:

Section I: Admission criteria

- Required minimum GPA for admission
- Demonstration of Basic Skills for admission
- Demonstration of Subject Matter for admission

Section II: Program requirements

- Program length (full and part time)
- Total number of hours for clinical practice
- Total number of hours for independent student teaching
- Total number of hours for fieldwork

Section III: Candidate demographics

- Total number of new enrollment (part time and full time)
- Gender
- Race and ethnicity
- Mean (average) GPA for enrolled candidates
- Number of new candidates who satisfied basic skills at admission
- Number of new candidates who satisfied subject matter at admission

Section IV: Candidate performance

- Program completers
- Number of candidates who are in first year of teaching/leading
- Number of candidates who voluntarily left the program and those
- Number of candidates who were counseled out

In response to feedback from the institutions, a [guidance document](#) about pathways through which teacher preparation programs might be delivered was developed for this first year of data collection. Staff asks that the Committee on Accreditation (COA) review the definitions and provide any feedback in preparation for their use in 2018-19. In addition, at the recent California Council on Teacher Education conference it was mentioned that in many teacher preparation programs, there are a number of candidates who are enrolled in the program and are also currently teaching on a [Short Term Staffing Permit](#) (STSP) or a [Provisional Intern Permit](#)

(PIP). These candidates are not interns because they are not teaching on an Intern Credential, but they are also not traditional student teachers because they are the teacher of record. Staff is considering adding an additional option within the student teaching options of candidates holding and teaching on a PIP or STSP during their preparation program and would appreciate the COA's feedback on this suggestion.

The 2018-19 ADS process is scheduled to open in December 2018. For this upcoming year, the system will include new *institution roles* (e.g. *Accreditation Fee Contact*, *Title II Coordinator*, *CalAPA Coordinator* and *TPA Coordinator*) as well as additional options under *Gender and Race and Ethnicity*. An updated timeline of events as well as guidance documents (FAQs and definition guidance documents) will be provided on the [ADS website](#). Additional adjustments may be made to the system as information about the first pilot year is examined more thoroughly.

Next Steps

The Commission staff will present a summary of the information submitted by institutions in the 2017-18 pilot year. Feedback from the COA members will be discussed further by staff for the potential impact on the ADS system for 2018-19 and beyond. The 2018-19 timeline of events and office hour dates are featured on the ADS website and will continuously be included in PSD E-News. Staff will continue to work with and support institutions in the use of the ADS.

Appendix

Accreditation Data System (ADS) Pathways: For this first year of data collection in the ADS, these definitions provide guidance about the pathways through which teacher preparation programs may be delivered. The Committee on Accreditation (COA) will review these definitions during the 2018-19 year and updated definitions may replace the language below for future data collection years.

Clinical Practice Guidance - [Clinical Practice Guidance \(September 2017\)](#) – Guidance related to fieldwork and clinical practice requirements.

Pathway		Guiding Definition*
Student Teaching	Traditional Student Teaching	Clinical experience where the master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction and assessment, and gradually releases responsibility for the classroom to the teacher candidate. Student teaching concludes with a final culminating activity, such as a solo-teaching classroom experience.
	Co-Teaching	Clinical experience with two teachers (the candidate and a master teacher) working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space throughout the clinical experience.
	Teacher Residency	Clinical experience developed between a school district and an institution of higher education. A residency means the candidate is in the classroom with the mentor teacher at least 50% of the time across a minimum of one full school year. Residency programs usually offer candidates financial support including but not limited to, a living stipend, health benefits, and tuition remission, and often results in an employment offer in the district in which the residency was completed.
	Private	A prospective teacher who is earning a credential and completes a substantial portion of the clinical experience in a private school. Additional placements maybe required for these candidates.
Intern		A paid clinical experience in a public school where the candidate serves as the teacher of record in his/her own classroom. Interns are provided extensive support and supervision by both the preparation program and the employer as defined in Title 5 regulations.

* This information is for guidance only.