

Discussion of Proposed Changes in Language for Initial Program Review Preconditions March 2020

Overview of this Report

At the January 2020 Commission meeting, public comment raised concern regarding the first Initial Program Precondition, **Demonstration of Need**. Subsequently, staff reviewed both of the Initial Program Preconditions and has prepared proposed revisions to the language of both preconditions for the Committee's discussion. Based on the discussion, an agenda item could be prepared for a future Commission meeting giving the Commission the opportunity to discuss the precondition and possibly amend it.

Recommendation

Staff recommends that the Committee discuss the proposed revisions to the Initial Program Preconditions provided in this agenda item and provide feedback.

Background

The Commission on Teacher Credentialing, under [Education Code Section 44225](#), has the authority to establish professional standards for educator preparation programs. Programs seeking initial approval or continuing accreditation must first respond to preconditions which are based in Education Code, Code of Regulations, or Commission policy. Approved educator preparation programs respond to preconditions in years one and four of the seven-year accreditation cycle. Every program seeking initial approval must also respond to [two Initial Program Preconditions](#): 1) Demonstration of Need and 2) Practitioners' Participation in Program Design. These preconditions were formally General Preconditions 4 and 5, respectively, of the original ten [General Preconditions](#) adopted March 1995. The language in the Initial Program Preconditions has remained relatively unchanged since March 1995.

Initial Program Preconditions

As part of continuing accreditation, all program sponsors are responsible for compliance with the [General Institutional Preconditions](#) as well as the [Program Specific Preconditions](#). When a program sponsor wishes to add a new educator preparation program, there is an additional set of preconditions for which institutions must provide a response, the Initial Program Preconditions. The Initial Program Preconditions:

(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

(2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

During the [January 2020 Commission meeting](#) the topic of the Initial Program Preconditions was brought up during public comment. The conversation was based on the question of how the Commission determines that an institution proposing a new program has demonstrated that there is a need for the specific type of educator preparation program and that the institution would meet the need as outlined in the preconditions.

Analysis of the Current Preconditions and Possible Amendments

Currently, to meet the **Demonstration of Need** precondition, an institution provides one or more letters from school administrators assuring that they will hire completers of this type of credential program. At this time there are no specific recommendations as to how institutions show compliance with the **Practitioners' Participation in Program Design**. Currently, most often a representative or two from a local school district or county office of education has attended some of the planning meetings. Institutions could be required to also provide a table that outlines who was involved in the program design, including the name, title, role and affiliation of the individuals who participate in the planning. The agenda(s) and meeting minutes that show who was present and participated in the program design could also be provided.

Staff listened to the comment at the January Commission meeting. Prior to that meeting staff had been discussing the Initial Program Preconditions and if some modification of the precondition language was necessary and with the public comment, it is timely to examine the initial program preconditions.

Possible Revised Precondition Language

Staff's intention in suggesting the revised language is to ensure that 1) there is a need for the educator preparation program and 2) authentic involvement of K-12 practitioners in the program development and implementation.

(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include data on the number of individuals serving on less than full credentials in the region of the proposed program and affirmations from employers in the region that provide their anticipated hiring need in the credential category.

(2) Practitioners' Participation in Program Design and Implementation. To be granted initial program accreditation by the Committee on Accreditation, the

program proposal must include verification that employers and K-12 practitioners are involved in the design of the program, will be involved in the implementation of the program, and are committed to the implementation and continuous improvement of the proposed educator preparation program.

The proposed language in Demonstration of Need would expand the demonstration to include data on the number of educators in the proposed credential category who are teaching or providing services on less than a full credential in the program sponsor's region. It also includes that affirmations be provided from local education agencies regarding an anticipated educator need, based on data.

In some recent accreditation site visits, the way preparation programs have demonstrated that they include stakeholders including local school districts and practicing educators in the design (Common Standard 1), implementation (Common Standard 3) and continuous improvement (Common Standard 4) processes for the preparation program have been less than strong. By raising the expectation for new programs to authentically include both employers and K-12 practitioners in the initial design of the program, this precondition can set the expectation that employers and current educators are essential parts of the team preparing new educators.

Next Steps

Based on the Committee's discussion and direction, staff plans to develop an agenda item for a future Commission meeting. At that meeting, the Committee's feedback would be provided to the Commission for their consideration. If the Commission supports amending the Initial Program Preconditions, staff would most likely collect feedback from stakeholders and bring the item back to the Commission for possible adoption.