THE NEW ACCREDITATION SYSTEM: AN OVERVIEW
AGENDA FOR OVERVIEW

- Why did the system need changing?
- What are the big improvements to the system and where are we in the development of that system?
- What is the cycle for the new system?
- What comprises each of the components of the new system? (Preconditions, Program Review, C.S. Review, Site Visit)
- What are some resources available to me?
WHY CHANGE THE SYSTEM?

Previous system served state well since 2007, but had several challenges:

- Heavily focused on inputs
- Density of Standards
- Too much narrative (for programs and reviewers) and duplication of information
- Heavily reliant on large numbers of volunteers
- Little commonality in types of data to demonstrate quality
ASPECTS OF THE NEW SYSTEM

- Focus on outcomes data
- Continued expectation that programs review candidate competence and program effectiveness data in an ongoing manner
- Streamlined document review
- More frequent Preconditions review
- Differentiated schedule of site visits for institutions needing greater oversight
RECENT IMPROVEMENTS TO THE SYSTEM

- New Accreditation Framework
- New Common Standards
- New Teaching Performance Expectations
- New General Education Preliminary Standards
- New General Education Teacher Induction Standards
- New Streamlined Processes and Procedures

  - **Continuing ...**
    - Development of New Teaching and Administrative Performance Assessments and Related Standards
    - Development of Data Warehouse and Dashboards
ACCREDITATION CYCLE

- 7 Year Cycle
- Preconditions Submitted Twice (Years 1 & 4)
- Data Submitted and Reviewed Annually
- Program Review in Year 5
- Common Standards in Year 5
- Site Visit in Year 6
- Follow-Up in Year 7, if needed
RELATIONSHIP OF STANDARDS AND PRECONDITIONS

Preliminary Teacher Preparation Program—Specific Standards & Preconditions

Service Credential Programs-Specific Standards & Preconditions

Induction Programs-Specific Standards & Preconditions

Foundation of all Preparation Programs
Common Standards 1-5
General Preconditions
PRECONDITIONS

- Are matters of Commission Policy, Ed Code, law
- Reviewed TWICE in Cycle (Years 1 and 4)
- Require Specific Evidence
- Allows for Immediate Resolution of any Preconditions less than fully met
ANNUAL DATA SUBMISSION

▶ Informs Program Strengths and Areas for Growth
▶ Updated annually; submitted electronically
▶ Will be provided to reviewers and site visit teams
  ✓ Information about programs offered - description of pathways, # of units required, etc.
  ✓ Demographic data (enrollment)
  ✓ Some outcomes data
ANNUAL SURVEYS

- Program Completers
  - Preliminary Multiple and Single Subject, Education Specialist, and Administrative Services
  - All Induction (MS/SS, Ed Specialist, Admin Services)
- Master Teachers
- Employer Surveys (first administration October 2016)
- Informs Institution, Site Visit Team, COA
- Informs Determination of Program Effectiveness
- Some Data to be included on Data Dashboard
NEW GENERATION OF PERFORMANCE ASSESSMENTS

- New Design Standards and Program Implementation Standards adopted in 2015/16
- Revised California Teaching Performance Assessment (CalTPA) currently under development
- New California Administrative Performance Assessment (CalAPA) currently under development
NEW GENERATION OF PERFORMANCE ASSESSMENTS (CONT.)

▶ Clarified program implementation responsibilities for administration and scoring
▶ Clarified acceptable candidate support activities
▶ Clarified model sponsor responsibilities – determining assessor qualifications, training, and scoring reliability
▶ Clarified program responsibilities relative to local scoring option
PROGRAM REVIEW

- Replaces Program Assessment but *much more streamlined*
- *Very limited* narrative
- Greater uniformity, consistency of submitted information
  (all institutions, programs will use CTC-developed templates)
- Evidence tells most of the story
- Most of the evidence are items that programs already have
  (advising materials, catalogues, websites, etc.)
Documentation to include …

- Program Description – 500 words or less
  - Table of Locations, Delivery Models, Pathways
- Graphic of Organizational Structure
- Faculty and Instructional Personnel Qualifications
  - Table of # of Faculty (PT/FT/adjunct/vacancies)
  - Annotated Faculty List – with links to Vitae and Syllabi
  - Adjunct Experience and Qualifications Requirement
Course Sequence – Published from Catalog

Course Matrix – Introduction, Practice, and Mastery of Competencies (TPEs, CPSELS, etc.) with Links to specific Assessment activities.

Fieldwork and Clinical Practice

- Table with number of required hours (early fieldwork and clinical practice)
- MOU or Partnership Agreement – for each site
- Documentation of Appropriate Candidate Placements
- Handbook/Manual; Training Materials for Veteran Practitioners
- Syllabi and Assessment Instruments for Clinical Practice
Credential Recommendation Process – 200 words or less

- Link to Candidate Progress Tracking/Monitoring Documents

Submission and Review

- Submitted in Year 5
- ONE read, with feedback, required addendum that will be reviewed at the site by the team
- Results will be used to form and focus team visit
COMMON STANDARDS SUBMISSION AND REVIEW

- No longer reliant on heavy narrative
- Like Program Review, institutions will submit very specific evidence
- Much of the evidence are documents that the institution has already
- ONE review, followed by required addendum for site visit team –

*No more endless back and forth between Unit and CTC!*
SITE VISIT

- Year 6
- Verifies effective implementation
- Review of Common Standards
- Informed by Program Review and Data Submission/Analysis
- Site Visit team members part of Program Review in Year 5
- Differentiation between Preliminary and second tier programs
- May result in more frequent visits at the COA’s discretion
7TH YEAR FOLLOW UP

- Must Address Stipulations
- COA could Require Less Time between Site Visits
TRANSITIONING TO THE NEW SYSTEM

- 2016-17 Technical Assistance and Development Year
- Preliminary Multiple and Single Subject Programs (See PSA 15-07)
  - Transition Plans due 03/31/2017
  - Implementation by 09/1/2017
- General Education Induction Programs (See PSA 15-08)
  - Transition Plans were submitted 06/30/2016
  - Implementation by 09/1/2017
- Program Sponsor Alerts 15-07 and 15-08 at www.ctc.ca.gov/educator-prep/PS-alerts.html
2016-17 TECHNICAL ASSISTANCE

- Subscribe to PSD Newslist: PSD-news-subscribe@lists.ctc.ca.gov
- Will include Topical Webinars (General Overview, Preliminary Multiple and Single Subject Standards, Induction Standards, Program Review, Site Visits, etc.)
- Will also include various in-person meetings:
  - Topical (Induction, Preliminary, Administrative)
  - Regional (North, South)
  - Technical Assistance piggybacking on other scheduled meetings (ICCUCET, CSU Deans Meetings, etc.)
OTHER IMPORTANT RESOURCES

- Accreditation Webpage: [http://www.ctc.ca.gov/educator-prep/program-accred.html](http://www.ctc.ca.gov/educator-prep/program-accred.html)
- Cohort Consultant Support:  PSDblue@ctc.ca.gov; PSDIndigo@ctc.ca.gov; etc.
- General Cohort Information: [http://www.ctc.ca.gov/educator-prep/program-accred-sch-act.html](http://www.ctc.ca.gov/educator-prep/program-accred-sch-act.html)
  - PSA 16-05 Adoption of Accreditation Framework
  - PSA 16-07 Implementation of Administrative Services Programs
  - PSA 16-08 Adoption of TPES
Still have questions?

Please email

accreditation@ctc.ca.gov