

COMMISSION ON TEACHER CREDENTIALING Common Standards



RELATIONSHIP OF STANDARDS AND PRECONDITIONS



PURPOSE OF COMMON STANDARDS

- Apply to all institutions' programs
- Address quality and issues of institutional infrastructure that are common across all types of educator preparation programs

ALIGNMENT OF STANDARDS

Current Common Standards (2015)	Prior Common Standards (2008)
1. Institutional Infrastructure to Support Educator Preparation	1. Educational Leadership 3. Resources 4. Faculty and Instructional Personnel
2: Candidate Recruitment and Support	5. Admission 6. Advice and Assistance 9. Assessment of Candidate Competence
3. Fieldwork and Clinical Practice	7. Field Experience and Clinical Practice 8. District Employed Supervisors
4. Continuous Improvement	2. Unit and Program Assessment and Evaluation
5. Program Impact	9. Assessment of Candidate Competence New concept!

COMMON STANDARDS REVIEW

Common Standards Review occurs in Year Five

Full narrative responses not required

Supporting Documents and short narratives will provide enough information for Review Teams

COMMON STANDARD 1

INSTITUTIONAL INFRASTRUCTURE TO SUPPORT EDUCATOR PREPARATION

- ▶ Research based vision
- ▶ Active involvement of faculty, personnel and stakeholders
- ▶ Collaboration
- ▶ Sufficient resources
- ▶ Unit leadership and authority
- ▶ Diversity and excellence
- ▶ Qualifications of faculty and personnel
- ▶ Monitoring the credential recommendation process

Aligns with previous Common Standards: 1 Educational Leadership, 3 Resources and 4 Faculty and Instructional Personnel

COMMON STANDARD 1

INSTITUTIONAL INFRASTRUCTURE TO SUPPORT EDUCATOR PREPARATION

Evidence required:

Vision Statement- of the unit, and **brief description** (less than 500 words), of the research base for vision and how it is consistent with preparing educators for California public schools.

Table- listing of activities which demonstrate that stakeholders are involved

Published Policy Documents- Faculty handbooks, (with retention and tenure policies), ensuring faculty and instructional personnel regularly collaborate with the educational community to improve their program.

COMMON STANDARD 1

INSTITUTIONAL INFRASTRUCTURE TO SUPPORT EDUCATOR PREPARATION (CONT.)

Evidence required:

Documentation regarding efforts to support hiring and retention of faculty who represent and support diversity and excellence

Job Descriptions for faculty and instructional personnel, including required qualifications

Blank evaluation forms for instructors, professional development, and field-based supervisors

Description of credential monitoring process (less than 200 words)

COMMON STANDARD 2

CANDIDATE RECRUITMENT AND SUPPORT

- Clear criteria that include *multiple measures* of candidate qualifications
- Purposefully recruits, admits and supports candidates to diversify the educator pool in California
- Clearly identified and accessible personnel and information for advisement and guidance
- Process to *support* candidates who need additional assistance

Aligns with previous Common Standards: 5 Admissions, 6 Advice and Assistance, and 9 Assessment of Candidate Competence

COMMON STANDARD 2

CANDIDATE RECRUITMENT AND SUPPORT

Evidence Required:

Links to admittance requirements for each program.

Candidate recruitment materials- links to websites

Brief Description (500 words max) and **Supporting Evidence** of candidate advisement and assistance

List of Personnel positions assigned to support, advise and place candidates

COMMON STANDARD 3

COURSEWORK, FIELDWORK AND CLINICAL PRACTICE

Design and implement a planned sequence of coursework and *clinical experiences*

- Provides opportunities to experience issues of diversity
- *Site-based supervisors* must be *certified* and experienced
- Includes a process that selects *site-based supervisors* who provide effective and knowledgeable *support*
- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner
- All *programs* effectively implement and *evaluate* fieldwork and clinical practice
- Unit offers significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects diversity

Aligns with previous Common Standards: 7 Field Experience and Clinical Practice and 8 District Employed Supervisors

COMMON STANDARD 3

COURSEWORK, FIELDWORK AND CLINICAL PRACTICE

Information addressing this standard will be provided through Program Review by each Commission approved program across the unit.

COMMON STANDARD 4

CONTINUOUS IMPROVEMENT

Develops and implements a comprehensive continuous improvement process

- Education *unit* and its programs regularly assess their effectiveness
- Uses multiple sources of data
- Evidence that program decisions are based on the analysis of data- feedback from stakeholders and community partners

Aligns with previous Common Standard 2 Unit and Program Assessment and Evaluation

COMMON STANDARD 4 CONTINUOUS IMPROVEMENT

Evidence Required:

Graphic Depiction of the multi-year unit assessment cycle schedule, including the roles and responsibilities of personnel in the unit and programs and assessment activities

Annotated List of data sources included in the assessment cycle

Not resubmitted with Common Standards but available for Common Standards reviewers

- *Annual data submission, analysis and feedback*
- *Survey Data- CTC and local survey data, exit interviews*

COMMON STANDARD 5

PROGRAM IMPACT

Institution ensures that candidates know and demonstrate knowledge and skills necessary to educate and support effectively all *students*

Aligns with previous Common Standard 9 Assessment of Candidate Competence

Unit and its *programs* evaluate and demonstrate that they are having a *positive impact* on candidate learning and competence and on *teaching and learning*

New concept

COMMON STANDARD 5 PROGRAM IMPACT

Description of how the institution knows its programs have a positive impact.

Linked Evidence that corroborates claim.

COMMON STANDARDS REVIEW

Common standards submission reviewed one time by the BIR team

Reviewers will determine if common standards are *Preliminarily Aligned* or *More Information Needed*

An addendum will be required for any common standard not *Preliminarily Aligned* prior to the site visit

COMMON STANDARDS REVIEW

Not every element of every standard will be covered in the common standards submission since some of the evidence for Common Standards will be collected at program review.

Some standards will be reviewed during the site visit only if concerns have been identified.

Site Visit interviews and review of evidence will confirm Common Standards are being met.

IMPORTANT INFORMATION

Common Standard Submission Dates	March 2017	February 2018	February 2019	February 2020	February 2021	February 2022	February 2023
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Common Standards and Submission guidelines:

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>

Accreditation Activities Schedule:

<http://www.ctc.ca.gov/educator-prep/program-accred-sch-act.html>

Accreditation Technical Assistance:

<http://www.ctc.ca.gov/educator-prep/accred-assist.html>

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