

The Accreditation Framework

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Educator Preparation for California

Table of Contents

The Accreditation Framework	ii
Table of Contents	ii
Introduction.....	1
Section 1 Authority and Responsibilities of the Commission on Teacher Credentialing	5
A. Responsibilities Related to Accreditation Policies	5
B. Responsibilities Related to the Accreditation System	5
C. Responsibilities Related to the Committee on Accreditation	6
Section 2 The Committee on Accreditation	8
A. Functions of the Committee on Accreditation	8
B. Membership of the Committee on Accreditation	9
C. Appointment of the Committee on Accreditation	10
Section 3 Accreditation Preconditions and Standards	12
A. Preconditions	12
B. Common Standards	12
C. Program Standards	12
Section 4 Initial Accreditation Policies	14
A. Stages of Initial Institutional Approval	14
B. Integration of Institutions into the Accreditation Cycle	15
C. Policies for Initial Program Approval for Commission Approved Institutions	16
Section 5 Continuing Accreditation Policies	17
A. Overview of the Accreditation Cycle	17
B. Accreditation Cycle Activities	17
C. Accreditation Recommendations and Decisions	21
D. Appeals	22
E. Complaints about Credential Program Quality	23
Section 6 Board of Institutional Reviewers	24
A. Board of Institutional Reviewers	24
B. Roles that Reviewers Play in Accreditation	24

C. Training, Orientation, and Evaluation	26
D. Role of Commission Staff.....	27
Section 7 Articulation Between National and State Accreditation	29
A. National Accreditation of an Education Unit.....	29
B. Professional Accreditation of an Educator Preparation Program	29
Section 8 Evaluation of and Modifications to the <i>Accreditation Framework</i>	31
A. Evaluation of Accreditation System	31
B. Modifications to the <i>Accreditation Framework</i>	31

The Accreditation Framework

Educator Preparation for California

Introduction

The *Accreditation Framework* documents the policies of the Commission on Teacher Credentialing for accrediting colleges, universities, and local education agencies that prepare teachers and other educators for state licensure and professional practice in California’s public schools. “Accreditation” refers to the process of identifying and verifying the quality of each program that prepares educators for serving in the public schools by verifying that the program meets state adopted standards. The process ensure that candidates who graduate from the program meet the qualifications for licensure established by the Commission.

The major purpose of state accreditation of educator preparation programs is to ensure that those who teach and provide a variety of education-related services in the public schools have the knowledge, skills, and abilities necessary to be effective educators. Additional related purposes of accreditation are summarized below:

- Accreditation assures candidates and the public that educator preparation programs are of high quality and effective in preparing candidates to meet licensure requirements.
- Accreditation assures candidates and the public that programs are accountable for the quality and effectiveness of the preparation they provide to candidates.
- Accreditation assures that programs meet state standards for professional preparation programs, and, in so doing, are allowed to recommend candidates for state licensure.
- Accreditation assures that evidence is reviewed by peers to determine each program’s quality and effectiveness in order to retain their accreditation status.
- Accreditation provides the means for programs to continuously improve based on evidence of candidate outcomes, program effectiveness, and on feedback from ongoing peer review processes.

The Commission’s Accreditation System

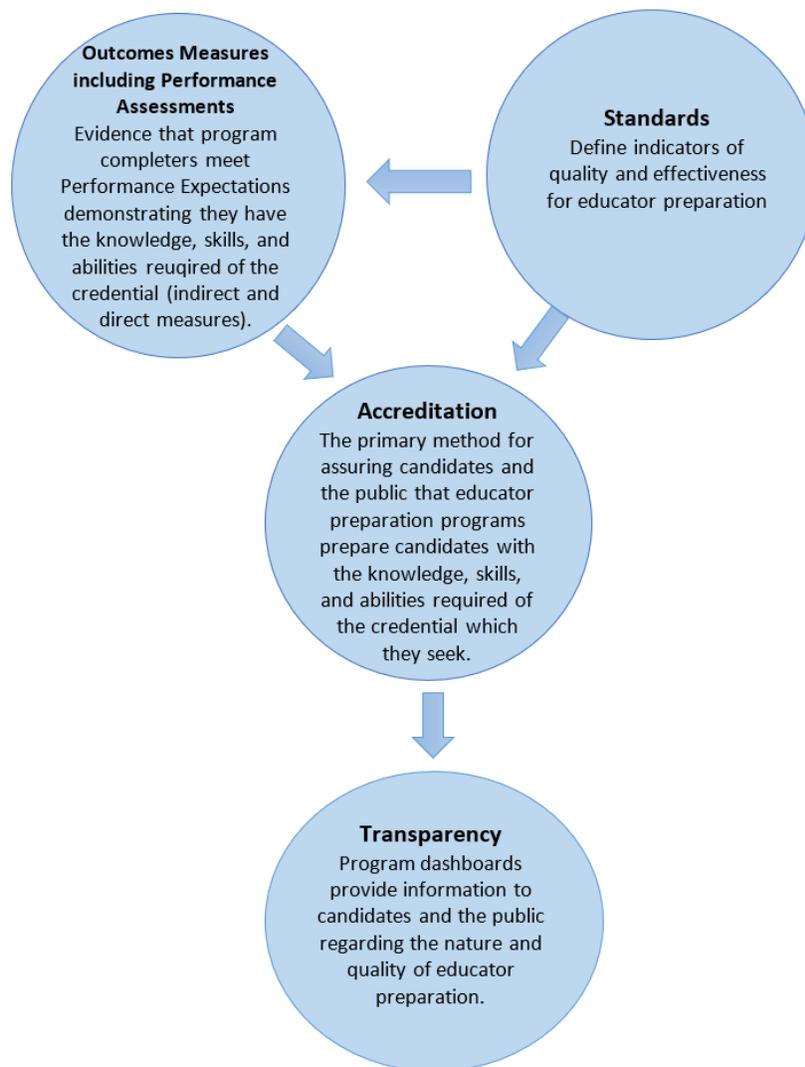
Beginning in 2014, the Commission conducted a full review of its accreditation system. As a result of this comprehensive effort, the current accreditation system incorporates the following critical attributes:

- Rigorous educator preparation program standards;
- Clearly defined performance expectations for what candidates, at the completion of their program, should know and be able to do;
- Where appropriate, valid and reliable performance assessments that ensure candidate competence;
- Consideration of a variety of reliable candidate and program outcomes measures that indicate that candidates are well prepared to serve in California’s public schools;

- Processes that are cost effective, efficiently managed, and able to distinguish poorly performing programs from highly effective programs and which provide the Commission with the authority to act accordingly;
- Involves a peer review process that includes both a review of authentic documentation as well as a site visit (in person or technology assisted); and
- Improved transparency for the public about educator preparation programs.

The graphic that follows illustrates the components of the conceptual framework underlying the Commission’s accreditation system.

Figure 1: Conceptual Framework Underlying the Accreditation System



The Professional Character of Accreditation

The Commission believes that professional educators should hold themselves and their peers accountable for the quality of professional preparation. Therefore, the accreditation system's reliance on educators to serve as peer participants is integral to the system: without their professional contributions the accreditation system would not be operable. California educators perform the following critical roles within the accreditation system:

- They serve on the Committee on Accreditation, the statutory body that reviews accreditation evidence and makes accreditation decisions
- They serve on the Board of Institutional Reviewers, the group of educators trained to review evidence of meeting the Commission's standards and expectations, as well as serve on review teams that conduct site visits to educator preparation programs and make accreditation recommendations to the Committee on Accreditation as part of the accreditation process
- They provide a diversity of viewpoints within the accreditation system so that the natural and expected variance in program orientation, philosophy, and operational methods across the array of educator preparation programs is both valued and appropriately addressed within the accreditation system

The contributions of educators to the accreditation system cannot be overstated. As discussed above, they contribute to improving California's educational system by providing direct services that ensure that programs are operating in accordance with the standards adopted by the Commission. When programs have been determined to not be operating at a level required by the standards, improvements are then made which benefit all candidates enrolled in those programs. However, the actual impact of those educators who participate in accreditation is far greater than any one time interaction; rather, through their experiences in accreditation, they become exposed to innovative best practices and often serve to replicate these practices in their own programs as well as share them with the larger professional educator preparation community. While difficult to measure, the impact of accreditation goes beyond the institution or program being reviewed to affect change throughout the California educator preparation community.

Efficiency and Cost-Effectiveness of the Accreditation System

The Commission's accreditation system is designed to maintain a focus on quality and maximize efficiency and cost-effectiveness by streamlining the standards that govern educator preparation; reducing the burden and costs for program sponsors responding to the Commission's standards and requirements; reorienting programs to focus on candidate and program outcomes and essential program information; minimizing the use of lengthy narratives of program inputs and instead relying on actual program materials and documents; conducting meetings of the Committee on Accreditation in an efficient manner; clearly defining the roles and responsibilities of all participants in the accreditation process; fostering efficient communication processes among all members of, and participants in, the accreditation system; and by allocating sufficient resources to support the activities of the accreditation system.

Accreditation costs which are borne by program sponsors as well as by the Commission should be reviewed periodically in relation to fulfilling the key purposes and activities of the accreditation system to maximize the cost-effectiveness and the efficiency of the system as a whole.

Section 1

Authority and Responsibilities of the Commission on Teacher Credentialing

Pertaining to the accreditation of educator preparation and pursuant to Education Code Section 44372, the authority and responsibilities of the Commission on Teacher Credentialing include the following:

A. Responsibilities Related to Accreditation Policies

1. **Adopt and Modify the *Accreditation Framework*.** Pursuant to Education Code section 44372(a), the Commission has the authority and responsibility to adopt an *Accreditation Framework*, “which sets forth the policies of the Commission regarding the accreditation of educator preparation in California.” Modifications occur in public meetings after the Commission considers relevant information provided by the Committee on Accreditation, institutions, Board of Institutional Review members, Commission staff, and other concerned individuals. The Commission determines when a policy modification takes effect. (*Reference: Education Code §44372 (a)*)
2. **Establish and Modify Standards for Educator Preparation.** Pursuant to Education Code section 44372(b), the Commission has the authority and responsibility to establish and modify standards for educator preparation in California. (*Reference: Education Code §44372 (b)*)

B. Responsibilities Related to the Accreditation System

1. **Initial Institution Approval.** In accordance with Education Code sections 44227(a) and 44372(c) and Section 4 of this *Framework*, the Commission determines the eligibility of an institution that applies for approval when it is not currently approved to prepare educators for state certification in California. The Commission recognizes institutions that meet the Commission-established criteria. This approval by the Commission establishes the eligibility of an institution to submit a proposal to offer an educator preparation program to the Committee on Accreditation. (*Reference: Education Code §44372 (c)*)
2. **Hear and Resolve Accreditation Appeals.** The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were “arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee on Accreditation” Education Code section 44374(e). The Commission resolves each appeal, and the Executive Director communicates the Commission’s decision to the Committee on Accreditation, the accreditation team, and the affected institution. (*Reference: Education Code §44372 (f)*)

- 3. Allocate Resources Annually for Accreditation Operations.** The Commission annually allocates resources for accreditation operations to implement this *Accreditation Framework*. Consistent with the Commission’s general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations. Pursuant to Education Code section 44374.5, the Commission implements a fair and consistent fee policy that is reviewed periodically. *(Reference: Education Code §44372 (g))*
- 4. Review and Sponsor Legislation Related to Accreditation.** The Commission reviews legislative proposals to amend the Education Code sections related to the accreditation of educator preparation institutions. As the need arises, the Commission sponsors legislation related to accreditation, after considering the advice of the Commission's professional staff, the Committee on Accreditation, educational institutions, program sponsors, and professional organizations. *(Reference: Education Code §44372 (i))*
- 5. Appoint a member of the Commission to serve as Liaison to the Committee on Accreditation.** To ensure a more seamless collaboration and coordination between the Commission as a policy body and the Committee on Accreditation as the body that is responsible for carrying out those policies, a member of the Commission shall attend Committee meetings and, when appropriate, share Commission perspective on topics generally related to accreditation policy. In addition, the Commission Liaison reports back to the full Commission during its regularly scheduled meetings on the activities of the Committee.
- 6.** The Commission understands that the effective implementation of the accreditation system relies on the support of the Commission, the Committee on Accreditation, volunteers from the educational community in California, and a knowledgeable, trained and calibrated staff.

C. Responsibilities Related to the Committee on Accreditation

- 1. Establish a Nominating Panel.** In collaboration with the Committee on Accreditation, the Commission establishes a Nominating Panel to solicit and screen nominations and recommend educators to serve on the Committee on Accreditation. *(Reference: Education Code §44373 (b))*
- 2. Appoint the Committee on Accreditation.** Pursuant to Education Code section 44372(d) and Section 2 of this *Framework*, the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does

not appoint members to represent particular institutions, organizations, or constituencies. (Reference: Education Code §44372 (d) and 44373 (a)).

- 3. Address Issues and Refer Concerns Related to Accreditation.** The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission's attention by the Committee on Accreditation, postsecondary institutions, the Commission's staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for examination and response. (Reference: Education Code §44372 (e))
- 4. Review Annual Reports by the Committee on Accreditation.** The Commission reviews an *Annual Accreditation Report* submitted by the Committee on Accreditation. The *Annual Accreditation Report* includes, but is not limited to, information about the dimensions and results of the accreditation process. (Reference: Education Code §44372 (e))

Section 2 The Committee on Accreditation

The functions, membership, and appointment of the Committee on Accreditation are set forth in Education Code section 44373 and this section of the *Framework*.

A. Functions of the Committee on Accreditation

- 1. Comparability of Standards.** In accordance with Section 3 of this *Framework*, institutions may choose one of three options by which to demonstrate that they are aligned with Commission-adopted program standards. Option 1 is the California Program Standards, Option 2 is the National or Professional Program Standards, and Option 3 is Experimental Program Standards. The Committee on Accreditation determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 3 (Experimental Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee may approve the proposed standards as Program Standards in California. (*Reference: Education Code §44373 (c) (3)*)
- 2. Initial Approval of Programs.** The Committee on Accreditation reviews proposals for the initial accreditation of programs submitted by institutions that have been determined to be eligible by the Commission. New programs of educator preparation may be submitted under Options One, Two, or Three as defined in Section 3 of this *Framework*. If the Committee determines that a program meets all applicable standards, the Committee grants initial approval to the program. (*Reference: Education Code §44373 (c) (2)*)
- 3. Continuing Accreditation Decisions.** After reviewing the recommendations of accreditation teams, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 5 of this *Framework*. With respect to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations, or Denial of Accreditation. (*Reference: Education Code §44373 (c) (1) and 44374 (d)*)
- 4. Accreditation Procedures.** Consistent with the terms of Section 5, the Committee recommends appropriate guidelines for reports as well as other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for all accreditation activities. The Committee may provide additional guidance to institutions, site visit teams and the Executive Director regarding accreditation procedures. The

procedural guidelines of the Committee are published by the Commission as an *Accreditation Handbook*. (Reference: Education Code §44373 (c) (4))

5. **Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system. (Reference: Education Code §44373 (c) (4))
6. **Communication With and Reporting to the Commission.** The Committee provides updates on accreditation decisions, activities, implementation matters or other items on an “as needed” basis to ensure the Commission is kept apprised of the effectiveness of its accreditation policies and procedures. (Reference: Education Code §44373 (c) (5))
7. **Evaluation of Accreditation Policies and Practices.** The Committee shares responsibility with the Commission for the ongoing evaluation and monitoring of the effectiveness of the accreditation system. Evaluation and monitoring of the system as well as modification to that system will be conducted in a manner consistent with Section 8 of this Framework. (Reference: Education Code §44373 (c) (4))
8. **Conduct Business in an Open, Transparent Manner.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute. All meeting agendas, team reports, and final accreditation decisions will be available to the public on the Commission’s website. (Reference: Article 9 Government Code, §11120 (Bagley Keene Open Meeting Act))

B. Membership of the Committee on Accreditation

1. **Membership Composition.** The Committee on Accreditation consists of twelve members. Six members are from postsecondary education institutions, and six are certificated professionals in public schools, school districts, or county offices of education in California. Selection of members is based on the breadth of their experience, the diversity of their perspectives, and their “distinguished records of accomplishment in education” (Education Code section 44373(a)). All members serve as members-at-large. No member serves on the Committee as a representative of any organization, institution, or constituency. To the maximum extent possible, Committee membership is balanced according to ethnicity, gender, geographic regions and across credentials awarded by the Commission on Teacher Credentialing. The Committee includes members from the public K-12 school system and from public and private postsecondary institutions. The elementary and secondary school members include certificated administrators, teachers, and at least one member involved in a professional educator preparation program. The postsecondary members include administrators and faculty members, all of whom must be involved in professional educator preparation programs. (Reference: Education Code §44373 (a))

2. **Membership Criteria.** The criteria for membership on the Committee are: evidence of achievement in the education profession; recognized professional or scholarly contributions in the field of education; recognition of excellence by peers; experience with, and sensitivity to, issues of human diversity; distinguished service in the field of educator preparation; knowledge of issues related to the preparation and licensing of education professionals; length of professional service; and possession of appropriate educational degrees and professional credentials. (*Reference: Education Code §44373 (a)*)
3. **Membership Orientation and Training.** Members of the Committee will receive an orientation and training to adequately prepare them to effectively carry out their roles and responsibilities on the Committee on Accreditation.

C. Appointment of the Committee on Accreditation

1. **Nominating Panel.** A Nominating Panel of four distinguished members of the education profession in California identifies and nominates individuals to serve on the Committee on Accreditation. The Nominating Panel is comprised of two educators appointed by the Committee on Accreditation and two educators appointed by the Commission on Teacher Credentialing. Each entity will appoint one college or university member and one K-12 public school member to the Nominating Panel. The terms of Nominating Panel members are four years. Members of the Nominating Panel may not serve more than one term. (*Reference: Education Code §44373 (b)*)
2. **Nomination of Committee Members.** To select members for the Committee, a vacancy notice is posted on the Commission website and nominations are solicited in writing from a broad base of professional organizations, agencies, institutions, and individuals in education. Each nomination must be submitted with the consent of the individual. A written endorsement from the nominee's employer confirming understanding of, and agreement to, the nominee's participation on the Committee must be submitted (The Commission provides travel, per diem, and substitute reimbursement, if needed). The nominee's professional resumé must be submitted. Self-nominations are not accepted.
3. **Selection of Committee Members.** Based on the membership criteria and the principles of balanced composition set forth in this section, the Nominating Panel screens the professional qualifications of each nominee and recommends for appointment at least two highly qualified nominees for each vacant seat on the Committee. The Commission selects and appoints the members and alternate members of the Committee by selecting from the nominations submitted by the Panel. (*Reference: Education Code §44373 (b)*)
4. **Terms of Appointment.** The Commission appoints members of the Committee on Accreditation to four-year terms. A member may be re-nominated and reappointed to a second term of four years. A member may serve a maximum of two terms on the

Committee. Terms of appointment shall commence on July 1, or the date of the appointment, whichever is later, and shall expire on June 30. (*Education Code §44373 (b)*)

5. **Committee Vacancies.** When a seat on the Committee becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members.

Section 3

Accreditation Preconditions and Standards

A. Preconditions

Preconditions are foundational requirements grounded in statute, regulations and/or Commission policy. Institutions and their programs must provide a response to each precondition and include appropriate supporting evidence and/or documentation. Institutions and the programs they sponsor must be in compliance with preconditions at all times.

B. Common Standards

Common Standards focus on ensuring appropriate institutional infrastructure, capacity, and processes are in place to support the successful implementation of all approved educator preparation programs. They address aspects of program quality that span all approved educator preparation programs sponsored by an institution. An institution must respond to each Common Standard by providing pertinent information and supporting documentation. Institutions and the programs they sponsor must meet the Common Standards at all times.

C. Program Standards

Program Standards address the quality of program features that are specific to preparation for a given credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. Programs must be in alignment with all applicable program standards at all times. The institution responds to the standards by providing program-specific information for review in accordance with Commission processes and procedures specified in the *Accreditation Handbook*. When institutions prepare for initial program approval and continuing accreditation activities, they may consider the following options for program-specific standards:

- **Option 1. California Program Standards.** The Commission adopts California Program Standards for the initial and continuing accreditation of educator preparation programs. When revised program standards are adopted, institutions using this option will be required to meet the new set of California Program Standards.
- **Option 2. National or Professional Program Standards.** California institutions may develop and implement programs that are aligned to, and accredited by, national or professional organizations. In these cases, programs must also address any areas in the Commission-adopted standards that are not included in the national or professional organization's standards. To the extent possible, the Commission will attempt to determine if the national standards are in alignment with the California standards and what additional information would be needed. A crosswalk can be developed, reviewed, and approved by the Committee on Accreditation noting where the national or professional program standards are deemed to be aligned to the Commission-adopted standards. If the Committee determines that the national or professional program standards do not adequately address one or more aspects of California's standards (Common and/or Program), the Committee

may approve the requested standards and require institutions to address the missing portions contained within the California standards. Institutions must still participate in the Program Review and Common Standard submission processes.

- **Option 3. Experimental Program Standards.** For initial accreditation, an institution may present an experimental, pilot, or exploratory program that meets the Experimental Program Standards adopted by the Commission pursuant to Education Code section 44273. Experimental, pilot, or exploratory programs are designed to allow for the examination of focused research questions intended to contribute to the body of knowledge around key aspects of the field of education including the identification of model strategies, delivery methods, and programs that lead to improved teaching and learning. Institutions that sponsor experimental, pilot, or exploratory programs must have a research component that examines how the program contributes to improvements in the quality of services authorized by the credential, more specifically, to the acquisition and mastery by educator preparation candidates of appropriate performance expectations. In addition, experimental, pilot, or exploratory programs are required to report their findings on a biennial basis to the Commission. Upon consultation with the institution and with the Committee on Accreditation, the Commission retains the authority to determine whether the findings support continuance of the experimental, pilot, or exploratory program under the experimental standards.

Section 4 Initial Accreditation Policies

This section governs the Initial Institutional Approval and Initial Program Approval processes.

A. Stages of Initial Institutional Approval

In order to offer educator preparation that leads to a California license or certificate to serve in a public school in California an entity must first be approved by the Commission on Teacher Credentialing. A postsecondary education institution, local education agency (LEA), or other entity that is not currently approved by the Commission to prepare educators for California's public schools must submit a proposal and complete the Initial Institutional Approval process. Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs) are subject to the Commission's Initial Institutional Approval Process and will need to seek approval through that route. (*Reference: Education Code §44227.2*) The Commission may establish additional procedures and criteria as it deems necessary for the initial approval of institutions.

Applicants must successfully address each of the following stages in sequence:

1. Prerequisites

- A. Regional Accreditation and Academic Credit: Each institution of higher education seeking Initial Institutional Approval must provide evidence that it is accredited by one of the six regional accrediting bodies approved by the Council for Higher Education Accreditation (CHEA). Local Education Agencies (LEAs) must demonstrate governing board approval to offer an educator preparation program.
- B. Participation in "Accreditation 101: Expectations and Responsibilities for Commission-approved Program Sponsors." A specified team of representatives from the institution must attend the Commission's Accreditation 101 training prior to beginning the initial institutional approval process.

2. Eligibility Requirements. Eligibility requirements, which are adopted by the Commission, are comprised of criteria related to the institution's resources and capacity to support educator preparation programs. A report of the institution's responses to the prerequisites and eligibility requirements will be presented to the Commission at a regularly-scheduled meeting. The Commission will determine if the institution has sufficiently met the requirements for eligibility. Once the Commission determines that an institution is eligible, the institution must demonstrate "Alignment with Common Standards and Preconditions," as described below.

3. Alignment with Common Standards and Preconditions. An institution would be required to demonstrate that, in operating a credential program, it will align its initial program and operations to all Common Standards and provide evidence that it will

comply with all relevant Preconditions. During the Initial Institutional Approval process, Common Standards and relevant Preconditions including supporting documents are reviewed to determine alignment.

4. Provisional Approval or Denial. Following completion of the first three stages of the Initial Institutional Approval process, the Commission will determine at a regularly scheduled meeting if all requirements have been adequately addressed and, if so, may then grant Provisional Approval. Provisional Approval will be for a period of two to four years, whichever amount of time the Commission determines is sufficient to gather data about the institution's new program and ensures a least one initial group of completers of that program.

5. Initial Submission of Educator Preparation Programs

Once Provisional Approval is granted, the institution may submit one or more new program proposals, limited to the programs identified in their original application. Prospective programs will be reviewed by members of the Board of Institutional Review and considered for approval by the Committee on Accreditation. During the Provisional Approval period, the institution will participate in submission of annual data. No additional educator preparation programs may be added while the institution has Provisional Approval.

6. Granting Full Institutional Approval. Full Institutional Approval will be determined by the Commission at a regularly-scheduled public meeting. The institution holding Provisional Approval will host a focused site visit in its final year of provisional approval. The determination of full approval will be informed by data collected during the two to four year Provisional Approval period and information gathered during the focused site visit in accordance with the *Accreditation Handbook*. The focused site visit report will be presented to the Committee on Accreditation which will make a recommendation as to the accreditation decision that the institution would have received if the focused site visit was instead a regularly scheduled Year 6 site visit. Any issues raised in the report and identified by the Committee as necessitating follow up will also be noted. If the recommendation is a finding other than full Accreditation, the Committee will also identify the stipulations it would have placed on the institution. The site visit team report and the Committee's recommendation will be presented to the Commission in an agenda item regarding full institutional approval. The Commission may grant or deny full institutional approval or may grant institutional approval with a requirement that the COA's draft stipulations must be addressed and presented to the COA for action within a designated timeframe.

B. Integration of Institutions into the Accreditation Cycle

Once the Commission grants full institutional approval, the Administrator of Accreditation will assign an institution to a specific cohort within the 7-year accreditation cycle. The institution will then participate in accreditation activities as defined by the seven-year accreditation cycle including the ability to submit additional programs for review and

approval. In addition, the institution and its program will be subject to annual accreditation fees.

C. Policies for Initial Program Approval for Commission Approved Institutions

New educator preparation program proposals by institutions that have been approved by the Commission must complete responses to 1) all relevant Preconditions established by state law and by the Commission; 2) Common Standards that address how the new program will integrate into the existing education unit structure; and 3) the appropriate set of Program Standards for the program being proposed. Following the review of these submissions and the determination that the proposed program is aligned to applicable standards and Preconditions, the Committee on Accreditation considers the approval of the proposed program. The specific procedures and requirements for submission of new program proposals are included in the *Accreditation Handbook*.

Section 5

Continuing Accreditation Policies

This section outlines the policies of the Commission on Teacher Credentialing for institutions that are approved to offer educator preparation programs leading to a credential or authorization in California. The specific procedures and requirements for implementing these policies are included in the *Accreditation Handbook*.

A. Overview of the Accreditation Cycle

Contained in this *Framework* are the goals for the Commission on Teacher Credentialing's accreditation system. Under this system, accreditation is an ongoing process that fosters greater public accountability, continuous attention to program improvement, adherence to standards, and high quality programs. The accreditation system and its interrelated set of activities of annual data review, program review, site visits, and follow up throughout the 7-year cycle are designed to support these goals.

The major components of the seven year accreditation cycle include:

- **Years 1 through 7:** Ongoing data collection and annual data reporting by all institutions
- **Years 1 and 4:** Preconditions submission and review
- **Year 5:** Program Review and Common Standards submission and review
- **Year 6:** Institutional site visit to determine alignment with Preconditions, Common Standards, and all applicable program standards.
- **Year 7 and beyond:** Follow up on areas of concern, as needed

B. Accreditation Cycle Activities

The following section describes the various activities within the accreditation cycle in general terms. Approved institutions are assigned to one of seven color cohorts and are subject to the following accreditation activities based on their cohort's schedule. Specific procedures and requirements about all aspects of the accreditation cycle are set forth in the *Accreditation Handbook*.

1. Years 1 through 7 of the Accreditation Cycle: Ongoing Data Collection and Annual Data Reporting by the Institution

Accreditation decisions must be based on a body of evidence that indicate whether an institution and its programs are in alignment with Commission standards and of quality. This includes consideration and analysis of a variety of data including, but not limited to:

- Survey Data
- Candidate Performance Assessment Data
- Program Effectiveness Data
- Annual indicators included in a data warehouse and data dashboard, as determined by the Commission
- Information provided by a variety of stakeholders in interviews

Ongoing Data Collection - Each institution is required to collect data on an annual basis for each approved educator preparation program related to candidate competence and program effectiveness. Further, all Commission-approved institutions must use these data to inform programmatic decision making. As specified by the Commission, data collected by an institution/program is reported annually and the data will be uploaded annually to the Commission's data system. Data provided by institutions are used to inform accreditation decisions about program quality and alignment with standards.

Annual Data Process and Report - The accreditation system requires that the institution provide evidence of data-informed decision making through the annual submission of data that the institution collects, analyzes, and uses. The annual data process includes the submission of contextual information, data relating to candidate competency, and program effectiveness. The annual data report will be reviewed, may result in further questions or review, and are part of the documentation made available to the program and site visit reviewers. The specific activities related to the annual data submission are identified in the *Accreditation Handbook* and includes surveys of completers, employers, and master teachers, as appropriate, as well as performance assessment data for those programs within which performance assessments are required for candidates for the credential.

Data Deficiencies: Staff will report to the Committee on Accreditation any institution whose annual data is found to be insufficient and/or raises questions about the quality of the programs offered. Based on this information, the Committee will determine if further monitoring and/or adjustment to the institution's accreditation activities is required, including the possibility of an accreditation visit outside the usual schedule.

2. Years 1 and 4 of the Accreditation Cycle: Demonstrating Compliance with the Preconditions

Preconditions reports are submitted and reviewed in Years 1 and 4 of the accreditation cycle. An institution responds to all relevant preconditions, which are grounded in statute, regulations, and/or Commission policy, for each approved program.

3. Year 5 of the Accreditation Cycle: Demonstrating Alignment with the Program Standards and Common Standards through Program Review and Common Standards Submission

In the 5th year of the accreditation cycle, institutions prepare and submit evidence that demonstrates that each of its approved programs is aligned to the program standards (Program Review). In addition, the institution prepares and submits evidence that demonstrates that the institution operates its educator preparation programs in alignment with the Common Standards. The specific details of these activities are as follows:

- a. **Program Review.** An institution submits required documentation that peer reviewers will review to determine whether its programs are preliminarily aligned to program standards based on that review or whether additional information will

be needed prior to the site visit. All evidence and documentation is reviewed by the reviewers who draft feedback on the Preliminary Report of Findings which is provided to the institution. For each program, the institution creates an addendum that responds to the Preliminary Report of Findings, providing further evidence and documentation that is considered by the site visit team. The Preliminary Report of Findings is considered in determining the duration and focus of the site visit in Year 6. Procedures and requirements for Program Review submission are included in the *Accreditation Handbook*.

- b. Common Standards Review.** Institutions submit required documentation that peer reviewers will review to determine whether the institution is preliminarily aligned to the Common Standards or whether additional information will be needed prior to the site visit. Members of the Board of Institutional Reviewers are trained and calibrated to review Common Standards submissions and provide feedback on the Common Standards Preliminary Report of Findings. The institution creates an addendum to the Common Standards document responding to the preliminary findings. Document review procedures are set forth in the *Accreditation Handbook*.
- c. Use of Results.** The Preliminary Report of Findings from both Program Review and Common Standards Review provide a basis for the site visit team's review of the program's implementation in Year 6. If reviewers identify issues that warrant further examination or if questions remain unanswered at the conclusion of the Program Review and Common Standards Review processes, the site visit in Year 6 may include a more detailed and/or focused review of such programs. Findings from the Program Review and Common Standards Review in Year 5 will be used, along with the type, size, and complexity of the programs to be reviewed, to determine the structure, size, and expertise of the site visit team to be selected.

4. Year 6 of the Accreditation Cycle: Institutional Site Visit

Site visits are convened at an institution in Year 6 of the accreditation cycle. A site visit team comprised of Common Standards reviewers and Program Standards reviewers is selected for the site visit from the Board of Institutional Reviewers. The site visit team analyzes all available information about the quality and effectiveness of the education unit and educator preparation programs at the institution and, based on its findings on the Common Standards, all applicable program standards, and Preconditions, the team makes a recommendation for an institution's accreditation status to the Committee on Accreditation.

- a. Collection and Review of Evidence.** The site visit team is comprised of the number of members adequate to review all available evidence and conduct interviews of relevant stakeholders in order to make standards findings and determine an accreditation recommendation. The site visit team is responsible for reviewing all available and relevant evidence to determine alignment with the standards. The evidence must represent a variety of sources across the full

range of stakeholders and include survey data, performance assessment data, written documents, information collected from stakeholder interviews, and any other data identified in the *Accreditation Handbook*.

- b. Procedural Safeguards.** The site visit team provides ample opportunities during the site review for representatives of the institution to (a) be informed about areas where the standards do not appear to be fully satisfied, and (b) supply additional information pertaining to those standards. These opportunities include, at minimum, a meeting at approximately mid-visit between representatives of the team and of the institution's credential programs, after which additional written information or interviews are used by the team in reaching its accreditation decisions.

- c. Focused Site Visit**

Focused site visits may be called for either by the Committee on Accreditation or the Administrator of Accreditation in the following situations:

- 1) As a result of the Program Review process that indicates that there may be significant areas of a program out of alignment with the Commission's adopted Program Standards and/or Preconditions and for which specific expertise is needed to determine that alignment.
- 2) As a result of a recommendation from a site visit team that did not have that particular area of expertise represented on the team and whereby issues were raised during the site visit that questioned whether the program was significantly out of alignment with adopted Program Standards or Preconditions.
- 3) Outcomes data or other compelling information such as candidate complaints indicate that potential issues may exist with the implementation of a program or suggest it may be out of compliance with standards or Preconditions.

Depending on where the institution in question is in the accreditation cycle, a focused site visit may be called for during or outside of a regularly scheduled site visit. Focused site visits require that BIR members with the specific credential area expertise be used to determine alignment with the program standards. The COA receives the report and determines the actions that must be taken in accordance with regular accreditation processes. Processes for focused site visits are outlined in the *Accreditation Handbook*.

- d. Summary Report.** The site visit team conducts an exit meeting with representatives of the institution, at which time the team presents a summary of the report that will go to the Committee on Accreditation. The Summary Report includes the team's findings relative to the Common Standards and all program standards, a rationale for all standards that are found to be met with

concerns or not met, and the site visit team's accreditation recommendation to the Committee.

- e. **Site Visit Team Reports.** The site visit team report includes, but is not limited to, information on the institution, the program(s) it offers, and any information about the accreditation decision from its most recent site visit. The report also includes team findings on Preconditions, Program Standards, and Common Standards, and rationale statements for any findings that are met with concerns or not met. Finally, the report includes the site visit team's recommendation to the Committee for an accreditation status. If stipulations are recommended, it includes the team's recommendations for required follow up. The site visit team report will include a recommendation for consideration and action by the Committee for an accreditation decision of *Accreditation*, *Accreditation with Stipulations*, or *Denial of Accreditation*, as outlined in Section C below.

5. Year 7 of the Accreditation Cycle and Beyond: Follow Up On Areas of Concern

As a result of its decision in Year 6 following the site visit, the Committee on Accreditation may assign additional follow up activities to the institution based on any areas of concern identified during the site visit activities. Accreditation with Stipulations require institutional action in Year 7 as specified by the Committee's action. See Section C below.

C. Accreditation Recommendations and Decisions

Each site visit team will make its report and recommendations to the Committee on Accreditation at the Committee's regularly-scheduled meetings. Site visit team reports indicate whether each applicable standard is met and include a narrative of the team's findings along with an accreditation recommendation to the Committee. The Committee makes the final accreditation decision.

1. **Accreditation Team Recommendations.** A site visit team recommends an accreditation status of *Accreditation*, *Accreditation with Stipulations*, or *Denial of Accreditation* for consideration and possible adoption by the Committee. The team makes its recommendation based on the overall quality of the education unit and the credential programs at the institution. The team may recommend Accreditation but also recommend required follow up for the institution and/or one or more of its programs. Alternatively, a team may recommend Accreditation with Stipulations, which may require the institution to provide evidence that the program(s) has made modifications that address the stipulation(s). Stipulations may require the discontinuation of one or more severely deficient programs at the institution. The team may also determine that the overall quality of all programs at the institution are severely deficient and recommend Denial of Accreditation for the institution as a whole.
2. **Accreditation Decisions.** After reviewing and discussing the recommendation of a site visit team, the Committee on Accreditation makes a decision about the accreditation of educator preparation at the institution. The Committee makes one of three decisions

pertaining to each institution: *Accreditation*, *Accreditation with Stipulations*, or *Denial of Accreditation*. The Accreditation decision is posted on the Commission's website along with the final report of the site visit team. Additionally, the Committee's Annual Accreditation Report to the Commission summarizes these decisions.

- 3. Required Follow Up.** The Committee may require follow up activities for one or more programs or for the institution as a unit. The institution's required follow up will be documented in formal correspondence informing the institution of the Committee's decisions.
- 4. Accreditation Stipulations.** The Committee allows an institution one year to address all stipulations except for those related to Preconditions which require prompt attention. The Committee has the discretion to grant an institution *Accreditation with Stipulations* that calls for closing a program with severe deficiencies. The Committee may require additional progress reports beyond one year even if stipulations have been removed. The Committee has discretion to allow an institution additional time to address issues. An additional period to remedy severe deficiencies may be granted by the Committee on Accreditation if the Committee determines that (a) substantial progress has been made, and/or (b) special circumstances described by the institution justify a delay. The Committee also determines how the institution's response to adopted stipulations is to be reviewed up to and including a second site visit for this purpose. Failure to address all stipulations may result in the denial of accreditation to the entire institution. The Committee has the authority to decide that an institution should host its next site visit sooner than seven years. In cases where the institution has significant stipulations it has addressed and the Committee wants to continue to monitor its progress, the Committee may require a site visit in 2, 3, or 4 years instead of the normal 7 years.

D. Appeals

- 1. Appeals to the Committee on Accreditation.** Within thirty days after an accreditation site visit, the institution may submit evidence to the Committee on Accreditation that the site visit team demonstrated bias, or acted arbitrarily or capriciously, or contrary to the policies of this *Framework*, or the procedural guidelines of the Committee on Accreditation. (Note: Information related to the quality of a program or the education unit that was not previously provided to the site visit team may not be considered by the Committee on Accreditation.) The appeal will be addressed at the next regularly-scheduled meeting of the Committee on Accreditation. The Committee on Accreditation may use this evidence to make a different decision than was recommended by the site visit team. If the Committee on Accreditation makes such a decision, the leader of the site visit team may file a dissent with the Commission. If the Committee on Accreditation decides that an incorrect judgment was made by a team and that the result leaves some doubt about the most appropriate decision to be made, the Committee on Accreditation may assign a new site visit team to visit the institution and provide a recommendation on its accreditation.

2. Appeals to the Commission. An institution has the right to appeal to the Commission a decision by the Committee on Accreditation to deny accreditation or accredit with stipulations. Pursuant to Education Code section 44374(e), such an appeal must be based on evidence that accreditation procedures conducted by the site visit team or decisions made by the Committee on Accreditation were arbitrary, capricious, unfair, or contrary to the policies in this *Framework* or the procedural guidelines of the Committee on Accreditation. Information related to the quality of a program or the education unit or LEA that was not previously provided to the site visit team may not be considered by the Commission. The Commission resolves each appeal pursuant to Education Code Section 44372(f). The process for appeals is outlined in the *Accreditation Handbook*.

E. Complaints about Credential Program Quality

The accreditation system includes a process for individuals to submit complaints for the purpose of consideration in accreditation decisions. When one or more complaints about a credential program indicate that the program may not be meeting Commission-adopted standards, the Commission on Teacher Credentialing may investigate the basis for the concerns, provide technical assistance to the institution, and/or refer the concerns to the Committee on Accreditation for consideration of possible action. Only those complaints that indicate a pattern of issues of program quality or raise questions about whether a program is aligned to Commission standards apply to this section. Individual candidate issues such as whether a particular candidate has satisfied all program requirements, disputes about grades or examinations results, or other similar issues will continue to be within the jurisdiction of the program and the institution's grievance process.

Section 6

Board of Institutional Reviewers

This section governs both initial and continuing accreditation reviewers.

A. Board of Institutional Reviewers

To conduct reviews for the initial and continuing accreditation of institutions and their programs, the Executive Director of the Commission on Teacher Credentialing maintains a pool of trained reviewers consisting of California college and university faculty members, staff, and administrators, as well as elementary and secondary school teachers and other certificated professionals, pursuant to Education Code section 44374(b). These reviewers may participate in the various accreditation activities discussed in this section. The pool consists of individuals who are geographically and culturally diverse, who represent gender equity, and who have expertise across the spectrum of credential areas. The Committee on Accreditation establishes criteria for membership in the pool. At least once per year, the Professional Services Division trains new members to maintain adequate numbers of active members in the pool.

Recruitment of Board of Institutional Review (BIR) members: The Commission makes every effort to recruit into the BIR experts from the field of educator preparation and K-12 practitioners across the spectrum of credential areas. Efforts are made to ensure a BIR pool that represents the broad diversity of the California’s educational community including areas of expertise and experience, association with institutions of higher education both public and independent, TK-12 practitioners from elementary, middle and secondary public schools, as well as a pool that is diverse based on race, ethnicity, sexual identification, sexual orientation, and state geographical areas.

Conflict of Interest: Care is exercised to avoid conflicts of interest involving accreditation team members and the institution/program sponsor being reviewed, such as current or past enrollment; programmatic collaboration; past, prospective, or present employment; and/or familial connections.

B. Roles that Reviewers Play in Accreditation

Initial Institutional Approval. Institutions seeking to offer a credential program leading to licensure in California must first be approved by the Commission in accordance with this *Framework*. Board of Institutional Review members review the appropriate components of the institution’s application for initial institutional approval including the responses to the Common Standards and determine the alignment of the institution’s response prior to being considered for approval by the Commission.

Initial Program Approval: Institutions that have established eligibility with the Commission may seek to sponsor a credential program by submitting a proposal that is reviewed by Board of Institutional Review members who provide feedback to the

institution. Institutions respond to the feedback until the reviewers determine that the program meets the requirements of the standards. New programs may also be reviewed by Commission staff members who have expertise in the credential area. Once all the standards are met, the Committee on Accreditation may approve the institution to sponsor the program.

Continuing Program Review: Under the auspices of the Executive Director, Program Reviewers are appointed to review each program being considered for continuing accreditation. Reviewers are responsible for reviewing a credential program's alignment with the standards' requirements. After reviewing the Program Review submission, reviewers prepare a report containing preliminary findings on all program standards. The institution then provides an addendum to address the findings and makes the addendum available to the site visit team in advance of the site visit. Reviewers with appropriate experience and qualifications are responsible for professional judgments about credential programs. Reviewers are required to have sufficient expertise to make sound judgments about the program under review.

Common Standards Review. Under the auspices of the Executive Director, Common Standards reviewers are appointed to review each institution's response to the Common standards for continuing accreditation. Reviewers are responsible for reviewing an institution's responses for alignment with the Common Standard requirements. After reviewing the Common Standards submission, reviewers will prepare a report containing the preliminary findings on all Common Standards. The institution then provides an addendum to address the findings and makes the addendum available to the site visit team in advance of the site visit. Reviewers with appropriate experience and qualifications are responsible for professional judgements about alignment with Common Standards.

Continuing Institutional Accreditation (Site Visit Reviewers): Under the auspices of the Executive Director, a site visit team and team lead are appointed for an institution being considered for continuing accreditation. The accreditation site visit team members have responsibility for reviewing all evidence and documentation available and determining findings for the Common Standards, Program Standards, and, Preconditions, and making a recommendation for accreditation to the Committee on Accreditation. The size of the site visit team will be determined based upon factors such as: enrollment, complexity of programs, number of satellite locations, and the preliminary findings from Program Review and Common Standards Review.

Team Expertise. The range of credential programs at an institution must be reflected in the expertise of the reviewers, but there need not be a one-to-one correspondence between credential programs and reviewer specializations. Candidate enrollments in programs, the complexity of programs, and/or the numbers of specialized programs offered by an institution will all be considered in establishing the site visit teams. The nature of the preliminary findings from Program Review and Common Standards Review will also be considered in establishing the site visit team.

C. Training, Orientation, and Evaluation

Prior to participation in accreditation review activities, all Board of Institutional Review (BIR) members complete in-depth training and orientation. All training and orientation is evaluated by participants to guide future training and orientation.

1. **Training.** To ensure that accreditation review activities examine issues of quality in educator preparation, prospective BIR members participate in an intensive training program which focuses on document review, data analysis, team skills, interview techniques, accreditation procedures, and the consistent application of standards. In adopting an *Accreditation Handbook*, the Committee on Accreditation will attend to appropriate differentiation in the training of new and returning team members and team leads, and to training and calibration for the different types of review activities: Initial Program Approval, Program Review, Common Standards Review, and Site Visits. The BIR will have members who are involved in all types of review activities but not all BIR members must be trained in all types of reviews. All reviewers must be trained in the specific activity or activities in which they will be participating.
2. **Orientation.**
 - a. **Initial Program Approval:** As new program proposals are submitted by eligible institutions or documents are submitted in response to new program standards, a Commission staff member with expertise in the program area is assigned to ensure calibration of reader responses to the standards and work with all reviewers to ensure that all program documents submitted for initial program approval are reviewed in a fair and equitable manner.
 - b. **Program Reviewers:** A Commission staff consultant will provide reviewers of programs with training on all standards or standards updates and changes, and calibrate reviewers on decisions related to a program's preliminary alignment to the standards.
 - c. **Site Visit Reviewers:** Prior to the beginning of an accreditation site visit, team members meet to discuss their observations about the institutional reports as well as the preliminary Program Standards and Common Standards findings, and to review their prior training as site visit reviewers. The team activities for the site visit are planned under the direction of the team lead and the Commission's staff consultant(s).
3. **Evaluation of Training and Accreditation Activities.** To ensure that future team training and orientations are as effective as possible, all team members will be asked to evaluate training and orientation activities. The Committee on Accreditation will analyze the responses and modify the training appropriately, as needed.

4. **Evaluation of the Performance of BIR Members.** To ensure that accreditation activities are as effective as possible, free of bias, and in accordance with high standards of professionalism, the performance of BIR members will be evaluated by other accreditation team members and institutional representatives. This feedback will be considered in determining assignment to future accreditation activities.

D. Role of Commission Staff

The professional expertise of Commission staff will be used in accreditation activities and staff members will be assigned to facilitate accreditation activities. Prior to participation in accreditation review activities, staff will participate in the appropriate orientation and training.

1. Initial Accreditation Activities:

- a. **Initial Institution Approval.** Staff facilitates the Initial Institutional Approval process. An institution must complete all aspects of the Initial Institutional Approval process as outlined in Section 4 of this *Framework*. The Commission determines if an institution has satisfactorily met the Prerequisites, Eligibility Requirements, Common Standards, and data reporting requirements related to the program's operations during the Provisional Approval period before considering the institution for Full Institutional Approval. Once an institution receives Full Institutional Approval, the Administrator of Accreditation determines which cohort within the accreditation cycle the institution will be placed.
- b. **Initial Program Approval.** Staff facilitates the review of initial program documents using members of the Board of Institutional Reviewers (BIR) or, if staff has the expertise required, completes the review of the initial program document.

2. Continuing Accreditation Activities:

- a. **Annual Data Reports.** Staff will monitor all annual data reports, summarizing information for the Committee on Accreditation as appropriate and bringing to the Committee's attention any data that could raise questions about alignment with standards or program quality.
- b. **Program Review Submissions.** Staff facilitates the review of program documents in the fifth year of the accreditation cycle with the use members of the Board of Institutional Reviewers (BIR) to accomplish the reviews.
- c. **Common Standards Review.** Staff facilitates the review of Common Standards documents in the fifth year of the accreditation cycle with the use members of the BIR to accomplish the reviews.

- d. **Site Visit.** Staff are assigned approximately one year prior to the site visit they will be facilitating. Staff work with the institution to prepare for the site visit. Approximately two months prior to the visit, staff conducts a pre-visit to assist in finalizing the plans for the site visit. The site visit team members are members of the BIR; staff is responsible to ensure that the accreditation procedures as developed by the Committee on Accreditation are followed by all site visit team members.

Section 7

Articulation Between National and State Accreditation

Education Code §44374(f) specifies that “At the request of an institution, the accreditation of an education unit or a specific program by a national accrediting body shall substitute for state accreditation provided that the national accrediting body has satisfied the applicable conditions set forth in the accreditation framework.” Pursuant to this direction, the Committee on Accreditation will develop and approve a process for ensuring that programs seeking both Commission accreditation and national or professional accreditation can do so efficiently and in a manner that takes into account where alignment between the relevant standards exist. This process must ensure that Commission-approved programs meet the Commission’s adopted standards and requirements.

A. National Accreditation of an Education Unit

1. The Committee will establish an agreement or an Memorandum of Understanding outlining provisions of coordination and collaboration between the Commission and the national accrediting body for the purposes of implementing the accreditation system for an institution that seeks both types of accreditation.
2. A crosswalk identifying areas of alignment between the Commission’s Common Standards and the national accrediting body will be developed and approved by the Committee on Accreditation and used as the basis for determining submission requirements for institutions seeking both national accreditation and Commission Accreditation.
3. For any aspect or component of the Common Standards that is found to be absent from the standards of the national accreditor, the institution must demonstrate that it meets the Common Standards.
4. In order for the standards findings of a national accrediting body to be substituted for one or more Common Standards findings for the purposes of an accreditation finding by the COA, the national accrediting body must find the aspects or components of its own standards to be met according to its own criteria.
5. The accreditation process of the national body must include regularly scheduled reviews of the institution and its programs that include, at minimum, a review of evidence and interviews with appropriate institutional personnel and its stakeholders.
6. The period of accreditation of the national accrediting body is consistent with a seven-year cycle and is compatible with the accreditation activities established by the state.

B. Professional Accreditation of an Educator Preparation Program

1. A crosswalk identifying areas of alignment between the Commission’s program standards and the professional accrediting body will be developed and approved by the Committee on Accreditation and used as the basis for determining submission

requirements for institutions seeking both national accreditation and Commission Accreditation.

2. For any aspect or component of the Commission's adopted program standards that is found to be absent from the standards of the professional accreditor, the program agrees to demonstrate that it meets the Commission's standards.
3. In order for the standards findings of a professional accrediting body to be substituted for one or more program standards findings for the purposes of an accreditation decision by the COA, the professional accrediting body must find the aspects or components of its own standards to be met according to its own criteria and the program must provide evidence of its professional accreditation.

Section 8

Evaluation of and Modifications to the *Accreditation Framework*

This section governs the evaluation of the accreditation system and modification of the *Accreditation Framework*.

A. Evaluation of Accreditation System

The Commission and the Committee on Accreditation are jointly responsible, in consultation with educational institutions and organizations, for establishing, maintaining, and continually refining a system of ongoing evaluation of the accreditation system for educator preparation. The Commission and the Committee on Accreditation will implement a process of continual evaluation and improvement to its accreditation system.

B. Modifications to the *Accreditation Framework*

- 1. General Provisions Regarding Modifications.** The Commission will consult with the Committee on Accreditation and educational institutions, program sponsors, and organizations regarding any proposed modifications to the *Framework*. Modifications will occur in public meetings of the Commission, after the Commission has considered relevant information provided by the Committee, postsecondary institutions, accreditation team members, the Commission's professional staff, and other concerned individuals. The Commission will determine the date when a policy modification is effective.
- 2. Refinements and Clarifications of the *Framework*.** The Commission may modify the *Accreditation Framework* to refine or clarify its contents, as needed. The Commission has the authority to reconsider and modify the Program Standards for Options 1, 2, or 3 as the need arises.
- 3. Significant Modifications of the *Framework*.** Given that a central tenet of the Commission's accreditation system is continuous improvement, the Commission shall periodically review the *Accreditation Framework* with the objective of ensuring that, by design and implementation, the accreditation system results in educator preparation programs that not only meet the standards of the Commission, but that the system itself contributes positively to the overall quality of education in California. In this review and consideration of any changes to the *Framework*, the Commission shall consult broadly with, and provide opportunities for input, from a wide variety of stakeholders, including but not limited to the Committee on Accreditation, the California State University system, the University of California system, the Association of Independent California Colleges and Universities, local education agencies, TK-12 practitioners and other educational organizations in the state.