



PROGRAM SPONSOR ALERT

Date: October 26, 2015

Number: 15-06

Subject: Commission Adoption of Revised Common Standards
(2015)

Summary:

New Common Standards were adopted at the October 8, 2015 Commission meeting as part of the comprehensive effort to strengthen and streamline the accreditation system. These five standards will replace the current nine Common Standards that were adopted in 2008. This PSA provides information on the revised standards as well as information on the expectations for institutions to transition from the 2008 Common Standards to the 2015 Common Standards.

Background

The Commission's Common Standards apply to all institutions approved to offer educator preparation programs leading to a California credential and are intended to ensure the successful implementation of all educator preparation programs offered by an institution. The Common Standards address issues of institutional infrastructure that are common across all types of educator preparation programs. The Common Standards complement the program standards which are designed to address the program specific requirements for each credential program.

The 2008 Common Standards were reviewed as part of the Commission's efforts to streamline and strengthen the accreditation system as well as to refocus the system on program outcomes. Several subgroups of the accreditation streamlining and strengthening project reviewed each sentence in the 2008 standards and discussed whether the language was still relevant, whether it needed updating, whether it was duplicative of concepts contained in other standards, or whether the requirements should be eliminated or moved into

preconditions or other areas of the accreditation system. Feedback was gathered throughout the summer and early fall of 2015 and the Commission adopted the language on October 8, 2015 along with a transition plan for implementation.

The chart below indicates where the major concepts in the previous standards are included in the newly adopted Common Standards. It is important to note that Common Standards apply to all educator preparation programs, not only teacher preparation, and therefore some of the language is intentionally broad to encompass all types of educator preparation credential programs.

New Common Standards (2015)	Previous 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. Coursework, 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. Candidate Assessment and Program Impact	9. Assessment of Candidate Competence

Institutions currently scheduled for site visits during the 2015-2016 school year are still responsible to respond to the nine previous Common Standards that were adopted in 2008. All programs will begin to transition to the newly adopted Common Standards starting July 1, 2016. By July 1, 2017, all institutions must have transitioned to the newly adopted Common Standards.

When	What
through June 30, 2016	Use currently adopted Common Standards (2008)
July 1, 2016 to July 1, 2017	All Commission-approved institutions transition to new Common Standards
July 1, 2017	Full Implementation by all Institutions Institutions with site visits in 2017-18 must provide Common Standards documents

The newly adopted Common Standards are included in the appendix. The glossary for the standards is still being updated, and is expected to be finalized by the Committee on Accreditation in early 2016. While most of the terms in the standards are common knowledge, some institutions and even programs within institutions, use different terms for the same concept. The glossary will help to minimize this misunderstanding.

The Common Standards are also available on the CTC website at <http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

Appendix

Commission Adopted Common Standards Adopted October 2015

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.
- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.
- The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.
- The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, *professional development/instruction*, field based supervision and *clinical experiences*.
- The *Unit* Leadership has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.
- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and *support* diversity and excellence.
- *The institution* employs, assigns and retains only *qualified persons* to teach courses, provide *professional development*, and supervise field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service*.
- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Candidate Recruitment and Support

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.
- The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.
- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.
- Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and *support P-12 students* in meeting state-adopted content standards.

The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*.

Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek.

The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of clinical personnel, *site-based supervisors* and school sites, as appropriate to the *program*.

- Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.
- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.
- The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.
- *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.
- For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.

Standard 4 – Continuous Improvement

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.

- The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.
- Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.
- The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

Standard 5 – Program Impact

The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and *support* effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The *unit* and its *programs* evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on *teaching and learning* in schools that serve California's *students*.

**Italicized language represents language that will be included in a Common Standards Glossary.*