

# Requirements for Organizations (NGO/CBOs) that are Not Regionally Accredited or accredited by CHEA or the USDOE to Offer Educator Preparation Programs in California

*Adopted by the Commission, June 2010*

## Requirements for Organizations (NGO/CBOs) that are Not Regionally Accredited or accredited by CHEA or the USDOE to Offer Educator Preparation Programs in California

### A: Articulating Organizational Goals and Addressing Educator Preparation Objectives

The organization defines its educator preparation purposes and establishes objectives. The organization functions with integrity and autonomy.

1. The organization’s formally approved statements of purpose and operational practices are appropriate for an educator preparation organization in California. The organization’s objectives are clearly recognized and consistent with stated purposes.
2. The organization demonstrates an appropriate response to the increasing diversity in society through its policies, practices and programs.
3. The organization has educator preparation as a primary purpose regardless of political, corporate, or religious affiliations.
4. The organization exhibits integrity in its operations, as demonstrated by the implementation of appropriate, equitable, open and honest communication with candidates and the public, timely and fair re­sponses to complaints and grievances, and regular evaluation of its performance in these areas.
5. The organization demonstrates knowledge of and the capacity to participate in the Commission’s accreditation process including Biennial Reports, Program Assessment, accreditation site visits, the Common Standards, Preconditions and Program Standards.
6. The organization is committed to honest and open communication with the California Commission on Teacher Credentialing, to undertaking the accreditation review process with seriousness and candor, to informing the Commis­sion promptly of any matter that could materially af­fect the accreditation status of the organization, and to abiding by Commission policies and procedures.

### B: Commitment to Learning and Continuous Improvement to Achieve California Educator Preparation Objectives

The organization achieves its educator preparation objectives. The organization maintains a sustained, evidence-based, evaluation system to ensure that high quality educator preparation objectives are met.

1. The organization’s learning outcomes and ex­pectations for candidate attainment are clearly stated and widely shared among stakeholders and at the course, program and organizational levels. The organization’s staff takes collective responsibility for estab­lishing, reviewing, fostering, and demonstrating the attainment of these expectations.
2. The organization’s educator preparation programs actively involve prospective educators in learning, ensure they meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.
3. The organization reg­ularly identifies the characteristics of its candidates and assesses their preparation, needs, and experiences. The organization collects and analyzes prospective educator data, disaggregated by demographic categories and type of credential program. The organization takes security measures to ensure the security and integrity of candidate records.
4. The organization’s planning processes identify and align program, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the educator preparation program. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data from multiple sources including those identified in B3.

### C: Developing, Sustaining and Applying Resources and Organizational Structures to Ensure Quality Educator Preparation

The organization sustains its operations and supports the achievement of its educator preparation objectives through its investment in human, physical, fiscal, and information resources. These key resources promote the achievement of quality educator preparation.

1. The organization demonstrates that it employs an adequate number of instructional staff with commitment to educator preparation of high quality. The staff is sufficient in number, professional qualifications, and diversity to achieve the organization’s educator preparation objectives.
2. Staff recruitment and evaluation practices are aligned with educator preparation objectives. For instructional staff, evaluation involves consideration of evidence of teaching effectiveness, including candidate’s evaluations of instruction.
3. The organization maintains appropriate and suffi­ciently supported staff development ac­tivities designed to improve teaching and learning, consistent with its educator preparation objectives.
4. Initially, the organization provides c**lean independent audits of a full set of financial statements of the legal entity planning to offer educator preparation programs for the three years prior to submission of the "Intent to Seek Institutional Approval Form." The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the U.S. After initial approval by the Commission, the organization submits the legal entity’s 990 Form (for non-profits) or corporate income tax returns (for for-profits) for the past two years on a biennial basis.** Resources are aligned with educator preparation objectives.
5. **A business plan that focuses on the unit being accredited. The business plan should include:**
* **A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty, tuition costs, a budget narrative, etc.;**
* **The most current approved budget;**
* **Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates; costs of facility, payroll, maintenance, etc.;**
* **A one to two page narrative describing revenue and expenditure projections for the next 4 years;**
* **A one to two page narrative describing the relationship between the unit and the legal entity offering the educator preparation programs; and**
* **If tuition based, the tuition refund policy should the educator preparation programs be discontinued.**
1. The organization’s facilities are safe, secure and healthy. The organization’s information technology resources are sufficiently coordinated and supported to fulfill its educator preparation purposes.
2. The organization policies related to fees and other financial obligations of candidates, conflicts of interest, non-discrimination and sexual harassment are clearly stated.
3. The organization has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over organizational integrity, policies, staffing and ongoing op­erations.
4. The primary administrator responsible for the educator preparation program shall possess a post baccalaureate degree or credential and experience in education. In addition, the institution has a sufficient number of other qualified administrators, including a chief financial officer, to provide effective educational leadership and management.

## Common Standards

### Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty, instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institution*al *support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

### Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

### Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

### Standard 4: Faculty and Instructional Personnel

*Qualified persons* are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise* *field-based and/or clinical experiences* in each credential and *certificate* *program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12* settings/college/university *unit*s and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

### Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each *candidate*’s *professional placement*. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

### Standard 7: Field Experience and Clinical Practice

The *unit* and its *partner*s design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate* *program*, the *unit* collaborates with its *partner*s regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervis*ing personnel. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

### Standard 8: District-Employed Supervisors

*District-employed supervisors* are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisor*y role, *evaluate*d and *recognize*d in a systematic manner.

### Standard 9: Assessment of Candidate Competence

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

## Common Standards Glossary

Adopted by the COA October 2008

| **Term**  | **Common Standard** | **Definition** |
| --- | --- | --- |
| **Admission Criteria**  | **5** | * Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.
 |
| **Assessment** | **2, 3, 9** | * Process to evaluate, appraise, or measure an individual’s knowledge, skills and ability in relation in meeting the adopted program standards.
* Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution.
* Information gained through assessment for the accreditation process is not used for employment purposes.
 |
| **Assessment and Evaluation System** | **2** | * A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.
 |
| **Authority** | **1** | * An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.
 |
| **Candidate** | **1, 2, 3, 4, 5, 6, 7** | * An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.
 |
| **Certified, Certificated** | **8** | * To hold a California educator credential appropriate to his/her role and/or responsibility.
 |
| **Clinical Experiences** | **3, 4, 7** | * Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
* See also Field-Based Experiences
 |
| **Clinical Personnel** | **3, 4, 7** | * P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.
 |
| **Competency Requirements** | **9** | * The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.
 |
| **Course Instructors** | **4** | * Individuals who teach courses and/or provide instruction to candidates.
 |
| **Courses** | **1** | * CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.
 |
| **District-Employed Supervisors** | **8** | * Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers.
* In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.
 |
| **Evaluate, Evaluation** | **2, 4, 7, 8** | * Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes.
* Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.
 |
| **Faculty** | **1, 4** | * Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.
 |
| **Field and Clinical Supervisors** | **4, 7** | * Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice.
* Second Tier Credential Programs do not have field supervisors.
 |
| **Field-Based Work or Experience** | **3, 4, 7** | * Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
 |
| **Governance** | **1** | * The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.
 |
| **Information Resources** | **3** | * Library and/or digital media resources, as well as information and communication technology resources available to candidates.
 |
| **Institution** | **1, 6** | * The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).
 |
| **Instructional Personnel** | **4** | * Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
 |
| ***Intern Program*** |  | * A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.
 |
| **P-12 Student** | **7** | * Refers to students enrolled in pre-school through 12th grade.
 |
| **Multiple Measures** | **5** | * Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California’s diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.
 |
| **P-12** | **4** | * Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
 |
| **Partners** | **7** | * Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.
 |
| **Professional Development** | **3** | * Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.
 |
| **Professional Placement** | **6** | * A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate’s assigned location for field experiences.
 |
| **Program** | **all** | * A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.
 |
| **Program Completer** | **2** | * An individual who has completed a credential program,
 |
| **Personnel** | **3,7, 9**  | * Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
* See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel
 |
| **Qualified Persons, Qualified Members** | **4, 6** | * Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.
 |
| **Recognize** | **4, 8** | * To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
 |
| **Scholarship** | **1, 4** | * Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.
 |
| **Second Tier Credential Programs**  |  | * Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.
 |
| **Service** | **1, 4** | * Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual’s specialized knowledge and the institution and unit’s mission as preparers of educators.
 |
| **Site-Based Supervising Personnel** | **7** | * Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.
* See Also Field and Clinical Supervisors.
 |
| **Stakeholder** | **1** | * Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.
 |
| **Student** | **7** | * In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.
 |
| **Sufficient** | **3** | * Adequate or ample to meet the need.
 |
| **Supervise** | **4** | * The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.
 |
| **Supervisor** | **4, 8** | * For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.
* See Also Field and Clinical Supervisors.
 |
| **Supervision** | **3, 8** | * Activities undertaken to evaluate a candidate’s competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.
 |
| **Support**  | **1, 3, 4, 5, 6, 7, 8, 9** | * Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate’s competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.
 |
| **Unit** | **1, 6, 7** | * The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.
 |
| **Unit Leadership** | **1** | * Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.
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*Italics* indicate that the term does not appear in the Common Standards.

## Preconditions for California Educator Preparation Programs

### Introduction

California law provides the Commission on Teacher Credentialing with the authority to accredit institutions and approve all programs that lead to a credential to serve as an educator in California’s public schools. Among other responsibilities, Section 44225 of the California Education code establishes that the Commission shall establish professional standards, assessment and examinations for entry and advancement in the education profession, adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators, and propose appropriate rules and regulations in this area. All institutions wishing to offer credential programs in the area of educator preparation programs must first successfully respond to the Commission’s preconditions.

### What is a Precondition?

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The basis for a precondition is either 1) statute, or 2) Commission policy.

The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards.

### What kinds of preconditions exist?

There are essentially two kinds of preconditions. The first are those that apply to all professional preparation programs. These preconditions do not apply to subject matter programs. The second type of preconditions are those that apply to particular kinds of credential areas. Those institutions offering or applying to offer specific credential programs must respond to each of the applicable preconditions.

### Who reviews preconditions?

Because preconditions are related to issues of compliance and not program quality, Commission staff typically reviews preconditions. This review is done prior to initial institutional approval and continuing accreditation site visits.

## Preconditions for All Professional Preparation Programs

*The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.*

### General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

**(1) Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

 For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board’s approval of sponsorship of the program.

 **(2) Responsibility and Authority**. To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

 **(3) Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

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

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

 **(6) Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

 **(7) Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

### General Preconditions Established by State Law

 **(8) Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*

 **(9) California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b)*

**Clarification of General Precondition 9**

*Legislative Intent.* GeneralPrecondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

*Applicants Residing Out of State When They Apply for Admission.* Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

*Candidate Qualifications.* The standard requires that Multiple and Single Subject Credential (Program Standard 17) candidates must pass the CBEST prior to daily student teaching.

 **(10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate’s personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

 For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

### Preconditions for Multiple and Single Subject Programs

***The following Preconditions apply to all institutions applying to the Commission for approval to offer Internship Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.***

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

 **(1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

**Clarification of Program Precondition 1**

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission’s Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

**(2) Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*

**Clarification of Program Precondition 2**

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

**(3) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*

**(4) Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a).*

**Clarification of Program Precondition 4**

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent~~.~~

 **(5) Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*

* + - The candidate provides evidence of having passed the appropriate subject matter examination(s).
		- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
		- The candidate provides evidence of registration for the next scheduled examination.
		- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
		- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
		- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

 **(6) Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Sections 44259 (b) (5).*

* + - For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
		- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
		- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

 **(7) Completion of Requirements.** A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

* + - Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
		- Passage of the California Basic Education Skills Test (CBEST)
		- Completion of an accredited professional preparation program
		- Completion of the subject matter requirement
		- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
		- Passage of the Teaching Performance Assessment
		- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

## Preconditions for Internship Programs

***The following Preconditions apply to all institutions applying to the Commission for approval to offer Internship Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.***

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

 **(1) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.

**(2) Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).

**(3) Pre-Service Requirement.**

(a) Each Multiple and Single Subject Internship program must includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in  general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

**(4) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the intern.

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

**(5) Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

 **(6) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

**(7) Participating Districts.**  Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.

**(8) Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

* + - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
		- Techniques to address learning differences, including working with students with special needs
		- Techniques to address working with English learners to provide access to the curriculum
		- Reading instruction in accordance with state standards
		- Assessment of student progress based on the state content and performance standards
		- Classroom management techniques
		- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

**(9) Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).

 **(10) Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

**(11) Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

1. **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

## Steps to Initial Institutional Approval for Entities that are Not Regionally Accredited

| **Activity** | **Prospective Institution** | **Commission** **(CTC/COA/staff)** |
| --- | --- | --- |
| Information gathering—Understand the steps of institutional and program approval in California.  | Contact staff, consult web page for information on Initial Institutional Approval (IIA) | Provide technical assistance to prospective institution |
| Documentation addressing ***Requirements for Organizations that are Not Regionally Accredited to Offer Educator Preparation Programs in California*** | Prepare and submit to the Commission | Staff review for completeness and supporting documentation. If submission is complete (Requirements, Common Standards and Preconditions) schedule a site visit. |
| Responses to the Common Standards and the Preconditions for the intended teacher preparation program | Prepare and submit to the Commission | Staff review for completeness and supporting documentation. If submission is complete (Requirements, Common Standards and Preconditions) schedule a site visit. |
| Site visit addressing the Organizational Requirements and Common Standards-- a 2 ½ day site visit focusing on the Organizational Requirements and the Common Standards with members of the Board of Institutional Reviewers (BIR) and an individual with expertise in budget | Host site visit. Bring in leadership team and stakeholders to provide information  | Facilitate the site visit. Take team report and recommendation to the COA |
| Committee on Accreditation (COA) Agenda item—Staff presents the report from the site visit. Team Lead appears before the COA and the institution | Attend the COA meeting-optional | COA reviews the report and decides if recommendation for IIA should be forwarded to the Commission |
| Commission agenda item-- Staff prepares an agenda item recommending Initial Institutional Approval | Attend the Commission meeting-optional | Commission takes action  |
| Program Proposal—narrative and supporting documentation addressing all adopted program standards for the intended teacher preparation program | Prepare narrative addressing all program standards | Facilitate initial review of proposed program. Once the proposal meets all program standards, place on the COA agenda |
| Approval of Teacher Preparation Program |  | COA takes action to approve the program |

Once the entity has Initial Institutional Approval (IIA) and an approved teacher preparation program, the entity will be place in an accreditation cohort. The institution will be responsible for completing all required accreditation activities with the assigned cohort. A technical assistance site visit will be scheduled at the end of the second year of program operation.