Common Standards Submission Process
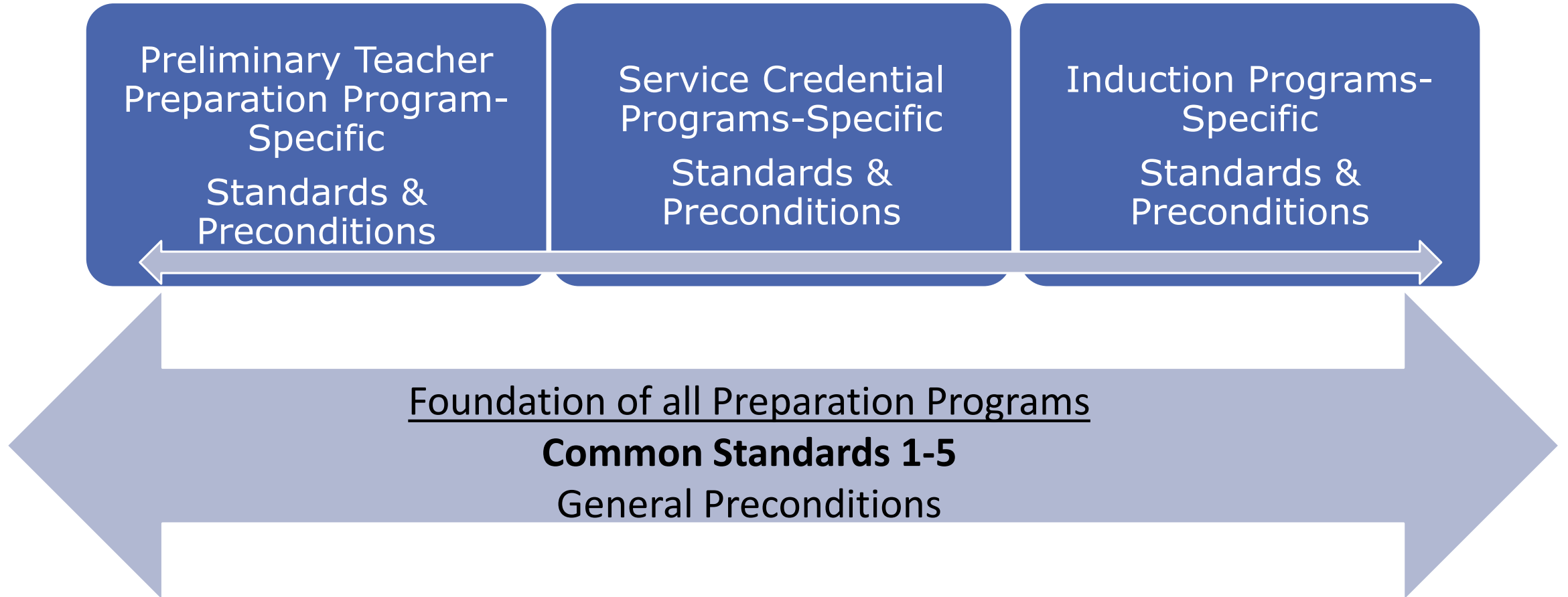
COMMISSION ON TEACHER CREDENTIALING

DUE: FEBRUARY 28

Relationship of Standards and Preconditions

Preliminary Teacher Preparation Program-Specific

Standards & Preconditions

Service Credential Programs-Specific

Standards & Preconditions

Induction Programs-Specific

Standards & Preconditions

Foundation of all Preparation Programs

Common Standards 1-5

General Preconditions

Purpose of Common Standards

- Apply to all institutions' Commission-approved educator preparation programs

- Address quality and issues of **institutional infrastructure** that are common across all types of educator preparation programs

Common Standards Review

- Common Standards Review occurs in Year Five

- One set of Common Standards that represents and is inclusive of all credential programs offered at the institution.

- Must be submitted on website with preconditions and program review

Common Standards Review

- No long narrative - supporting documents and short narratives provide enough information for Review Teams

- Use CTC provided evidence guide – Includes authentic evidence (candidate handbooks, advising materials, etc.)

- Commonstandardsreview@ctc.ca.gov by February 28th

Process: Common Standards Review

- Common standards submission reviewed one time by the BIR team

- A subset of reviewers are likely to be on the site visit

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

- An addendum will be required for any common standard not Preliminarily Aligned prior to the site visit – 60 days

Process: Common Standards Review

- A finding on each Common Standard will be made by the team at the site visit.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Research based vision

Active involvement of faculty, personnel and stakeholders

Collaboration

Sufficient resources

Unit leadership and authority

Diversity and excellence

Qualifications of faculty and personnel

Monitoring the credential recommendation process

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Evidence required:

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

Table- listing of activities which demonstrate that stakeholders are involved

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Evidence required:

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

Job Descriptions for faculty and instructional personnel, including required qualifications

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

Description of credential monitoring process (less than 200 words)

Common Standard 2:
Candidate Recruitment and Support

- Clear criteria that include *multiple measures* of candidate qualifications

- Purposefully recruits, admits and supports candidates to diversify the educator pool in California

- Clearly identified and accessible personnel and information for advisement and guidance

- Process to *support* candidates who need additional assistance

Common Standard 2:
Candidate Recruitment and Support

Evidence Required:

- Links to admittance requirements for each program.

- Candidate recruitment materials- links to websites

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

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

Common Standard 3:
Course of Study, Fieldwork and Clinical Practice

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

- Provides opportunities to experience issues of diversity

- Site-based supervisors must be certified and experienced

- Includes a process that selects site-based supervisors who provide effective and knowledgeable support

- Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner

- All programs effectively implement and evaluate fieldwork and clinical practice

- Significant experience in school settings where curriculum aligns with California's adopted content standards and frameworks, and the school reflects diversity

Common Standard 3:
Course of Study, Fieldwork and Clinical Practice

Evidence required:

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

Common Standard 4: Continuous Improvement

Develops and implements a comprehensive continuous improvement process

- Education *unit* and its programs regularly assess their effectiveness

- Uses multiple sources of data

- Evidence that program decisions are based on the analysis of data- feedback from stakeholders and community partners

Common Standard 4:
Continuous Improvement

Evidence Required:

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

Annotated List of data sources included in the assessment cycle

Also relevant to CS 4, and will be reviewed by the team:

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

Common Standard 5: Program Impact

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

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

Common Standard 5: Program Impact

Evidence required:

- No additional evidence for part 1 of this standard.

- **Description** of how the institution knows its programs have a positive impact. Articulate your claims of impact through a *narrative*.

- **Linked Evidence** that corroborates claims. May include quantitative and qualitative *data*. Does not need to include K12 student data.

Common Standard 5:
Program Impact - Breakdown

- How is the unit evaluating and demonstrating the positive impact it is having on candidate learning and competence and teaching and learning in schools that serve California's students?

- How is each and every program evaluating and demonstrating the positive impact it is having on candidate learning and competence and teaching and learning in schools that serve California's students?

Common Standard 5:
Program Impact - Breakdown

The **unit** and **its programs**

✓ **evaluate** and **demonstrate** that they are having a

✓ the **positive impact** on

✓ **candidate learning** and **competence** and

✓ **teaching and learning in schools** that serve **California's students**

Common Standard 5:
Program Impact - Questions to Consider

- What does the information from the program completer survey convey to your unit and program about the positive impact on candidate learning and competence and teaching and learning in schools that serve California's students? How are you using the information from this survey in regards to program impact?

- What lessons can programs within an institution learn from one another in regards to program impact?

- What lessons can singular programs learn from other institutions and stakeholder groups?

Common Standard 5: Program Impact Submission External Evidence Examples

- How institutional leadership support teacher preparation
- Workshops for local teachers
- Employer survey
- Teacher preparation grants awarded to your institution
- Literacy programs run by faculty, candidates, etc.
- Lab schools
- Professional Development programs
- Ways in which the program continues to connect with and serve program completers/graduates

Common Standard 5: Program Impact Submission Internal Evidence Examples

- Surveys: candidate, administrator, supervisors/mentors, alumni, etc.

- Internal program assessments used to evaluate a candidate's knowledge and skills that demonstrate the positive impact on *candidate learning and competence*

- Narrative/ anecdotal evidence such as formal observations, ILP topics (for induction programs), and other assessments, activities, or professional development opportunities that demonstrate the positive impact on *teaching and learning in schools*

# Common Standard 5: Program Impact Organizing your Submission

- Consider the following when organizing the Common Standard 5: Program Impact webpage or section of your institution's accreditation website:
  - **Narrative** - at the top of the webpage
    - Explanation that contextualizes the data
  - **Data** - underneath the narrative
    - Description of evidence and links to evidence (for each program if multiple)

- You may also consider embedding your data in your narrative using hyperlinks.

- Without both **narrative** and **data**, Common Standard 5: Program Impact cannot be fully met

Common Standard 5: Program Impact Organizing your Submission

Evidence	Brief Description of Evidence	Hyperlink
Grant	In the 2017-2018 school year, our institution received a teacher preparation grant from the Federal Department of Education. Through this grant…	2017-2018 Grant
Employer Survey	In spring 2018, 50 educational leaders across 3 school districts who employ our alumni were sent a survey. One survey question asked employers…	Spring 2018 Employer Grant
Math & Reading tutoring programs	Our credential candidates work in after-school tutoring programs with students who need reading and math support. This program is provided…	Tutoring webpage
Continued…		
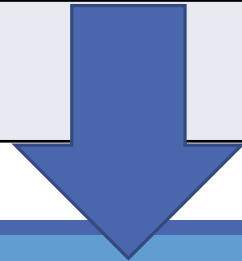
Other Important Information

Common Standards and Submission guidelines: http://www.ctc.ca.gov/educator-prep/STDS-common.html.

Accreditation Activities Schedule: http://www.ctc.ca.gov/educator-prep/program-accred-sch-act.html.

Accreditation Technical Assistance: http://www.ctc.ca.gov/educator-prep/accred-assist.html.