

California Commission on Teacher Credentialing

Accreditation Advisory Panel:
Update on the Work to Strengthen
and Streamline the Commission's
Accreditation System



Commissioners

- There are 19 Commissioners (15 are voting members)
- Governor appoints 14 Commissioners
- SPI or his designee is the 15th voting member
- 4 non-voting University members (ex-officio)
- Board Member: Juliet Tiffany Morales, Campbell Union School District (Commission term: July 2013-November, 2016)



Accreditation Policy Procedures: Today

- There are currently 261 Commission-approved accredited institutions offering 40 types of authorizations
- In 2013-2014 233,669 credentials were issued. 66% of those were renewals and 34% were new credentials
- In 2013-2014, there were 395 revocations and 113 denials

Accreditation Advisory Panel

- 9 Stakeholder Groups represented
- Oversee 6 Task Groups
- Provide input, review recommendations, ensure alignment across Task Groups

Task Groups

- Preliminary Teacher Preparation Standards
- Induction Standards
- Performance Assessments
- Accreditation Policy and Procedures
- Outcomes and Survey Data
- Public Access and Data Dashboards

Summary of Task Group Work: Preliminary Teacher Preparation Standards

Potential reorganization of the Teaching Performance Expectations (TPEs: The set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate) to include:

- General Education and Special Education Teacher common/integrated course of study
- Language Acquisition and Development
- Healthy Learning Environments
- Integrating Educational Technology
- Developmentally Appropriate Teaching Practices
- Developing as a Professional Educator

Summary of Task Group Work: Preliminary Teacher Preparation Standards, continued

Clinical Practice

Description of Clinical Practice

- Must be developmental and sequential
- Minimum of 600 hours (15 weeks)
- Co-planning and co-teaching with general and education specialists

Criteria for Placement in Schools

Criteria for the Selection of Cooperating/Master Teacher/On-Site Mentor

Induction Standards

- Individualized Learning Plan (ILP)
- Candidate and mentor collaboration
- Developed at the onset of the program using goals (including district goals) and measurable outcomes
- Includes cycle of inquiry

Outcome and Survey Data

➤ Survey development for:

Program completers

Employers

Administrators

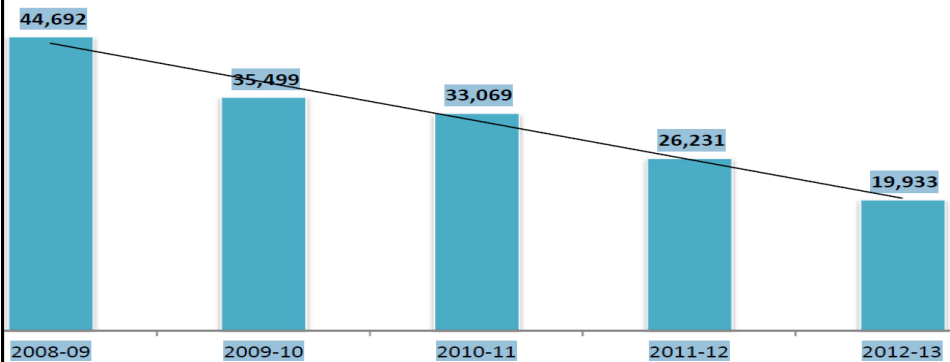
Master Teachers

Summary of Task Group Work: Public Access and Data Dashboards

- Develop a single portal Data Dashboard
- Public and password protected access
- Longitudinal data and trend data for a minimum of 5 years

Candidate Pipeline

- 2013-2014: 10th consecutive year in which the total number of initial teaching credentials has decreased



Candidate Profile

Figure 18. Gender Distribution of Current Teaching Workforce, 2013-14

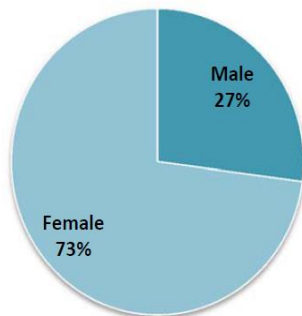
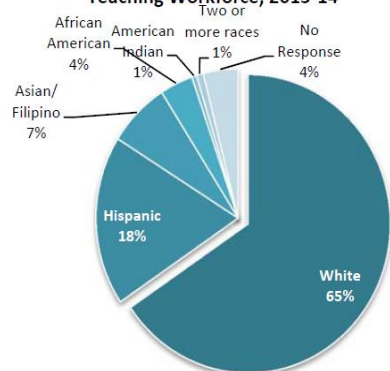


Figure 19. Ethnicity Distribution of Current Teaching Workforce, 2013-14



CSBA Workplan

- Investigate:

 - Local teacher pipelines

 - Diversifying the teaching profession

 - Candidate entrance and exit assessments

- Administrator Training:

 - Placing and Supporting Interns