

# California Commission on Teacher Credentialing Educator and School Personnel Preparation Accreditation Advisory Group

## Annual Report and Recommendations AY 2021-2022

The California Commission on Teacher Credentialing Educator and School Personnel Preparation Accreditation Advisory Group (CCTC-AG) formed in Fall 2021 to develop and implement a comprehensive continuous improvement process at both the unit level and within each of its programs that assesses unit and program effectiveness and recommends appropriate modifications based on findings. The purpose of this group is to provide oversight and support across all the shared elements of program quality across all CSUSM CCTC programs. It is an opportunity to have higher level discussions about how programs operate in order to look for areas of potential improvement (infrastructure, recruitment, admissions, student advising, clinical experiences, coursework, assignments, program impact, etc.). This group will create a closer connection between the day-to-day of the programs and our Dean as the unit head. This will allow the Dean to have more insight into how programs operate and will allow for more focused support and guidance.

The committee formed and met in November 2021 and February 2022 to further develop the composition and charge of the advisory group. The advisory group shall consist of the CEHHS Dean or designee, SOE Director, CEHHS Assessment Specialist, SOE Associate Director(s), at least one faculty (tenure track or lecturer) member from each of the CCTC programs, a Student Services Credential Analyst representative, and an SOE Staff member assigned to CCTC accreditation. Faculty (tenure track or lecturer) will be assigned by each CCTC program. Members shall serve two-year staggered terms.

### The charge of the advisory group is to:

- Understand unit and program level accreditation standards and expectations from the California Commission on Teacher Credentialing (CCTC) and possible intersections with other accrediting bodies and internal program review expectations
- Determine resources necessary for ongoing accreditation activities
- Support the unit and programs with ongoing accreditation requirements with a focus on Common Standards (unit) and Program Standards (program)
- Share with all members of the unit and discuss unit and program data related to all Common Standards:
  - CS 1: Institutional Infrastructure to Support Educator Preparation
  - CS 2: Candidate Recruitment and Support
  - CS 3: Course of Study, Fieldwork and Clinical Practice
  - CS 4: Continuous Improvement
  - CS 5: Program Impact
- Support communication among and between programs and unit leadership
- Solicit, review, and discuss feedback from stakeholders
- Synthesize retreat findings into an annual report and share with community and stakeholders

### Member Roles and Responsibilities:

*Dean* – The Unit Head. Provides support, guidance, and resources. Knowledgeable about CCTC Standards and Requirements. Submits transmission of reports to CCTC.

*Director of School of Education* – Point of contact for CCTC. Provides support, guidance, and resources. Knowledgeable about CCTC Standards and Requirements. Reviews annual reports prior to submission.

*Associate Director(s), School of Education* – Organizes, supports and guides CCTC Programs and Accreditation cycle and process. Knowledgeable about CCTC Standards and Requirements.

*Assessment Specialist, CEHHS* - Provides support, guidance, and resources for data collection and analysis. Supports Annual Data Submission. Manages access and training regarding CCTC data dashboards. Knowledgeable about CCTC Standards and Requirements.

*Credential Analyst, Student Services* – Supports and provides guidance on all CCTC credentialing requirements. Knowledgeable about CCTC Standards and Requirements.

*Staff Representative, School of Education* – Assists with CCTC accreditation reports and processes. Takes minutes at CCTC Advisory Group meetings. Archives agendas, minutes, and materials in CCTC Advisory Group SharePoint folder.

*CCTC Program Representatives:* Commit to a two-year term. Have a deep understanding (or be willing to gain one) of CCTC Common Standards, Program Standards, Additional Requirements, and Accreditation Process. Be able to prepare and present data from your program related to Common and Program Standards. Communicate and coordinate program and unit level accreditation tasks with your own program (with support for CCTC Advisory Group, Dean, Assessment Specialist, Student Services, SOE Leadership Team, Staff, etc.)

#### **Fall and Spring Retreats:**

The advisory group will meet twice per year for a fall retreat and a spring retreat. A planning subgroup selected from rotating advisory group members will be responsible for identifying and preparing retreats. This will require additional planning meetings. The fall retreat will focus on a review of each program's Assessment, Analysis, and Action (AAA) Annual Report. The spring retreat will focus on unit wide assessment and analysis.

#### **Annual Report and Recommendations:**

An annual CCTC-AG report and recommendations will be developed at the end of the academic year. This report will summarize the work of the advisory group across the year and provide recommendations for focus for the next academic year. CCTC-AG program representatives will be charged with focusing on these recommendations within their respective programs. Program level progress regarding recommendations will be reported on by CCTC-AG representatives during the spring retreat.

#### **Spring Retreat April 2022:**

The CCTC-AG held its first retreat in April 2022. More detailed retreat minutes and materials can be found in the CCTC-AG SharePoint folder. The focus of this retreat included both unit and program level data presentation, analysis, and discussion. A comprehensive continuous improvement process, also in Common Standard 4, was presented for both the unit and program level. All advisory group members were provided access and training to utilize the CCTC ADS Dashboards. Within small groups, advisory group members focused on demographic data across programs, employer data, and student perception of fieldwork experience data. Program level data overview and current data sources were presented. Analysis and discussion within small groups resulted in identifying strengths and weaknesses in programmatic data collection, analysis and implementation of modifications. Finally, the Program-level AAA template and report were revised to reflect all programs across the unit. Program-level AAA reports

will be due from all programs on October 1, 2022. The CCTC-AG planned to meet again in September 2022 to prepare for the Fall retreat which will take place in late November 2022.

### **Findings and Recommendations:**

The CCTC-AG makes the following findings and recommendations based on the Spring 2022 retreat:

1. ***Finding:*** Women tend to be overrepresented in most CSUSM CCTC-accredited programs. In terms of race/ethnicity, programs range from 39-50% White and 36-42% Hispanic/Latinx. Asian American and African American students seem to be underrepresented across programs, with SLP being the exception.

***Recommendation:*** CCTC-AG members to share these findings with their programs during faculty meetings in Fall 2022. Encourage programs to identify 1-2 possible strategies to improve program diversity as well as possible barriers to this work. CCTC-AG members to report program-level findings at the Spring 2023 retreat.

2. ***Finding:*** CCTC-accredited programs do not have access to high-quality employer feedback on alumni performance. The CCTC-ADS Dashboard Employer survey only covers preliminary credential programs and has very low survey response rates.

***Recommendation:*** CCTC-AG members should explore establishing a sub-committee to identify possible unit-level solutions to improve data collection from employers.

3. ***Finding:*** Teacher Candidates (TCs) may appear to be confused by some of the terminology used in CTC surveys (ex. field placement vs. clinical practice), which has a negative impact on data quality.

***Recommendation:*** CCTC-AG members share these findings with programs during faculty meetings during the 2022-2023 Academic Year. Work to establish common language across and within programs that is consistent with CCTC terminology where possible.

4. ***Recommendation:*** CCTC-AG members have access to and training on the CCTC ADS Dashboard. Members should review program-specific data available in the dashboard with their programs in preparation for the November CCTC Site-Visit.

5. ***Recommendation:*** In Fall 2022, the CCTC-AG to review the appointment and terms of the representatives from each program to create staggered terms.