



Commission on Teacher Credentialing

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Professional Services Division

February 2010

Re: Timelines for BTSA Induction Program Assessment, information on Biennial Reports and Initial Program Review

This memo provides information about both BTSA Induction Program Assessment taking place in 2009-2010 and the initial program review process for prospective educator preparation programs. 2009-10 is the first year when BTSA Induction programs are participating in Program Assessment (PA) and the only documentation required to be submitted is the program narrative addressing Program Standards 1-6 and the graphic that describes the PT's Journey through the Induction Program.

BTSA Induction Program Assessment 2009-2010 (BTSA-PA)

Three cohorts (Red, Green and Yellow) of BTSA Induction Programs are participating in BTSA-PA at this time. The first program narratives being reviewed are the ones from the Red cohort programs and then the program narratives for programs in the Yellow and Green cohorts will be read. It is expected that all BTSA Induction narratives will be reviewed and feedback provided to programs by the end of May 2010.

Once the narrative is reviewed, a Program Assessment *Preliminary Report of Findings* (see Appendix A) is returned to the BTSA Induction program. For any standard which has "More Information Needed" in the report, questions will be provided to guide the additional information requested of the program. The same review team will review the additional information and update the *Preliminary Report of Findings*. Once all standards are found to be "Preliminarily Aligned" the PA process is complete.

For the programs in the Red cohort, the *Preliminary Report of Findings* will be provided to the site visit team members. The programs in the Green and Yellow cohorts will complete the PA process but feedback from this process will not go to a site visit team. The Preliminary Report of Findings from the 2010 PA process will not be provided to the site visit team for the programs in the Yellow and Green cohorts because these programs will participate in Program Assessment two years prior to the site visit: programs in the Green cohort in 2013-2014 and in the Yellow cohort in 2014-2015. At that time, updated program narratives will be due in the fall of the year and will be read.

Biennial Reports

Three cohorts (Blue, Orange, and Violet) of BTSA Induction Programs will submit Biennial Reports in one of the three Fall 2010 windows—August, October, or December. Programs will submit their Biennial Reports electronically to the Commission BiennialReports@ctc.ca.gov

with a copy to the Cluster Region Directors (CRDs). Biennial Reports from programs in the Orange cohort are due in either August or October to ensure the review of the report prior to the site visit.

Although a general Biennial Report template (<http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html>) is now available, work is continuing on a template and an example that is more focused on BTSA Induction programs. The BTSA Induction focused template will be available by April 1 and provided to all programs by the CRDs.

Biennial Reports will be reviewed by the program's CRD and Commission staff. The intent is to provide feedback to the program within 3 months from when the Biennial Report is received.

Initial Program Review (IPR)

When an institution (college, university, school district, county office of education, or other entity) approved by the Commission as eligible to offer an educator preparation program decides to offer a program which it has not previously offered, the prospective program proposal must complete the Initial Program Review (IPR) process (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2010/PSA-10-01.pdf>).

A sponsor planning to submit a new educator preparation program needs to submit the Intent to Submit document a minimum of 60 days prior to the intended submission. When the program proposal is ready to be submitted, a Transmittal Cover Sheet must accompany the submission. The IPR process takes place on a monthly basis. Prospective program proposals that have been received by the Commission a minimum of two weeks prior to the scheduled IPR dates will be reviewed at that month's IPR.

All prospective Education Specialist Clear credential programs must complete the IPR process even if the sponsor has previously offered an Education Specialist Level II program.

Resources

Information related to the Commission's accreditation system can be found on the Accreditation web pages, from your CRDs or Commission accreditation staff.

Program Assessment: <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>

Biennial Reports: <http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html>

Initial Program Review: <http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

Specific Questions

Program Assessment: ProgramAssessment@ctc.ca.gov

Biennial Reports: BiennialReports@ctc.ca.gov

Initial Program Review: IPR@ctc.ca.gov

Cluster Region Directors: <https://info.ctc.ca.gov/fmi/xsl/BTSAContacts/BTSALeadership/recordlist.xsl?&-sortfield.1=Last&-lay=WebLayout&-max=all&-findall>

Karen Sacramento: ksacramento@ctc.ca.gov

Appendix A
Preliminary Report of Findings
Commission on Teacher Credentialing
Program Assessment Feedback

Induction Program Standards 2008

Institution

Date of initial review

Subsequent dates of review

General Comments:

Status	Standard
Preliminarily Aligned	1: Program, Rationale and Design <i>Questions, Comments, Additional Information Needed:</i> Identify if any specific evidence needs to be provided at the site visit.
or	2: Communication and Collaboration <i>Questions, Comments, Additional Information Needed:</i>
More information needed	3: Support Providers and Professional Development Providers <i>Questions, Comments, Additional Information Needed:</i> Identify the parts of the standard that did not have sufficient descriptive narrative, the parts of the standard where it was not clear “HOW” the program aligns with the standards, or what additional evidence needs to be provided.
	4: Formative Assessment System <i>Questions, Comments, Additional Information Needed:</i>
	5: Pedagogy <i>Questions, Comments, Additional Information Needed:</i>
	6: Universal Access: Equity for all Students <i>Questions, Comments, Additional Information Needed:</i>
	6a: Teaching English Learners <i>Questions, Comments, Additional Information Needed:</i>
	6b: Teaching Special Populations <i>Questions, Comments, Additional Information Needed:</i>

* All Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.