



PRESS RELEASE

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Commission Begins Review of Proposed Teacher Preparation Reforms

SACRAMENTO – The Commission on Teacher Credentialing will begin reviewing 40 proposed reforms to educator preparation recommended by its [Teacher Preparation Advisory Panel](#) (TAP) at its June 13-14, 2013 meeting in Sacramento.

The wide ranging recommendations include: strengthening the field experience requirement prior to licensure; integrating essential knowledge and skills of special education and general education to create highly inclusive settings for all learners; and creating special emphases options that allow teachers to seek, demonstrate and apply specialized knowledge.

The Commission charged TAP with examining the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California’s public schools. The Panel worked over fifteen months with a focus on strengthening and updating California’s [Learning to Teach System](#) to address current challenges and opportunities in educator preparation while continuing to provide a comprehensive and cohesive system of educator preparation.

Excerpts from the recommendations:

Strengthening Field Experiences: “Establishing minimum standards that extend beyond one grading period and two weeks...would better guide teacher preparation programs in the development of the field experiences needed for high quality teacher preparation. In addition, other aspects of the field experience standards should be examined and enhanced in the areas of observations, student teaching and community interactions. Stronger and more rigorous expectations should be included about the types, intensity and duration of experiences candidates have teaching English learners. Similarly, more clarity should be given to the definition of what candidates experience with respect to the different phases of the school year.” (Recommendations #13 and #14)

Integrating Essential Knowledge and Skills of Special Education and General Education: “A panel review of the current standards for all teaching credential programs would provide an opportunity for those with expertise in this area to establish a new vision for general education and special education teacher preparation. The purpose would be to ensure that general education teachers and Education Specialists have the necessary knowledge and skills to teach effectively to a diverse range of learners, without resulting in a shortage of Education Specialists.” (Recommendation #31)

Creating Special Emphases Options: “Create special emphases options that allow credential holders to seek, demonstrate and apply specialized knowledge. An emphasis draws attention to a teacher’s specific expertise, while not unnecessarily restricting employers or site administrators. The TAP panel recommends three specific types of new emphases: Early Childhood Education, Middle School, and Bridge Emphases.” (Recommendation #11)

Full text of the recommendations can be accessed here:

<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4D.pdf>

More on the Commission’s meeting agenda and schedule here:

<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-agenda.html>

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