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Action

Professional Services Committee

Overview of the Early Completion Intern Program Option and Recommendation for Adoption of a Replacement for the Teaching Foundations Examination

Executive Summary: This agenda item provides an overview of the Early Completion Intern Program Option (ECO), a recommendation for the Commission's consideration and potential action concerning a replacement for the Teaching Foundations Examination (TFE) used as part of the statutory requirements for candidates participating in the ECO option, and a further discussion of the recommendations concerning the ECO made by the Teacher Preparation Advisory (TAP) panel.

Policy Questions: What are the most promising options to improve the ECO route for candidates and for programs?

Recommended Action: That the Commission adopt the examination specified in the agenda item to replace the Teaching Foundations Examination as part of the statutory requirements for the Early Completion Intern Program Option, and that the Commission adopt the recommendations presented in the item concerning modifications in the administration of the ECO option within preparation programs.

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Strategic Plan Goal:

I. Educator Quality

- Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

September 2013

Overview of the Early Completion Intern Program Option and Recommendation for Adoption of a Replacement for the Teaching Foundations Examination

Introduction

This agenda item reviews the statutory requirements for the Early Completion Intern Option (ECO), presents a recommendation for a replacement examination for the now-discontinued Teaching Foundations Examination that had been used to meet one of the statutory requirements for the ECO, and provides a further discussion and options regarding the recommendations made by the Teacher Preparation Advisory (TAP) Panel concerning the ECO.

The Early Completion Option for multiple and single subject intern candidates was established to enable individuals to earn the preliminary credential on an expedited basis if their teaching expertise and experience were such that completing the full range of coursework and field experiences within a teacher preparation program would not be necessary prior to the individual beginning teaching. Passage of the written assessment adopted by the Commission to serve as the statutory ECO entry assessment would allow the potential ECO candidate to waive the program coursework, and successful passage of the Teaching Performance Assessment on the first attempt, as required by statute, would allow the candidate to waive the program's fieldwork component. Education Code §44468 (Appendix A) requires that all approved multiple and single subject and Level I education specialist intern programs provide an Early Completion Option. Commission Coded Correspondence 02-0013 on the Commission website describes the requirements for the Early Completion Option in detail (www.ctc.ca.gov/notices/coded/020013/020013.pdf).

Background: The Early Completion Intern Program Option

The Early Completion Option for multiple subject, single subject, and Level I education specialist intern program candidates was first established in law with the passage of Senate Bill 57, (Scott, Chap. 269, Stats. 2001). Successful completion of the requirements for the ECO allows a candidate to waive the program preparation coursework (typically equivalent to 15 to 20 semester units of coursework) and also the program fieldwork. ECO candidates must meet a number of statutory requirements, including

- Satisfying the entrance requirements to an intern program, as follows:
 - Bachelor's or higher degree from a regionally accredited college or university;
 - Meeting the Basic Skills requirement;
 - Subject matter competence;
 - Knowledge of the U.S. Constitution (via exam or coursework);
 - Professional fitness (fingerprinting); and
 - Any additional requirements established by the individual program (e.g., GPA, experience).
- Passing a written assessment of teaching foundations adopted for this purpose by the Commission,

- Passing the teaching performance assessment on the first attempt (multiple and single subject candidates),
- Passing the RICA (multiple subjects and education specialist candidates), and
- Meeting the professional fitness requirements as set forth in EC §§44339, 44340, and 44341.

Intern candidates who successfully meet the ECO requirements must be recommended by their approved program for the credential. The numbers of ECO candidates over the past five years are presented in the following chart.

Number of Early Completion Intern Option Candidates by Subject, 2007– 2012

Testing Year	Multiple Subjects	English	Mathematics	Science
	N Completed	N Completed	N Completed	N Completed
2007-08	132	57	54	65
2008-09	137	52	72	60
2009-10	103	32	58	65
2010-11	103	28	52	64
2011-12	138	18	32	52
Totals	613	187	268	306

Note: Additional details on ECO candidates (e.g., gender, ethnicity) can be found in the June 2013 agenda item at: <http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4B.pdf>.

Early Completion Option for Level I Education Specialist Candidates

As indicated above, the ECO option was first established in law in 2001, and initially applied only to multiple and single subject candidates. In 2004 the ECO option was expanded within the Education Code to include Level I Mild/Moderate Education Specialist candidates. Although Level I Mild/Moderate Education Specialist candidates are statutorily eligible for the Early Completion Option, these candidates have not been able to date to take advantage of this option. During 2004, staff looked for available written assessments that could meet the requirements specified in EC§44468 for Level I Education Specialist candidates and found none; in addition, the statutory Teaching Performance Assessment requirement applied only to multiple and single subject candidates and not to Education Specialist candidates.

Prior Commission Agenda Items Relating to the Early Completion Intern Option

The Commission has heard several prior agenda items relating to the implementation of the ECO following the issuance of Coded Correspondence 02-0013 referenced above, including but not limited to the following compilation. An August 2004 agenda item <http://www.ctc.ca.gov/commission/agendas/2004-08/august-2004-6C-insert.pdf> provided information on legislation that added the Level I Education Specialist to the ECO. A November 2004 agenda item (<http://www.ctc.ca.gov/commission/agendas/2004-11/november-2004-8C.pdf>) provided an update on implementation of the ECO option and of the teaching foundations examination developed to meet the statutory assessment requirement. A January-February 2005 agenda item (<http://www.ctc.ca.gov/commission/agendas/2005-01/2005-01-7E.pdf>) provided the recommended passing score on the adopted teaching foundations examination (see below). A

March 2008 agenda item (<http://www.ctc.ca.gov/commission/agendas/2009-03/2009-03-2B.pdf>) added the requirement to Program Preconditions that approved intern programs must provide an Early Completion Option to candidates.

Recommendations from the TAP Panel Concerning the Early Completion Option

The TAP panel made the following recommendations concerning the ECO, as reprinted below from the June 2013 agenda item (<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4D.pdf>). In general, these recommendations concern an interest on the part of intern preparation programs to have a degree of control over the selection of ECO candidates and on requirements for their preparation since the programs are required by statute to recommend ECO candidates for the credential who successfully complete the statutory ECO requirements yet the programs have little actual programmatic interaction with and/or observation of these candidates.

The recommendations and rationales provided below represent the opinions of the TAP panel members only. The recommendations and rationales below appear unedited as copied from the original TAP panel report.

“Rationale for Modifying the Intern Early Completion Option

Current education code and subsequent policies create three significant issues for programs:

- Programs are not permitted to make any independent determination about a candidate’s fitness for the Early Completion Option. Any candidate who meets the requirements must be provided access to the Early Completion Option, including the opportunity to be the teacher of record for students prior to completing the Teaching Performance Assessments.
- Programs are not permitted to examine the range of available qualifying assessment results, nor are they permitted to examine additional information such as prior experience, program created performance assessments, observations of instruction or other indicators, to determine which program experiences may be necessary and which should justifiably be waived.
- Qualifying candidates who do not pass the TPA on the first attempt must complete the full intern program. This creates a significant challenge for intern programs which must create an individualized/modified program specifically for the unsuccessful candidate. In the absence of programs having the ability to determine which candidates are appropriate for and likely to be successful in the Early Completion Option, this creates an unreasonable burden.

These challenges are exacerbated by the limitations of the qualifying exam, The Teaching Foundations Examination (TFE). The panel has concluded that this examination is an inadequate entry assessment for individuals to qualify for the Early Completion Option and recommends that the Commission should find a better entry assessment. The TFE examination is an off-the-shelf examination which is not owned nor developed by the Commission or for California. It is important to note that the TFE examination does not adequately assess an individual’s knowledge of teaching English Learners yet the credential the individual earns includes an authorization to teach English Learners.

Even if the issues with the current qualifying exam are addressed, however, the problematic issues with the Early Completion Option as currently constructed will not be completely resolved. Current law requires programs to waive all coursework and field experiences for individuals who have passed the Commission adopted entry examination (TFE), except for coursework associated with the technology requirement, and pass the Teaching Performance Assessment on the first attempt. Programs cannot, for example, require a period of supervised fieldwork, and then base a candidate's ability to not participate in specific courses on demonstrated capacities or pedagogies demonstrated in the classroom.

Allowing programs to create procedures for reviewing the individual's capacities, which could include both a more careful review of results on currently required evaluations as well as results on program developed procedures (which could include, for example, demonstration lessons, a period of supervised fieldwork, analysis of instructional planning materials, etc.) would result in individuals who are better prepared at the time of earning the Preliminary credential. This flexibility would not preclude programs from allowing qualified candidates whose experience and skills make completion of the full coursework of the teacher preparation program unnecessary as the original law and policy intended. It would, however, allow for a more substantive review of a candidate's experience and skills, greater differentiation of program elements a candidate does or does not require, and ensures that individuals earning teaching credentials are prepared to be successful in the classroom.

The charge to the TAP panel asked the panel to specifically consider the validity of current pathways to a preliminary teaching credential, including the Early Completion Option. Based on a review of the policy and implementation of the Early Completion Option, the panel recommends the following.

TAP Recommendations

1. The Commission should work with the Legislature to revise the Early Completion Option (ECO) for Interns.
2. The Commission should not continue to use the Teaching Foundations Examination (TFE) as the entry assessment for the Early Completion Option.
3. The Commission should seek to amend the ECO requirement to allow approved intern programs some flexibility to establish procedures for determining which aspects of the approved program have been successfully demonstrated by the ECO candidate and the components that the candidate needs to complete. Passage of the entry assessment and the teaching performance assessment should continue to be requirements."

Discussion of the TAP Panel Recommendations

The intent of the Early Completion Intern Option was to allow promising candidates to test out of required coursework and field experiences and, based on their test performance, to earn a Preliminary Teaching Credential without having to complete a full intern preparation program. As indicated in the TAP rationale and recommendations, programs have found it challenging to manage candidates choosing this route, and thus the TAP panel proposed that the Commission seek legislation to amend the requirements to allow for greater program flexibility and involvement in working with candidates using this route. While this option is available to the Commission, there are other options that could be considered that would partially address the issues raised by TAP and lie within the Commission's existing authority. Specifically, the

Commission may (1) adopt a new ECO written entry assessment to replace the Teaching Foundations Examination, (2) clarify the timeframe for completion of the TPA within the ECO route, and (3) ensure that all interns enrolled in the ECO route receive the mentoring and support as specified in pending Title 5 §80033 regulations pertaining to intern credentials. Each of these options is described more fully below.

Discussion of a Replacement Assessment for the Teaching Foundations Examination (TFE) Pursuant to the Statutory ECO Assessment Requirement

Education Code §44468(a) specifies that candidates for the Early Completion Option must:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

- (A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.
- (B) Techniques to address learning differences including working with pupils with special needs.
- (C) Techniques to address working with English learners to provide access to the curriculum.
- (D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.
- (E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.
- (F) Classroom management techniques.
- (G) Methods of teaching the subject fields.

(2) Pass the teaching performance assessment as set forth in Section 44320.2.

The assessment adopted by the Commission in 2004 to meet the purposes of Section 44468(a) (1) was the Teaching Foundations Examination (TFE), developed and owned by the Educational Testing Service (ETS). This assessment consisted of multiple choice questions regarding teaching foundations and one constructed response item regarding content methods selected from existing item banks within other assessments owned by ETS. The TFE consisted of several different but similar assessments in order to cover both content related to specifications (A-F) above and items relating to content methods as per specification (G) above:

- Multiple Subjects
- Single Subject English
- Single Subject Mathematics
- Single Subject Science
- Single Subject History-Social Science

The TFE was administered four times per year. Since there were limited numbers of ECO candidates in general, several attempts were made to incentivize test takers in order to have a sufficient pool of candidates to establish a passing score standard. In the case of History-Social Science, there was never a sufficient number of candidates to establish a passing score standard for this assessment. Thus the TFE History-Social Science was not able to be administered in practice for the purpose of qualifying ECO candidates in this subject area.

TFE Historical Passing Rates

The table below provides the historical passing rate for four of the five Teaching Foundations Examinations – Multiple Subjects, English, Mathematics, and Science. The passing rates decreased in 2011-12 for TFE: Multiple Subject (by 3%), and TFE: Science (by 7%), and increased for TFE: Mathematics (by 3%), and TFE: English (by 4%).

TFE Passing Rate by Subjects, 2007 – 2012

Testing Year	TFE: Multiple Subjects			TFE: English			TFE: Mathematics			TFE: Science		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007-08	132	124	94%	57	46	81%	54	54	100%	65	58	89%
2008-09	137	132	96%	52	49	94%	72	71	99%	60	51	85%
2009-10	103	98	95%	32	29	91%	58	57	98%	65	46	71%
2010-11	103	98	95%	28	27	96%	52	49	94%	64	56	88%
2011-12	138	127	92%	18	18	100%	32	31	97%	52	39	75%

Replacement for the Teaching Foundations Examination

Although the TAP panel recommended replacing the TFE with another assessment, taking action on the panel’s recommendation has been made moot by the discontinuance in July 2013 of the TFE by its owner, the Educational Testing Service (ETS). The TFE’s final administration by ETS was in July 2013. In addition, all of the prior ETS assessments from which items for the TFE were drawn have also been discontinued as of July 2013 and are no longer available for use.

In order to comply with the requirements of statute and continue making the ECO option available for candidates, the Commission would need to adopt a different assessment for the purpose of assessing ECO candidates’ teaching foundations knowledge. The Commission has used the TFE to meet the requirements of statute since the inception of the ECO. In the intervening years, however, several other, newer assessments of foundational teaching knowledge have come to market that could potentially be used for this purpose.

Staff in the Professional Services Division did an inventory and reviewed the content descriptions of examinations offered by professional testing organizations known for the development of assessments related to teacher licensure. In addition to considering the criteria listed in EC§44468, staff looked for assessments that:

- were offered via computer-based testing
- had been updated to be consistent with changes that have occurred on the national level such as the Common Core State Standards (CCSS)
- were consistent with California’s credentialing structure
- provided an established passing score standard for potential adoption by the Commission

The assessments recommended below meet all but one of the requisite criteria (including the A-F specifications of EC §44468(a)); are available for immediate candidate use since they are off-the-shelf; are offered via computer; are consistent with the CCSS; have an established nationally benchmarked passing score standard which the Commission could choose to adopt; and do not require any additional development on the part of the Commission in order to be implemented.

However, staff also notes that there are currently no available off-the-shelf assessments that include content-specific pedagogy as specified in EC §44468(a)(1)(G). In the years since the Early Completion Option was established in the Education Code, the field has moved increasingly towards the assessment of subject-specific pedagogy through more performance-based means such as observations, rubrics, portfolios, and direct candidate performance assessment. During this time frame, multiple models of teaching performance assessments have been approved by the Commission and all preliminary multiple and single subject candidates must now successfully complete an approved TPA as one requirement for the recommendation for a credential. Each of California's approved TPA models measure candidates' content pedagogy, as specified by EC §44468(a)(1)(G), typically within the initial task.

Staff suggests, therefore, that the written examination adopted by the Commission for the purposes of the ECO could consist of two parts: one part would be the standardized assessment recommended below and the other part would consist of a content-specific pedagogy task derived from the initial TPA task provided within each approved TPA model. There is precedent for this approach of having a single assessment with multiple parts. A multi-part written assessment model is currently being used by the Commission for several assessments, including the TPA itself, which is considered a single assessment but has multiple tasks within the assessment, and the language assessment process for the less commonly taught world languages, which consists of a standardized assessment plus a locally-administered language skills assessment. Considered as two parts of a single written assessment, the standardized assessment recommended below plus the content-specific pedagogy task derived from the TPA could meet the requirements of EC §44468.

This approach would continue to make the ECO option available to candidates and enable programs to assess candidate readiness and qualifications for this option based on the entry assessment, since the subject-specific pedagogy assessment would be locally scored. Under this scenario, the ECO option would be available to candidates in additional subject areas of employer need besides the prior available multiple subjects, single subject English, single subject science, and single subject mathematics content areas, and would offer candidates increased opportunities to take the standardized part of the assessment on demand and in a timely manner.

Recommended Assessment for the Commission's Consideration

The assessments described below meet the statutory requirements of the Education Code as well as all of the requirements outlined in the discussion above for an updated assessment that is computer-based, readily available for use, has a passing score standard, and is aligned with the CCSS. One assessment is proposed for use with multiple subject candidates and one assessment is proposed for use with single subject candidates. The two assessments are:

- National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)
- National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)

Discussion of the Recommended Teaching Foundations Assessments

The NES Professional Knowledge assessments meet the requirements of EC §44468(a)(1) A-F), as shown in the table below. Each of the NES Professional Knowledge assessments contains 100

multiple choice questions, one case study written assignment, and one work product written assignment.

Key	Content Domain	Test Question Format	Approximate Percentage of Test	Range of Competencies
	<p>I. Student Development and Learning</p> <p>0001 Understand processes of human development, variations in student development, and how to apply this knowledge to provide instructional environments and experiences that promote all students' development and learning.</p> <p>0002 Understand learning processes, factors that can affect student learning and performance, and how to apply this knowledge to provide instructional environments and experiences that promote all students' learning and achievement.</p> <p>0003 Understand student diversity and how to provide learning opportunities and environments that are responsive to student differences, promote all students' learning, and foster students' appreciation of and respect for diversity.</p>	Multiple-Choice Questions	24%	0001–0003
	<p>II. Assessment, Instruction, and the Learning Environment</p> <p>0004 Understand assessment instruments and practices, the relationship between assessment and instruction, and how to use assessment to guide instruction and monitor students' learning progress.</p> <p>0005 Understand principles and</p>	Multiple-Choice Questions	40%	0004–0008
	Written Assignment: Case Study	10%		

	<p>procedures of curricular and instructional planning and how to use effective planning to design instruction that promotes all students' learning and achievement.</p> <p>0006 Understand principles and practices associated with various instructional approaches and how to apply these principles and practices to promote all students' achievement of instructional goals.</p> <p>0007 Understand principles and practices of motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning.</p> <p>0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive environment that is organized and productive; fosters excellence; and promotes learning, appropriate student behavior, and effective work habits.</p>			
	<p>III. The Professional Environment</p> <p>0009 Understand how to establish partnerships and collaborate effectively with families, colleagues, and members of the community to enhance and support student learning.</p> <p>0010 Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth and self-reflection.</p>	<p>Multiple-Choice Questions</p>	<p>16%</p>	<p>0009–0010</p>
		<p>Written Assignment: Work Product</p>	<p>10%</p>	

The following sets of selected descriptive statements taken from the candidate preparation information available on the NES website (<http://www.nestest.com/>) are provided below for each of the domains to demonstrate the relationship of the organization of the domains with the expected candidate competencies measured on the assessment and to support the alignment of the content of the assessment with the requirements of EC §44468. In the interest of not overly extending the length of this agenda item, this list is not exhaustive of all of the descriptive statements on which the assessment of candidate knowledge, skill and ability are based.

Selected Descriptive Statements of Candidate Competencies for Domain 1: Student Development and Learning

- Demonstrate knowledge of different types of student diversity, such as diversity in cultural or racial background, socioeconomic background, gender, linguistic background, religion, and family structure, and the implications of given types of diversity for teaching and learning.
- Demonstrate knowledge of different types of student exceptionalities, their characteristics, and their implications for teaching and learning.
- Demonstrate knowledge of strategies for enhancing one's own understanding of students' diverse backgrounds and needs, resources in the school and community for meeting individual student needs, and strategies for connecting students and their families to these resources.
- Identify strategies for working and interacting effectively in various classroom contexts with students with diverse characteristics and needs, including students who are English language learners and students with exceptionalities.
- Apply knowledge of strategies for planning and adapting instruction that is responsive to the characteristics, skills, strengths, and needs of all students and for ensuring that all students participate fully in classroom life and activities.
- Apply knowledge of strategies for creating a positive, supportive classroom environment for all students and for promoting students' understanding of and appreciation and respect for diversity within the classroom and the community.

Selected Descriptive Statements of Candidate Competencies for Domain 2: Assessment, Instruction, and the Learning Environment

- Demonstrate knowledge of important assessment concepts, such as reliability, validity, and bias, and the characteristics, uses, advantages, and limitations of various types of formal and informal assessments.
- Demonstrate knowledge of appropriate assessment instruments and practices for given instructional situations or needs and how to select or construct assessment instruments for various purposes.
- Apply knowledge of strategies for integrating assessment and instruction, for aligning assessment with instructional goals, and for using assessment to monitor student understanding and to guide instruction.
- Demonstrate knowledge of the benefits of using multiple assessment methods to support instruction and appropriate strategies for adapting classroom assessments for students with various characteristics and needs, including students who are English language learners and students with exceptionalities.

- Apply knowledge of strategies for providing students with timely, accurate, and effective feedback and for helping students use teacher assessment, peer assessment, and self-assessment to guide their own learning.
- Demonstrate knowledge of how to interpret assessment results and how to communicate assessment results to students and their families

Selected Descriptive Statements of Candidate Competencies for Domain III: The Professional Environment

- Apply knowledge of strategies for developing partnerships with families to support student learning and for encouraging and facilitating the involvement of parents/guardians in their children's education.
- Demonstrate knowledge of the importance of school-home communication, factors that facilitate or impede communication, and methods of initiating and maintaining effective communication with all students' families.
- Identify strategies for conducting effective conferences with parents/guardians, addressing the concerns of parents/guardians in various contexts, and interacting effectively and appropriately with all families, including those with diverse characteristics, backgrounds, and needs.
- Demonstrate knowledge of effective methods for establishing and maintaining supportive, collaborative relationships with professional colleagues in given school contexts.
- Apply knowledge of how to collaborate effectively with specialists and others in the school community to meet student needs and enhance student learning.
- Demonstrate knowledge of how to develop partnerships with individuals, businesses, and institutions in the community and how to use community resources to expand and enrich student learning.
- Apply knowledge of the rights and responsibilities of students, teachers, and parents/guardians in various educational contexts.
- Demonstrate knowledge of the structure and components of the public education system, teacher roles in various educational contexts, and appropriate teacher interactions with and responses to other professionals in the system, parents/guardians, community members, and students.
- Recognize teacher requirements in given situations, such as providing instruction to students with special needs, ensuring educational equity for all students, maintaining the confidentiality of student records, and seeking copyright permission for use of instructional resource materials.
- Demonstrate knowledge of various types of professional organizations and professional development opportunities and resources, including research; action research; interactions with mentors, supervisors, and colleagues; and their use in enhancing professional knowledge, skills, and expertise.
- Demonstrate knowledge of important traits and behaviors associated with effective teaching (e.g., curiosity and love of learning, tolerance and open-mindedness) and strategies for using reflection and self-assessment to identify teaching strengths and challenges and to improve professional practice.

Standards Used in the Development of the NES Professional Knowledge Assessments

The NES series of assessments of professional knowledge was developed in alignment with the applicable sets of the following national standards:

- National Association for the Education of Young Children: Initial Licensure Standards*
- Association for Childhood Education International: Elementary Education Standards*
- International Reading Association: Standards for Reading Professionals*
- National Council for Teachers of English: Program for Initial Preparation of Teachers of Secondary English Language Arts*
- National Council for Teachers of Mathematics: Program for Initial Preparation of Mathematics Teachers*
- National Science Teachers Association: Standards for Science Teacher Preparation*
- National Council for the Social Studies: National Standards for Social Studies Teachers*
- National Center for History in the Schools: National Standards for History
- Council for Exceptional Children: Individualized General Curriculum Referenced Standards*
- Council for the Accreditation of Counseling and Related Educational Programs: CACREP Standards
- National Business Association: Business Education Standards
- American Council on the Teaching of Foreign Languages: Program Standards for the Preparation of Foreign Language Teachers*
- Teachers of English to Speakers of Other Languages, Inc.: ESL Standards for PreK–12 Students*
- American Alliance for Health, Physical Education, Recreation and Dance: Standards for Initial Preparation of Physical Education Teachers*
- American Association for Health Education: Standards for Health Education Teacher Preparation
- American Association of School Librarians/Association for Education Communications and Technology: Information Power-Building Partnerships for Learning*
- International Society for Technology in Education: National Education Technology Standards for Teachers*
- National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts
- National Association of State Administrators for Family and Consumer Sciences: Family and Consumer Sciences Education National Standards
- Council of Chief State School Officers: Interstate Teacher Assessment and Support Consortium Standards
- National Board of Professional Teaching Standards: The Five Core Propositions

** Recognized by the National Council for Accreditation of Teacher Education*

Administration and Cost Considerations

The National Evaluation Series (NES) tests are computer-based tests offered year-round by appointment at 22 Pearson Professional Centers in California and at more than 300 testing centers across the United States. Candidates have three hours to complete the assessment. Candidates with a documented disability may apply for alternative testing arrangements. Score reporting is provided to candidates within four weeks of testing. A summary of the assessments is available in Appendix B.

The recommended NES Professional Knowledge assessments would represent a reduction in cost to candidates. The candidate cost for the TFE was \$139; the candidate cost for each of the two NES Professional Knowledge assessments is \$95.

Defining the Timeframe for Completion of the TPA within the ECO Route

The TAP panel's recommendations concerning the Early Completion Option indicate an interest on the part of programs to have a greater role in deciding which candidates are capable of participating successfully in the option, how candidates could accomplish the TPA requirement in a timely manner, how to work with candidates who attempt the ECO option but are not successful, and how to provide appropriate support and supervision to all interns, including those in the Early Completion Option. These issues are relevant to improving the ECO option while ensuring appropriate support for all intern candidates, including those in the ECO option.

Candidates who attempt the initial ECO entry assessment but are not successful, can be immediately enrolled in program coursework and should not have missed a significant amount of coursework since most ECO candidates take the ECO entry assessment prior to the start of the intern program.

Failure to pass the TPA on the first attempt requires programs to backtrack and establish an individualized program for these candidates to meet the requirements of the program. The longer a candidate waits to take the TPA, the more challenging it is for programs to tailor and individualize the remaining required preparation program for that candidate. For candidates in the ECO who ultimately fail some portion or all of the TPA, the time spent teaching in an underprepared state also poses a risk for students. One way the Commission could reduce the burden on programs and simultaneously reduce the amount of time an ECO candidate is allowed to teach students without being fully prepared or certified would be to require that the TPA be completed within the first semester of their service on the intern credential.

Although intern programs may space out the several tasks of the TPA across the range of first-year coursework, the candidates themselves are already in the classroom and have access to students and classes in order to do the TPA tasks. It should be possible for these candidates to complete the discrete tasks of the TPA within their first semester, although candidates may need the assistance of the program in order to accomplish the tasks of the TPA in an expeditious manner. Completing the TPA in the first semester would minimize potential disruption for candidates and programs since unsuccessful candidates would have less classwork or fieldwork to make up through independent study.

A mitigating factor, however, is the relatively small number of ECO candidates each year. This factor reduces the potential burden on programs of addressing the situation of ECO candidates who are unsuccessful on either of the statutorily-required assessments.

Clarifying Expectations for Mentoring and Supervision of Interns within the ECO route

Staff also notes that the option to provide support and supervision of interns specifically for the preparation of ECO candidates to take the TPA is provided for within EC§44468(4)(b). In addition, under the provisions of the regulations currently in process of approval (<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-1H.pdf>), all interns must be supported and supervised by their program sponsor and employer while holding an intern credential. Once the regulations defining the amount of support and supervision an intern must have complete the regulatory process, an ECO intern would need to be supported and supervised as defined in regulations while holding the intern credential. These approaches enhance the program's ability to interact effectively with ECO candidates to support them as the teacher of record.

Staff Recommendations

To meet the written assessment requirements of EC §44468 and to clarify the requirements for completion of the ECO option, staff makes the following recommendations for the Commission's consideration:

1. Use the **National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)** to replace the Teaching Foundations: Multiple Subjects examination.
2. Use the **National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)** to replace the TFE: English, Mathematics, and Science examinations.
3. Adopt the national benchmark passing score standard on both of the NES assessments of a scaled score of 220 on a scale of 100-300.
4. Adapt as needed and use the subject-specific pedagogy task of the applicable Teaching Performance Assessment model to address the evaluation of the candidate's methods of teaching the subject fields.
5. Direct staff to initiate the rulemaking process to require that interns in the ECO route complete their TPA within the first semester/year of their internship program.
6. Provide clarifying information to the field regarding the expectation that interns in the ECO route receive mentoring and supervision required for all interns as specified within the pending regulations under 5 California Code of Regulations §80033 (<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-1H.pdf>).

Next Steps

If the Commission takes action to adopt one or more of the assessments recommended to replace the discontinued Teaching Foundations Examination, staff would work with the assessment owner to develop procedures for working with California ECO candidates, would publicize the new assessments and contact information/registration information to intern program sponsors and candidates, and would put processes in place to receive and include candidate outcomes in the Commission's examination database. In subsequent years, information on aggregate candidate outcomes would be included in the annual examinations passing rates report agenda item. In addition, staff would also work with programs having ECO candidates to implement the

use of the initial TPA task addressing subject-specific pedagogy as an integral part of the ECO entry assessment.

Appendix A

Education Code §44468

44468. (a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program, a single subject teaching credential program, or a level 1 education specialist credential program that provides instruction to individuals with mild to moderate disabilities, the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

(A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(B) Techniques to address learning differences including working with pupils with special needs.

(C) Techniques to address working with English learners to provide access to the curriculum.

(D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.

(E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

(2) Pass the teaching performance assessment as set forth in Section 44320.2.

(A) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the early completion option. An intern who takes the teaching performance assessment but is not successful may complete his or her internship program. Scores on this assessment shall be used by the internship programs in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern must retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.

(B) Pending implementation of the teaching performance assessment, an internship program shall provide for early recommendation of an intern for a preliminary multiple subject teaching credential, single subject teaching credential, or level 1 education specialist credential that authorizes instruction to individuals with mild to moderate disabilities, based upon demonstrated competence of the field experience component of the internship program.

(3) Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.

(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

(b) An intern who chooses the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance

assessment required pursuant to paragraph (2) of subdivision (a). Individuals who have passed the written assessment may receive individualized support within the cohort group of like individuals in preparation for the teaching performance assessment.

(c) An intern who challenges the teacher preparation coursework by taking the assessment described in paragraph (1) of subdivision (a), but is not successful in passing the assessment, may complete his or her full internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation areas where the intern has demonstrated competence.

(d) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential, single subject teaching credential, or level 1 education specialist credential that authorizes instruction to individuals with mild to moderate disabilities.

(e) The commission shall issue a professional clear multiple or single subject teaching credential to an applicant whose employing public school district documents, in a manner prescribed by the commission, that he or she has fulfilled the following requirements:

(1) Holds a preliminary five-year teaching credential issued by the commission.

(2) Completes one of the following in accordance with the determination of the employing public school district based upon the experience and individual needs of the applicant:

(A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2 of Part 24, including the California formative assessment and support system for teachers.

(B) An alternative program of beginning teacher induction that the commission determines, in conjunction with the Superintendent of Public Instruction, meets state standards for teacher induction and includes the California formative assessment and support system for teachers or an alternative assessment deemed to meet the standards.

(3) As an alternative to the requirements in paragraph (2), an applicant may choose to complete the California formative assessment and support system for teachers or the equivalent at a faster pace as determined by the Beginning Teacher Support and Assessment System program.

Appendix B

Summary of the Recommended Assessments to Replace the Teaching Foundations Examination

	National Evaluation Series (Pearson), Assessment of Professional Knowledge: Elementary (051)	National Evaluation Series (Pearson), Assessment of Professional Knowledge: Secondary (052)
Number and Types of test items	100 Multiple Choice and 2 Constructed Response items	100 Multiple Choice and 2 Constructed Response items
Weighting	MC items = 80% CR items = 20%	MC items = 80% CR items = 20%
Content areas	I. Student Development and Learning II. Assessment, Instruction, and the Learning Environment III. The Professional Environment	I. Student Development and Learning II. Assessment, Instruction, and the Learning Environment III. The Professional Environment
Content last updated	Ongoing	2011 (aligned to Common Core State Standards)
Test session length	3 hours	3 hours
Delivery format	Computer-based testing, year-round, by appointment	Computer-based testing, year-round, by appointment
Testing locations	22 centers in California and 300+ locations across the U.S.	22 centers in California and 300+ locations across the U.S.
Cost to candidate	\$95	\$95