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Information/Action

General Session

Opportunity to Participate in the Network for Transforming Educator Preparation

Executive Summary: California has been invited to join the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. Staff will present an overview of this initiative and identify particular aspects of California's work in this area that could be the focus of our work with the network.

Policy Question: Does the Commission wish to participate in the Network for Transforming Educator Preparation?

Recommended Action: That the Commission discuss this project and provide direction to staff.

Presenters: Mary Vixie Sandy, Executive Director, and Teri Clark, Director, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

October 2015

Opportunity to Participate in the Network for Transforming Educator Preparation

Introduction

California has been invited to join the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. This would be a partnership between the California Department of Education, the Commission on Teacher Credentialing, and the California's State Higher Education Executive Officers Association (SHEEO) member, which is the California State University Chancellor's Office. Other partners and stakeholders would be included in the effort as well. Staff will present an overview of this initiative and identify particular aspects of California's work in this area that could be the focus of work with the NTEP, if the Commission determines to join the network.

Background

In 2012, the CCSSO convened a Task Force on Transforming Educator Preparation and Entry into the Profession and subsequently issued *Our Responsibility, Our Promise*¹, with recommended action steps that states could take to improve the workforce upon entry into the education profession. The ten action steps fell within three state-specific policy areas including:

- 1) ***Licensure:*** *States will strengthen and change educator licensure standards and requirements to ensure teacher and principal candidates recommended for licensure demonstrate the knowledge and skills necessary to meet the high expectations for **all** students, and help teachers and principals continuously improve their practice throughout their careers.*
- 2) ***Program Approval:*** *States will raise the bar on the approval process for all educator preparation providers to ensure they deliver high-quality, rigorous training to potential educators, as demonstrated by performance assessments that show that candidates can apply what they've learned in actual school settings and with the range of learners they will likely encounter.*
- 3) ***Analyzing and Reporting Information to Improve Preparation Programs:*** *States will formalize and refine the process for collecting, analyzing, and reporting educator pre-service and in-service performance data to ensure this information is used as tools to improve the way we prepare our educator workforce.*

In October, 2013, seven states were selected to participate in a two-year pilot focused on transforming educator preparation and entry systems to the profession. CCSSO created the NTEP

¹ http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf

to support states ready to take action in three key policy areas with the goal of ensuring that all educators are ready on the first day of their career to prepare K-12 students for college, work and life. The initial participating states included Connecticut, Georgia, Idaho, Kentucky, Louisiana, Massachusetts, and Washington. In the summer of 2015, nine states were invited to participate in NTEP as Cohort 2 – California, Delaware, Missouri, Illinois, New Hampshire, South Carolina, Tennessee, Utah, and West Virginia.

Each state is expected to organize a state project steering team that will create a policy development and/or implementation plan addressing the three policy areas of licensure, program approval and data use. Further, each state project team is expected to engage with a larger stakeholder group that will meet on a periodic basis and contribute to the implementation of the state policy plan. Finally, the team is expected to participate in three network meetings per year and actively engage with the NTEP through online meetings, social media, and other means of communication. CCSSO will financially support participation in scheduled network activities and make grant funds available to support implementation of the state plan. If the Commission decides to participate, CTC and CDE would work with the Administration to secure the appropriate budget authority.

The Commission has set an ambitious agenda to transform its systems of educator preparation, assessment and licensure. The Commission's vision and goals are closely aligned with the recommendations in the CCSSO report, *Our Responsibility, Our Promise*. Over the last three years, California has made significant strides in moving its agenda forward:

- The State Superintendent of Public Instruction and the California Commission on Teacher Credentialing jointly commissioned a group to develop the *Greatness by Design* report and recommendations, a blueprint for improving the education workforce that resonates strongly with the CCSSO vision² and has been a touchstone for the state policy community as it considers needed system changes.
- The Commission on Teacher Credentialing has drafted new standards for teacher and administrator preparation, is in the process of defining needed changes in the state accreditation and program approval systems, and is revising existing teaching performance assessments and developing a new administrator performance assessment. The Commission is also developing a new data dashboard system that will significantly increase transparency in educator preparation and access for the public to a range of information about California's education workforce and educator preparation systems.

This could be a good time for California to join the NTEP community, enabling the state to share on a national platform its progress in implementing substantive reform in the preparation of the education workforce, and to learn from the progress of other states as it moves from conceptualization of change into implementation. California's current activities and vision for

² <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

educator preparation resonate strongly with the ten CCSSO recommendations, listed in Appendix A. Provided in Appendix B is an analysis of California's current work and priorities in relation to each of the ten CCSSO recommendations. Early conversations with the California Department of Education and other stakeholders about where the state might best focus its work with NTEP have surfaced the following options:

- Option 1: Focus on plans to revise the California Teaching Performance Assessment and develop an Administrator Performance Assessment. California has been a leader in this field for more than a decade. Other states have been moving forward with performance assessments and have insights that would benefit California as it moves into its second generation work in the area of performance assessment for licensure. California's history and experience in this area would also be of interest to other members of the Network. This option aligns well with CCSSO recommendations in each area – *licensing* (#2), *program approval* (#5), and *analyzing and reporting information to improve preparation programs* (#10).
- Option 2: Focus on California's accreditation data dashboard project. Many states have been grappling with how best to document and make public information about educator preparation programs. As California moves forward in this area, learning from the other members of the network about their successes and challenges could be useful. This option aligns most strongly with CCSSO recommendations in the area of *analyzing and reporting information to improve preparation programs* (#10). It connects a little more distantly to the CCSSO *licensing* (#1) and *program approval* (#8) recommendations.
- Option 3: Focus on a question that will be informed by the Commission's efforts to strengthen and streamline the accreditation system, but is more global in nature: How can the state develop a comprehensive approach to recruiting, preparing and licensing a robust and highly qualified teaching and leading workforce that targets and aligns with demand? This option aligns most closely to CCSSO recommendation 9 (*analyzing and reporting information to improve preparation programs*), but is informed by California's work in relation to recommendations 4 (licensure), and 6 (program approval) as well.

These options are not mutually exclusive, and will be part of the ongoing conversations with the NTEP regardless. Partner states will be expected to develop plans with 6, 9, 12 and 18 month goals and milestones that support and demonstrate progress. Determining the particular focus for this work will be informed by Commission discussion and by the level of effort and time required and available to make meaningful progress.

Staff Recommendation

That the Commission approve participation in the NTEP and discuss areas that could be the focus for a California team.

Appendix A

CCSSO Recommendations for Transforming Educator Preparation

Licensure

- 1) States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career readiness and critical thinking skills to a diverse range of students.
- 2) States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators' ability to perform, including the potential to impact student achievement and growth.
- 3) States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.
- 4) States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.

Program Approval

- 5) States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.
- 6) States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.
- 7) States will require alignment of preparation content standards to PK-12 student standards for all licensure areas.
- 8) States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.

Analyzing and Reporting Information to Improve Preparation Programs

- 9) States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.
- 10) States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.

Appendix B

Alignment of California's Work with the CCSSO Recommendations

Licensure

CCSSO Recommendation 1

States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career readiness and critical thinking skills to a diverse range of students.

California priorities: California has revised and adopted its licensure standards for teachers and school administrators to reflect and support the teaching of more demanding content aligned to college- and career-readiness skills as well as the critical thinking skills reflected in the California Common Core State Standards for all PreK-12 students. The draft revised teacher preparation program standards, which are currently undergoing a field review, can be found here: <http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf>. The updated administrative services standards adopted by the Commission in 2014 can be found here: <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf>.

California is interested in seeing how other states have revised their preparation standards and in learning from others' experience in implementing their revised standards.

CCSSO Recommendation 2

States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators' ability to perform, including the potential to impact student achievement and growth.

California priorities: California has been the national leader in teaching performance assessment. California was the first state to make a performance assessment of teaching students in a public school classroom a required initial licensure assessment for all elementary and secondary teacher candidates, as of July 2009. California has recently updated its standards of assessment quality for teaching performance assessments that identify the requisite technical qualities and scope of the assessment design, and has reviewed and approved four distinct models of teaching performance assessment for use in Commission-approved preparation programs. (See standards at the following links: <http://www.ctc.ca.gov/educator-prep/TPA-files/TPA-Assessment-Design-Standards.pdf> and <http://www.ctc.ca.gov/commission/agendas/2015-02/2015-02-4A.pdf>).

With over ten years of experience in designing and implementing teaching performance assessments, California is now turning to the development of a new performance assessment for administrator candidates who are completing preparation programs that focuses on key job roles of the principal. California also has a recently updated scenario-based performance assessment for candidates using the statutorily-permitted examination route to qualifying for the administrative credential.

California is willing to share its standards and experiences in designing and implementing performance assessment with other states, and to learn from other states' efforts.

CCSSO Recommendation 3

States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.

California priorities: California has long had a coherent development continuum that reflects a range of performance expectations for educators. The *Teaching Performance Expectations* (TPEs) describe the set of performance expectations for teacher candidates just beginning their professional practice. The *California Standards for the Teaching Profession* (CSTP) (<http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>) describe professional level practice across the teacher's career span. The TPEs, which are derived from and aligned with the CSTP, are currently being updated and will be undergoing a validity study.

California has a two-tier credential structure. A preliminary credential is the initial document issued after an individual meets basic credential requirements, including successful completion of the teaching performance assessment. The preliminary credential is issued for a maximum of five years. Completion of a two-year induction program is required in order to earn the second level, or clear credential. California was one of the first states in the nation to require induction of all elementary and secondary beginning teachers, and is currently in the process of strengthening induction program design and requirements to focus on the quality and effectiveness of the mentoring support provided to induction program participants. (<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5F.pdf>).

California expects all educator preparation programs to evaluate the impact of their programs with respect to how well they have prepared teachers who are effective in promoting student achievement. These data are captured through local data collection conducted by program sponsors and reported via the state's Accreditation System, as well as through a statewide survey implemented by the Commission on Teacher Credentialing of program graduates, employers, mentor/supervising teachers, and others to obtain a multi-dimensional and multi-faceted view of the program's quality and effectiveness. California does not evaluate quality in educator preparation based on student achievement as a matter of state policy or accreditation practice.

California is willing to share its experiences with developmental continuums and beginning teacher induction support and to learn from other state's standards and experiences.

CCSSO Recommendation 4

States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.

California priorities: In 2014-15, California undertook a significant reform effort to strengthen and streamline the state's accreditation system and all of its supporting elements, including but not limited to the state licensure system and underlying preparation program standards. This work involved all of California's stakeholders and is expected to be fully implemented in 2017-18. The following CTC agenda items provide a complete picture of our progress and current status:

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5B.pdf>

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5C.pdf>

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf>

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5E.pdf>

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5F.pdf>

<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5G.pdf>

With respect to reciprocity across states, since 2007 California has granted a preliminary teaching credential to all applicants who present a valid out of state teaching credential. This allows the teacher to provide services to students as soon as possible. Once a teacher has begun working under a preliminary credential, California provides several avenues for obtaining a clear credential depending on the teacher's qualifications and prior out of state experience.

California is willing to share information about its statewide systemic reform effort and how it was accomplished effectively and efficiently in a relatively short time frame, and is interested to learn how other states are approaching this issue. California is also interested in reviewing its current reciprocity policies and procedures with other states with a view to making the process work more efficiently and effectively for teachers while ensuring the quality of California's teachers.

Program Approval

CCSSO Recommendation 5

States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.

California priorities: California's accreditation system holds preparation programs to a high standard and requires programs to report both candidate competence and program effectiveness data at regular intervals between the site visits that take place during the sixth year of the accreditation cycle. This ongoing contact with programs provides the Commission early warning of programs that might be less effective and allows staff to provide technical assistance to help those programs avoid ultimately becoming identified as low-performing. While this approach to program accountability does not necessarily lead to a significant number of program closures or other punitive measures, it has led to significant improvement in under-performing institutions. California views this strategy as beneficial and effective in the long term by creating

a climate of positive accountability backed by the Commission's full authority to sanction and/or close programs that do not improve sufficiently to meet the CTC's standards.

California began a comprehensive review of its program standards, performance assessments, and accreditation practices in December 2014. The Commission has taken action on the structure of its revised system of preparation and accreditation and during the current year will finalize the components of the new system. In addition, California is presently considering criteria and standards for identifying exemplary programs and looks forward to learning how other states are addressing this issue.

CCSSO Recommendation 6

States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.

California priorities: It is important to keep in mind that unlike many states California educator preparation programs take place at the graduate level. Thus, California candidates have already earned a bachelor's degree prior to enrollment in an educator preparation program.

California has consistently maintained rigorous educator preparation program standards. These standards include requiring programs to document the need for the type of preparation program being offered as one condition for approval, requiring candidates to demonstrate mastery of subject matter prior to admission to the program (for the alternative certification route) or prior to student teaching (for the traditional route), mandatory clinical experience in a variety of settings, and requiring candidates to experience all phases of the school year on site. California requires all elementary and secondary candidates to successfully complete a validated Teaching Performance Assessment (TPA) to verify the beginning teacher demonstrates the knowledge, skills, and abilities needed to effectively instruct all California students. As part of the accreditation strengthening and streamlining process mentioned above, California is considering specifying a minimum number of hours of required clinical experience to clarify to programs its high expectations for providing extensive experience in public schools for all credential candidates.

California student population is diverse and as such requires that all elementary and secondary teachers to be knowledgeable about teaching English learners and students with special needs in the general education classroom. California's significant experience with standards for teaching English learners in particular can be helpful to other states. The Commission completed a review and revised its requirements related to teaching English learners in 2013 to ensure that the requirements address the most current research and best practices in the teaching of English learners.

CCSSO Recommendation 7

States will require alignment of preparation content standards to PK-12 student standards for all licensure areas.

California priorities: California’s standards address separately the content knowledge required of California candidates in the area of their intended credential and the pedagogical knowledge required to teach that content effectively to PreK-12 students. With respect to the content knowledge required of candidates, California uses a process that includes the advice and assistance of California content experts to identify the range of what are known as the “Subject Matter Requirements” or “SMRs” for each credential content area. The SMRs are required to be aligned with California’s adopted PreK-12 academic content standards, and serve as the basis for both the customized subject matter examinations and the subject matter preparation program standards. When K-12 student standards are modified, the Commission undertakes a comprehensive review of the SMRs to maintain alignment.

California is willing to share its expertise in developing customized subject matter assessments aligned with state academic content standards.

CCSSO Recommendation 8

States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.

California priorities: California is in regular contact with all approved educator preparation institutions as part of the ongoing accreditation cycle activities. Because of the large number of institutions sponsoring approved preparation programs (more than 250), institutions are divided into cohorts with staff assigned to work with specific cohorts. As a result of this approach, staff members become familiar with the individual programs for which they are providing technical assistance throughout all of the accreditation activities and can assist programs to benefit from and/or act on accreditation recommendations.

California has begun implementation of statewide surveys of program completers and will initially administer both an employer and a master teacher survey in 2015-16. As part of the comprehensive review of preparation requirements and its accreditation system, the Commission is updating its teaching performance assessment and developing a performance assessment for prospective school leaders. The goal is to more effectively use the performance data and survey data in the accreditation system, including developing program and institution dashboards to provide information about program quality and effectiveness in a transparent manner.

California is willing to share its expertise in managing technical assistance for a large number of preparation programs, implementing an accreditation system that has multiple ongoing activities, implementing surveys and using performance assessment data, as well as developing data dashboards.

Analyzing and Reporting Information to Improve Preparation Programs

CCSSO Recommendation 9

States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.

California priorities: California has assigned unique non-personally identifiable educator identifiers for educators. As indicated above, in 2014-15 the Commission embarked on and has almost completed an extensive effort to strengthen and streamline its accreditation system. As part of this effort, a significant component is addressing the issue of data access and transparency for the public as well as for programs, candidates, and other stakeholders. This is a complex undertaking that raises issues of identification of necessary data elements, selection of data dashboard formats, data warehousing processes to supply the public access dashboards, privacy considerations, methods of data analysis and reporting mechanisms, and other design and maintenance components. Further information about the data system and its applications can be found at <http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5G.pdf>.

California looks forward to learning from other states that have already created data dashboards and other processes for data transparency and data use, and also to working with states whose efforts are at similar stages.

CCSSO Recommendation 10

States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.

California priorities: Again, as indicated above, California's current efforts to strengthen and streamline the accreditation system and its associated components also addresses how data collection, analysis, and reporting of multiple measures will inform accreditation decisions as well as provide public access information about the quality of preparation programs. Further information on this process can be found at <http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5C.pdf>.