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Information

Professional Services Committee

Update on the Review of the California Standards for the Teaching Profession (CSTP)

Executive Summary: The California Standards for the Teaching Profession (CSTP) were adopted by the Commission in 1997. This agenda item provides an update on the review of the CSTP.

Recommended Action: For information only

Presenter: Terry Janicki and Karen Sacramento, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2009

Update on the Review of the California Standards for the Teaching Profession (CSTP)

Introduction

This agenda item presents information about the progress to date on the review of the California Standards for the Teaching Profession (CSTP).

Background

The California Standards for the Teaching Profession (CSTP) were jointly developed by the Commission on Teacher Credentialing (Commission) and the California Department of Education (CDE). These standards, which set forth the expectations for current classroom teachers, were adopted by the Commission and approved by the Superintendent of Public Instruction in January 1997. The State Board of Education endorsed the standards in July 1997. Information contained in the introduction to the standards describes the purposes of the CSTP as follows:

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. First-year and second-year teachers need intensive learning activities that build on their preservice preparation and lead to lifelong professional development. The State's efforts revealed a need for a common language and a new vision of the scope and complexity of teaching that would enable teachers to define and develop their practice. The *California Standards for the Teaching Profession* address these needs. The *Standards* are designed to be used by teachers to:

- prompt reflection about student learning and teaching practice;
- formulate professional goals to improve teaching practice; and
- guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

In August 2008 the Commission was presented information on the development of the CSTP, the uses of the CSTP, and the policy and demographic changes since the CSTP were adopted (<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-31.pdf>). At that meeting, the Commission directed staff to conduct a review of the CSTP and to make recommendations for revising the standards. This agenda item provides a progress report on the review process and revision of the CSTP.

Update on the Review and Revision of the CSTP

Much has changed in education in California in the decade since the adoption of the CSTP. In particular, the state-adopted academic content standards and curriculum frameworks for K-12 students, which serve as the cornerstone for classroom instruction and to which the CSTP are aligned, have been updated since the original adoption of the CSTP. In order to ensure that the

CSTP reflect current expectations for classroom teachers, the Commission directed staff to facilitate a review of the CSTP to ensure their currency.

To assist in preparing for the Commission's initial discussion on this topic, Commission staff, together with CDE staff, held a meeting with stakeholders on July 22, 2008. Those attending this initial meeting included one representative each from the California State University, the University of California, the Association of Independent California Colleges and Universities, the California School Boards Association, the Association of California School Administrators, the County Superintendents Educational Services Association, the California Federation of Teachers, the California Teachers Association, and the New Teacher Center at University of California, Santa Cruz. Staff provided a report on this meeting at the August 2008 Commission meeting.

Commission staff has worked in collaboration with staff from CDE to convene an advisory panel to review the adopted CSTP and propose appropriate updates. The panel consists of applicants from the field and key stakeholder group appointees who are individuals with expertise in teacher preparation and/or effective teaching. All applications were reviewed by Commission staff and CDE staff to verify appropriate knowledge, skills and experience. The selection of panel members took into consideration factors such as geographic representation, credentials held by applicants, expertise with standards, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen, in consultation with the Superintendent of Public Instruction, appointed members to the advisory panel. In addition, Commission member Ting Sun serves as Commission liaison to the advisory panel. The list of the CSTP Advisory Panel members is in Appendix A of this agenda item.

The California Comprehensive Center (CA CC) at WestEd provides technical assistance and support to the advisory panel in its efforts to review and update the CSTP. The CA CC has solid experience and expertise in assisting the CDE and other education-based statewide groups and organizations by supporting implementation of the federal No Child Left Behind (NCLB) Act, working to improve student achievement, and supporting efforts to close the achievement gap in California.

In addition to the CA CC, the Regional Educational Laboratory (REL) at WestEd is also supporting the work of the advisory panel. REL has been of assistance by providing background information related to state and national teaching, policy and legislative changes that have taken place over the past ten years and in assisting in constructing valid and reliable surveys. Formal and informal survey data have been and will continue to be collected throughout the year to inform the work of the advisory panel and the development of the panel recommendations related to revising the CSTP.

The Commission has developed a website that provides public information about the process to review and revise the CSTP: <http://www.ctc.ca.gov/educator-prep/CSTP.html>. Included on this site are source documents developed for panel use as well as other documents useful to the panel's work. In addition, the agenda for the panel meetings are posted on this site. The panel has met twice to date. Below are the source documents that were used by the panel for its first meeting on October 20-21, 2008.

Background information:

- [CSTP](#) [PDF]
- [Restoring Balance: A Chronology of the Development and Uses of the CSTP](#) [PDF]
- [Teaching Quality Brief](#) [PDF]
- [Teaching Profession since 1997](#) [PDF]
- [Review of other states' teaching standards](#) [PDF]
- [Ontario Teaching Standards](#) [PDF]
- [Ontario College of Teachers](#) [PDF]
- [21st Century Skills](#) [PDF]

After the first panel meeting, an electronic survey was circulated to a diverse audience of individuals who have a stake in California's teaching standards. The survey asked responders to identify concepts in the CSTP which should be retained and concepts that should be added. Over 700 participants completed this survey.

At its December 2-3, 2008 meeting the panel reviewed the stakeholder feedback from the electronic survey and began the work of proposing revisions to the CSTP. The panel met in small work groups with each group focusing on one or two standards. The advisory panel will meet on February 12-13, 2009 to complete this task. The revised CSTP will be made available at the March 5 Commission meeting as an infolder document as well as posted on the Commission's CSTP revision website.

Next Steps

Following the Commission meeting, the proposed revised CSTP will be made available for stakeholder feedback via an online survey and through regional meetings. At its April 28-29 meeting, the advisory panel will take into consideration stakeholder feedback and make further revisions, as necessary. Staff anticipates bringing the proposed revisions to the CSTP to the Commission at the June 2009 meeting for consideration and possible adoption.

Appendix A

California Standards for the Teaching Profession Advisory Panel (2008-09)

Name	Employer	Representing
Priscilla Cox	Elk Grove USD	CSBA
Cindy Gappa	Tehama COE	ACSA
Gail Kirby	St. Mary's College	AICCU
Eloise Lopez Metcalfe	University of California, Los Angeles	UC
Theresa Montaña	California State University, Northridge	CTA
Susan Rich	Stanislaus COE	CCESSA
Sue Westbrook	California Federation of Teachers	CFT
Ruth Yopp-Edwards	California State University, Fullerton	CSU
Wendy Baron	Santa Cruz COE/New Teacher Center at UC Santa Cruz	
Michelle Cepello	California State University, Chico	
Lewis Chappellear	Los Angeles USD	
Nancy Farnan	San Diego State University	
Helen Garcia Rockett	California State Polytechnic University, Pomona	
Ira Lit	Stanford University	
Paula Lovo	Ventura COE	
Robert McClurg	Rescue USD	
Betty McEady	Chapman University College	
Cara Mendoza	Fairfield-Suisun USD	
Marisol Rexach	Santa Ana USD	
Luis Rodriguez	Los Angeles USD	
Jodie Schwartzfarb	New Haven USD	
Steve Turley	California State University, Long Beach	
Andrea Whittaker	San Jose State University	
Ting Sun	Commission Liaison	
Staff Working with the CSTP Advisory Panel		
Terry Janicki	Commission on Teacher Credentialing	
Karen Sacramento	Commission on Teacher Credentialing	
Teri Clark	Commission on Teacher Credentialing	
Edna Shoemaker	California Department of Education	
Ellen Ringer	California Department of Education	

Appendix B

California Standards for the Teaching Profession (1997)

Engaging and Supporting All Students

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Creating and Maintaining Effective Environments for Students

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.