
3F

Information

Professional Services Committee

Update on the Implementation of the Revised *California Standards for the Teaching Profession* (CSTP)

Executive Summary: This agenda item presents an update on the dissemination of the recently revised *California Standards for the Teaching Profession* (CSTP) and on plans for continued development of Induction-related materials based on the CSTP.

Recommended Action: For information only

Presenter: Terry Janicki, Administrator, and Karen Sacramento, Consultant, 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

April 2010

Update on the Implementation of the Revised *California Standards for the Teaching Profession* (CSTP)

Introduction

This agenda item presents an update on the implementation of the *California Standards for the Teaching Profession* (CSTP) and on the continuing development of Induction-related materials based on the revised CSTP. The revised CSTP were adopted by the Commission at the October 2009 meeting (<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2D.pdf>).

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). The initial version of the CSTP was adopted in 1997 and the revised CSTP were developed in 2009. 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 October 2009. The State Board of Education endorsed the standards in November 2009. The introduction to the 2009 standards describes the purposes of the CSTP as follows:

The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

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

At the August 2008 meeting the Commission was presented information on the development of the CSTP, the uses of the CSTP, and the policy and demographic changes in K-12 education since the CSTP were adopted (<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-3L.pdf>). At that meeting, the Commission directed staff to conduct a review of the CSTP and to make recommendations for revising the standards.

Review and Revision of the CSTP

The June 2009 Commission agenda item provided a summary of the work the panel completed (<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6F.pdf>) as well as draft revised CSTP. The Commission held a thoughtful discussion regarding the questions for which the panel requested guidance. The advisory panel met a final time in July 2009 to address the comments from the Commission and finalized the revised draft CSTP. The Commission adopted

the revised CSTP at its October 2009 meeting (<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2D.pdf>).

Progress in Disseminating the Revised CSTP and Updating Other Induction Related Materials

Upon Commission adoption, the revised CSTP were posted on the Commission website (www.ctc.ca.gov). Below are the steps being taken to disseminate the revised CSTP:

- The revised CSTP were showcased at the February 2010 Curriculum and Instruction Leadership Symposium: *Dynamic Leadership for Sustainable Improvement: Building on Our Assets* sponsored by the California County Superintendents Educational Services Association (CCSESA). Copies of the CSTP Booklet (text of the CSTP in printed form with a cover) were distributed to the 700 participants. A presentation entitled: *The Revised California Standards for the Teaching Profession (CSTP): Continuing a Vision for the Teaching Profession* was delivered twice during the conference.
- During the window of April 12- 23, 2010 the BTSA Induction Cluster Regional Directors (CRD) will be distributing a booklet with a cover letter to every district and county office superintendent in the state. Many of the CRDs are planning to meet with Curriculum and Instruction regional leaders to provide an introduction to the revised CSTP.
- The CRDs and staff from the CTC and CDE are working with stakeholder groups represented on the advisory panel to disseminate the revised CSTP (2009) to their constituents.
- The CSTP Booklets can be ordered (for a fee) through BTSA Induction Cluster Region Directors (<http://www.btsa.ca.gov/>).

In addition, an effort is underway to update the assessment tools used by California BTSA participating teachers as part of their goal-setting process to align with the recently adopted CSTP. Since 1992, BTSA Induction Programs in California have been using formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle of plan, teach and reflect.

A formative assessment system has three essential components: standards, criteria and evidence of practice. Standards refer to the *California Standards for the Teaching Profession* (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to a assessment tool that identifies levels of teaching practice. Evidence of practice includes multiple measures such as lesson plans, observation data, and student work analyses, and is used to make valid self-assessments in order to set and monitor growth towards professional goals.

The current assessment tools used by California BTSA participating teachers as part of their goal-setting process are based on the 1997 CSTP and need to be updated to align with the recently adopted CSTP. The New Teacher Center (NTC) has been facilitating the development of a new formative assessment tool which is based on the *California Standards for the Teaching*

Profession (CSTP), 2009. The Morgan Family Foundation, through a grant awarded to the New Teacher Center, is funding this effort.