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## Information

### *General Session*

#### Discussion of the Plan for the Study of Teacher Preparation

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**Executive Summary:** This agenda item addresses the Commission's previous direction to staff related to the Plan for the Study of Teacher Preparation.

**Policy Question:** Should the Commission's previous direction to convene the Teacher Preparation Advisory Panel to study the requirements and standards for teacher preparation be implemented at this time or be modified?

**Recommended Action:** For information only

**Presenter:** Mary Vixie Sandy, Executive Director

#### 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

December 2011

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## Discussion of the Plan for the Study of Teacher Preparation

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### Introduction

In the more than ten years since the large-scale standards development efforts pursuant to SB 2042, much has changed that may affect the appropriateness and the effectiveness of the SB 2042 standards to prepare general education teachers to work with all of California's K-12 students. Some of these factors were not even on the horizon at the time of SB 2042 legislation while others may have been voiced but had not yet gained widespread currency. At the April 2011 and June 2011 Commission meetings, the Commission provided direction related to undertaking a study of teacher preparation requirements and standards in order to address many of these issues.

The plan presented for this study included convening a Teacher Preparation Advisory Panel (TAP) that, after significant research and discussion over the course of eight meetings, would provide recommendations to the Commission for its consideration in late 2012. Since that time, the composition of the Commission has changed significantly. In addition, the agency has been focused on responding to the recommendations of the State Auditor and upgrading its business practices in order to more effectively fulfill its core mission. Finally, as part of the response to the State Auditor's recommendations, we will be launching a strategic planning effort in January that may include the development of a policy agenda for the coming year which will provide important context for the conduct of a review of the teacher credentialing system. Thus the question arises as to whether the Commission wants to move forward with the study as planned and discussed at previous Commission meetings or adjust the plan in accordance with current priorities of the Commission.

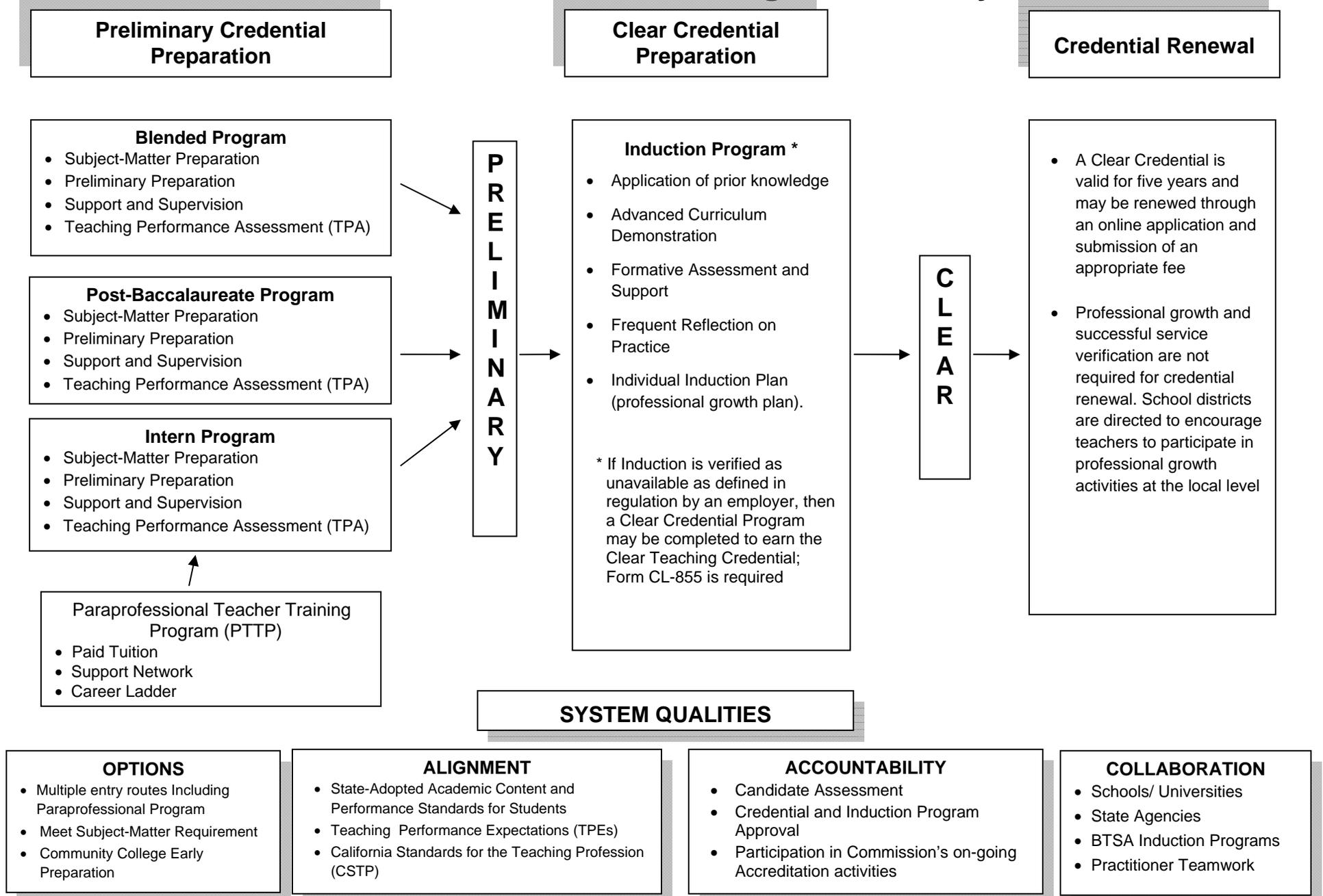
### Background

The current set of teacher preparation standards are based on the policy work initially accomplished in 1995-97 through the advisory panel appointed by the Commission under SB 1422 [Education Code section 44259.2(a)]. Some of the decisions made by the Commission and enacted by the Legislature and Governor about the structure of teacher preparation included:

- Reframing teacher preparation standards from an all-inputs design to a focus on the interrelationship between inputs and subsequent candidate outcomes, and to codify this relationship into a linked "Learning to Teach Continuum" (*see Figure 1*);
- Establishing a Teaching Performance Assessment (TPA) system and requiring passage of a TPA as a condition for earning an initial credential;
- Rethinking the relationship between the content covered in initial preparation and in induction;
- Requiring induction as a condition for earning a clear credential;
- Including preparation to teach English learners within the initial preparation of all multiple and single subject teachers; and
- Requiring enhanced field experiences for all candidates.



Figure 1: **California's Learning to Teach System**



Responsibility for implementation of the new structure and content was then assigned to a broadly representative panel of experts in content, pedagogy, and education policy. This panel developed new standards for multiple and single subject teacher preparation and induction between 1998-2001. Simultaneously, new subject matter standards were developed in mathematics, science, English and history and social sciences. Teacher preparation standards were adopted by the Commission in 2001.

Consistent with the Commission's adopted plan to revisit and update all standards at minimum every 10 years, and based on the number of issues facing the field since the original standards were developed, Commission staff presented at the April 2011 Commission meeting the concept of studying the SB 2042 requirements and standards through the Commission's established process of identifying and convening an expert panel (<http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf>). The panel's charge would be to look at ways to update the elements of the Learning to Teach System so that teachers are prepared to meet the instructional needs of all of California's K-12 students for the 21<sup>st</sup> century.

Some of the key policy level work identified for the panel in the April 2011 agenda item included:

- Whether California's current credential structure and authorizations are still best suited to preparing general education teachers to meet the instructional needs of students.
- Whether the thirteen single subject credential areas currently specified in state law are still best suited to preparing general education teachers to meet state and/or national priorities for improved K-12 instruction, especially with respect to the science, technology, engineering, math (STEM) areas and Linked Learning.
- Whether pedagogical preparation to teach specific content areas is both sufficiently robust and up to date for all teacher candidates in California, and if not, in what ways can we ensure that every candidate receives sufficient and robust subject specific pedagogy.
- Alignment of the Commission standards and examinations with the Common Core standards.
- Whether the approach to alternative certification meets state and local needs for multiple entry points into the profession and whether California's approach to alternative certification sufficiently reflects an "alternative" to traditional teacher preparation while maintaining high standards.
- Whether the preparation for general education teachers and special education teachers is appropriately aligned, including whether Response to Intervention (RtI) should be included within the scope of the preliminary teacher preparation for all general education teacher candidates.
- Whether the unit cap continues to serve the needs of general education teacher candidates.
- Whether general education teacher preparation programs are sufficiently robust in preparing data literate general education teachers.
- Whether the clinical practice model and/or other national reform models should be addressed within the general education teacher preparation program standards.

- Whether online teaching should be incorporated into the set of knowledge, skills, and abilities that preliminary general education teacher preparation programs should develop in candidates.

The June 2011 agenda item provided more specifics about these and other related key policy areas and proposed a plan for (a) the scope of work; (b) membership of the panel; (c) panel selection criteria and processes; and (d) a timeline for the panel's work (<http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5B.pdf>).

### **Current Status of the Panel and Its Work**

Currently, members for the panel have been recruited through an open application process and key stakeholder organizations listed below have identified their respective representatives to the panel.

- Association of California School Administrators (ACSA)
- Association of Independent California Colleges and Universities (AICCU)
- California County Superintendents Educational Services Association (CCSESA)
- California Federation of Teachers (CFT)
- California School Boards Association (CSBA)
- California State University (CSU)
- California Teachers Association (CTA)
- University of California (UC)
- California Parent Teacher Association

Sixty-three applications were received, out of which a list of thirty potential panel members, inclusive of the 8 representatives identified by stakeholders, has been prepared. The following criteria guided the review of applications and selection of prospective members:

- Expertise and experience relating to the panel's scope of work
- Quality of the applicant's responses to the essay questions
- Diversity (ethnic/racial, geographic, employment sector)
- Availability for attending panel meetings

No panel members have yet been appointed by the Executive Director, pending direction from the Commission as to whether the work of the panel would move forward and, if so, within what time frame.

### **Panel Time Frame Considerations**

The original time frame approved by the Commission in June 2011 included the announcement, distribution, and deadline for applications by mid August 2011, with official appointments by the Executive Director being made in late August. Eight meetings were proposed for the panel beginning in September 2011 and concluding in late June 2012. Periodic reports and updates would be presented to the Commission throughout 2012 with recommendations being presented in August 2012.

In late summer and early fall of 2011 Commission staff had discussions with then Interim Executive Director Beth Graybill about whether to move forward with this important effort prior

to the appointment of a new permanent Executive Director, and with the understanding that the composition of the Commission was likely to change significantly. The decision was made to continue to move forward with the application process for panel membership, but to extend the deadline for applications from August to October to provide the new Executive Director the opportunity to appoint the membership.

In addition, it was determined that given the necessary focus and staff time required on two major agency priorities - responding to the Bureau of State Audits report and developing and implementing the Credential Web Interface Project (CWIP) - a postponement of the start of the panel work until January 2012 would be wise. Stakeholder groups who had appointed individuals to represent their agencies or organizations were notified of the postponement.

More recently, a second notification has been sent to individuals appointed by agencies alerting them to the cancellation of the proposed January 2012 meeting date and to this agenda item. These individuals will be contacted once again after the Commission meeting to communicate the outcome of the Commission discussion.

### **Panel Resource Considerations**

Commission staff estimates that each 2-day meeting of the panel will cost approximately \$500 per panel member. The panel is currently scheduled to meet in February, March, April/May, and June during 2012. Staff estimates that 4 additional 2-day meetings would be needed in the 2012-13 fiscal year to complete the work. Each two day meeting is estimated to cost \$15,000. A total of \$120,000 is estimated as the projected cost, for volunteer travel, lodging and per diem, of the Teacher Preparation Advisory Panel to complete its work to be equally distributed between fiscal years 2011-12 and 2012-13. These estimates are based on a panel composition of 30 individuals. The number of actual individuals serving on the panel will not be known until the Executive Director completes her formal appointments to the panel.

### **Next Steps**

Staff seeks Commission direction as to whether the work of the TAP panel as previously proposed and approved by the Commission should move forward and, if so, what the appropriate time frame for this work should be.