
6E

Information/Action

Professional Services Committee

Update on the Work of the Teacher Preparation Advisory Panel

Executive Summary: This agenda item presents a summary of the work to date of the Teacher Preparation Advisory (TAP) Panel. The TAP Panel was convened to provide expert advice as to what changes might be appropriate to improve the system of educator preparation and to provide recommendations to the Commission.

Policy Question: How should the work of the TAP panel proceed given the Commission's current budget constraints?

Recommended Action: That the Commission provide direction to staff regarding the work of the TAP panel given the Commission's existing resources.

Presenters: Gay Roby and Katie Croy, Consultants, Professional Services Division, and Pia Wong and Page Tompkins, Co-Chairs, Teacher Preparation Advisory Panel

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

June 2012

Update on the Work of the Teacher Preparation Advisory Panel

Introduction

This agenda item presents a summary of the work to date of the Teacher Preparation Advisory (TAP) Panel. Based on Commission direction at the December 2011 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-1H.pdf>) the TAP panel began its work. The panel is charged with reviewing the current system of educator preparation and making recommendations to the Commission for potential improvements to the system. In addition, this item provides information related to the Educator Effectiveness Task Force (EETF) and AB 1304: *Recognition of Study: Linked Learning* (Block) and how the TAP panel's work intersects with these two initiatives.

Background

The Teacher Preparation Advisory Panel (TAP) was appointed by the Executive Director in December 2011. The panel's membership is provided in Appendix A. The charge to the panel is provided in Appendix B. The panel has had two meetings to date, in February 2012 and March 2012.

First Two Panel Meetings, February and March, 2012

The original time frame approved by the Commission in June 2011 included eight meetings scheduled to begin in September 2011 and conclude in June 2012, a timeframe that was adjusted to gain input from the new Executive Director who began in November 2011. Stakeholder groups who had appointed individuals to represent their agencies or organizations and individuals selected through the open application process were notified of an adjusted timeline and new start date of February 2012.

The Teacher Preparation Advisory Panel met in February and March 2012. The TAP website at <http://www.ctc.ca.gov/educator-prep/TAP.html> provides background documents reviewed by the panel and other information helpful to the work of the panel.

The initial two day meeting in February 2012 focused on implementing the direction from the Commission to focus on the Common Core State Standards early in the process. The topics addressed by TAP during the February meeting included

- Building a trusting working relationship
- Understanding the panel's role, and expected product
- Understanding California's credentialing system, both current and historical, to be able to discuss possible recommendations for the future
- Establishing when and how future topics will be addressed by the panel
- Understanding the Common Core State Standards and comparison to the content of the current SB 2042 Program Standards

At the March 2012 meeting the panel reviewed current research on ways to prepare teachers to meet the instructional needs of all of California's K-12 students and addressed the following topics:

- Understanding California's current credential structure and looking at the issues of grade levels and content areas
- Beginning a discussion of the required field experience component
- Identifying interest in small work groups and planning for small group work
- Gathering information for presentation at the next TAP meeting on the following:
 - Face-to-Face/Hybrid/Teaching on-line
 - Teacher-Leadership
 - Subjects for the 21st Century
 - Field Experience
 - K-12 Credential Classification, Subjects, and Authorizations
 - Performance Assessments
- Discussing the plan to align the panel's work with the Superintendent of Public Instruction's Educator Excellence Task Force (EETF)

Due to the Commission's budget situation, the Panel was put on hiatus for the remainder of this fiscal year. Workgroups were identified and asked to dig deeper into specific topic areas on the Panel's agenda. Workgroups agreed to continue working in preparation for resumption of the Panel's work in 2012-13.

Earlier this year, Superintendent of Public Instruction Tom Torlakson invited the Commission to co-sponsor the work of an Educator Excellence Task Force. The EETF has been asked to analyze California's current systems for the recruitment, preparation, induction, development and evaluation of the teaching and leading workforce, and make recommendations regarding strategic improvements that could assure that California has an excellent educator workforce by 2020. Linda Darling-Hammond (Stanford University and Vice Chair of the Commission) and Chris Steinhauser (Superintendent Long Beach Unified) are serving as the co-chairs for the EETF. Five members of the TAP panel are also serving on the EETF. The task force has been working in five groups, each addressing specific components of California's educator work force development system, including Recruitment, Preparation and Initial Entry; Induction; Professional Learning; Educator Evaluation; and Leadership and Career Development. Each of the work groups is examining its assigned topics with respect to both teachers and administrators. The EETF panel will meet again in June 2012 and recommendations should be ready to be shared in early Fall 2012.

Current Status of the TAP Panel and Its Work

The TAP Panel is presently on hiatus due to the Commission's current fiscal constraints. During the hiatus, the members of TAP are connecting electronically within their selected subgroups to continue their discussions, research, and collection of input from stakeholders. It is anticipated that when the TAP panel next meets, the recommendations from EETF will be available; in particular the recommendations from the Recruitment, Preparation and Initial Entry and the Induction work groups will inform the work of the TAP panel. As the Commission receives and interacts with the EETF recommendations, it may decide to delegate specific issues to the TAP panel for advice and deeper discussion around implementation. It is anticipated that future TAP

meetings will resume in Fall 2012, pending direction from the Commission and available funding.

Linked Learning

Although there are many topics remaining for the panel to address, some of which have been discussed above, an important topic to highlight is the issue of Linked Learning. AB 1304 (Chap. 259, Stats of 2011) encourages teacher preparation institutions to increase the number of teachers prepared to teach in linked learning programs, encourages the Beginning Teacher Support and Assessment program (BTSA) to provide appropriate support, mentoring, and assistance to beginning teachers who are teaching in linked learning programs, and allows the Commission to develop a set of guidelines that define what a teacher preparation program needs to do to allow individuals who complete the program to be awarded a “Recognition of study in linked learning.” Implementing the legislation is one aspect of the TAP panel’s work.

Linked Learning is defined as follows:

44257.3(a)(1) “Recognition of study in linked learning” is a statement added to a single subject teaching credential that the credential holder has completed a commission-approved program in linked learning teaching methods that can be applied to the academic instruction authorized by his or her credential. A recognition of study in linked learning teacher preparation program may be offered as part of the initial teacher preparation program or as a separate program for previously credentialed teachers.

Staff has been working with the Linked Learning Alliance (<http://www.linkedlearning.org/>) and Nancy Farnan, San Diego State University, to complete some of the preliminary work detailed in AB 1304. Once the TAP panel resumes its work, Linked Learning will be a topic to be addressed by the group.

Common Core State Standards (CCSS)

As is described in agenda item 6D, there is a plan to review and align the Teaching Performance Expectations (TPEs) with the Common Core standards. The TAP panel will continue to focus on the CCSS and make additional recommendations about the preparation of teachers to assure that teachers are well prepared to implement the Common Core State Standards.

Next Steps

This item provides an update to the Commission on the work of the TAP panel. Additional agenda items will be prepared and presented to the Commission as the work moves forward. The work of the TAP panel may need to be streamlined to allow it to complete its work within the Commission’s existing resources. It is anticipated that if the panel’s present schedule is maintained, recommendations from the panel would be presented to the Commission early in 2013.

Appendix A

Teacher Preparation Advisory Panel (TAP)

Advisory Panel Member	Position	Employer	Representing
Jose Cintron	Faculty	CSU Sacramento	CTA
Nancy Farnan	Interim Associate Dean for Faculty Development	CSU San Diego	CSBA
Anne Jones	Assistant Dean & Director of Teacher Education	UC Riverside	UC
Barbara Ledterman	Federal Advocate	Parent Teacher Association	PTA
Gary Ravani [#]	President, Early Childhood/K-12 Council	CA Federation of Teachers	CFT
David Simmons	Director of Human Resources	Ventura COE	CCSESA
Kathy Theuer	Associate Dean & Director of Accreditation	Brandman University	AICCU
Beverly Young [#]	Assistant Vice Chancellor, Academic Affairs	Chancellor's Office	CSU
			ACSA
Carlos Ayala	Interim Dean	Sonoma State University	
Conni Campbell	Associate Dean	Point Loma Nazarene University	
Lewis Chappellear	Teacher	Los Angeles Unified School District	
Cynthia Grutzik [#]	Acting Director/Associate Dean	CSU Dominguez Hills	
Tara Kini [#]	Staff Attorney	Public Advocates	
Lisa Kirtman	Department Chair/Professor	CSU Fullerton	
Allison Kleinsteuber	Visual Art Educator	Visalia USD	
Mike Lawrence	Executive Director	Computer-Using Educators, Inc.	
Ira Lit	Director, Elementary Teacher Education	Stanford University	
Bob Loux	Intern Program Manager	San Joaquin County Office of Education	
Eloise Metcalfe	Adjunct Professor	UC Los Angeles	
Paula Motley	Cluster Regional Director BTSA Induction	Monterey County Office of Education	
Sean Nank	Mathematics Educator	Oceanside Unified School District	
Margo Pensavalle	Professor of Clinical Education	University of Southern California	
Robert Perry	Special Education Case Manager	Los Angeles Unified School District	
Chris Reising	Director of Teacher Recruitment and Support	San Diego County Office of Education	
Laurie Stapleton	Secondary Literacy Coordinator	Santa Clara County Office of Education	
Page Tompkins ^{* #}	Executive Director	REACH Institute for School Leadership	
Colleen Torgerson	Special Education and Director of University Learning	CSU Fresno	
Pia Wong [*]	Professor	CSU Sacramento	
Commission Liaison			
Alicia Williamson, Teacher		Commission Member	
Staff to the Advisory Panel			
Carrie Roberts, Literacy, History, and Arts Leadership Office		California Department of Education	
Teri Clark, Professional Services Division		Commission on Teacher Credentialing	
Katie Croy, Professional Services Division			
Terri Fesperman, Certification, Assignment and Waivers Division			
Margaret Olebe, Professional Services Division			
Gay Roby, Professional Services Division			
Erick Schmitt, Professional Services Division			
Erin Skubal, Certification, Assignment and Waivers Division			

*TAP Co-Chair

[#]EETF Member

Appendix B



Charge for the Teacher Preparation Advisory Panel (TAP) 2012

The major purpose of this study will be to review the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California's public schools.

The panel will consider whether the current K-12 credential classifications, subjects, and authorizations are appropriate to meet the complexity, demands and expectations of California's public schools.

Another important consideration will be the extent to which current expectations for teacher preparation can be met during a single year of coursework and field experiences followed by an induction phase or if adjustments should be made in expectations for both pre-service teacher preparation and induction.

The panel will also consider the viability of current pathways to a preliminary teaching credential, including post graduate, blended, student teaching, internships, residency, the Early Completion Option (ECO), and examination routes. In addition the panel will consider the variety of delivery models including face-to-face, hybrid and online teacher preparation programs.

A fifth consideration will be the use of performance assessments as one indicator of learning, demonstration of skills, prediction of future teacher success, and movement on a career ladder for those individuals who wish to pursue instructional and/or organizational leadership.

The TAP Panel serves in a critically important advisory role to the Commission. Ultimately, the Commission is statutorily responsible for adoption of standards and implementation of policy as well as recommendations to the Legislature and other policymakers for consideration as it relates to teacher preparation. As such, the Commission may adopt some or all of the Advisory Panel's recommendations or may amend recommendations as it determines appropriate.

Each member of the Teacher Preparation Advisory Panel is charged to:

- Fully participate in the discussion and work of the group.
- Share knowledge and beliefs in a professional manner, respecting differing perspectives.
- Work together in a timely manner to meet the requirements of the panel's charge.