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Information

Professional Services Committee

Update on the Plan for Implementing Recommendations from the Teacher Preparation Advisory (TAP) Panel

Executive Summary: This agenda item provides an update on the plan to review and implement the TAP Panel recommendations given the Commission's budget constraints in 2013-14.

Recommended Action: For information only

Presenters: Teri Clark, Director, and Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ 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.

December 2013

Update on the Plan for Implementing Recommendations from the Teacher Preparation Advisory (TAP) Panel

Introduction

At the June 2013 Commission meeting, members of the Teacher Preparation Advisory (TAP) Panel presented 40 recommendations concerning educator preparation (<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4D.pdf>) for Commission consideration. The Commission directed staff to return with further discussion of the recommendations and their impact, along with potential work plans to implement those recommendations. A plan was presented at the August 2013 meeting and the Commission approved moving forward with selected portions of the plan (<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3A.pdf>). This agenda item provides an update on the work addressing the recommendations from the Teacher Preparation Advisory Panel.

Background

The TAP panel was established by the Commission to review and make recommendations concerning potential improvements in teacher preparation in California. The panel's membership is provided in Appendix A. The work of the TAP panel focused on strengthening and updating California's *Learning to Teach System* (Appendix C) to address current challenges and opportunities while continuing to frame and support a comprehensive and cohesive system of teacher preparation. Panel members worked over a fifteen-month period and held a total of seven meetings to review current policies and practices regarding multiple and single subject teaching credentials, explore approaches from other states, review relevant research and consult with key constituent groups. Appendix B provides the recommendations from the August 2013 agenda item. Appendix D provides a summary overview of each of the TAP panel recommendations in numerical order, indicating their current implementation status. Appendix E provides the original TAP panel recommendations. The rationales for each of the TAP panel recommendations can be found in the August 2013 agenda item (<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3A.pdf>).

The TAP panel also carefully reviewed the related *Greatness by Design* report (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>), which was the product of the Educator Excellence Task Force convened by Superintendent of Public Instruction Tom Torlakson and co-sponsored by the Commission. Five members of the TAP panel also served on the Educator Excellence Task Force. The information presented and discussed at the final TAP meeting took into account the input and guidance provided by the Commission during its January/February 2013 meeting with regard to the selected preliminary recommendations presented by the panel at that time (<http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4F.pdf>).

While the TAP panel reaffirmed the basic components of the learning to teach system that have characterized teacher preparation and licensure for more than a decade in California, they also called for significant changes in policy and standards intended to make that system more responsive to current conditions of schooling. As a whole, the TAP recommendations provide a policy framework for guiding changes to the credentialing system for teachers.

Implementation Priorities

At its June 2013 meeting, the Commission directed staff to review all of the panel's recommendations, taking into consideration the discussion and input from Commissioners and stakeholders given during the meeting, and to develop a timeline and plan for addressing the recommendations. A plan was presented and discussed at the August 2013 meeting. Based on Commission direction to establish priorities for implementation, staff organized the TAP recommendations into four thematically-related groupings:

- Recommendations calling for changes in standards and policies relating to preliminary teacher preparation;
- Recommendations calling for changes in standards and policies relating to teacher induction leading to the clear credential;
- Recommendations that would add or make changes to the current structure of multiple and single subject credentials; and
- Recommendations related to other aspects of educator preparation and credentialing.

The highest priority for implementation was seen as reviewing and updating the standards governing preliminary general education teacher preparation and induction in order to assure that beginning teachers receive the robust preparation they need to effectively teach California's Common Core Standards to all students, and to provide guidance to programs regarding the Commission's quality expectations. A plan was developed and presented in the August 2013 agenda item to convene a standards writing panel early in 2014 to review and update the Preliminary and Clear Multiple and Single Subject Teacher Preparation Program Standards. Unfortunately the Commission's 2013-14 budget is not sufficient to support a standards writing panel in 2013-14. Staff has been engaging with the Commission's stakeholder groups regarding needed changes in the standards, and will continue these conversations during the spring, with periodic updates to the Commission. It is likely that the convening of a full standards panel would need to be postponed until the 2014-15 year. An updated implementation timeline for a standards writing panel is presented in this agenda item on page 3.

Modifications to General Education Preliminary Teacher Preparation Program Standards and to Induction/Clear Program Standards

Revising these standards will address a significant number of TAP panel recommendations, and is the highest priority area for implementation. Consistent with Commission policy and the Commission's responsibility to ensure that all preparation programs consistently produce educators who are able to effectively teach California's PreK-12 students, the focus of this work will be on:

- Aligning teacher preparation standards and programs with the Common Core State Standards;

- Determining what is essential in teacher preparation and framing standards so that they leverage quality in those aspects of preparation known to have the greatest impact on teacher effectiveness and student learning;
- Establishing an appropriate balance between preliminary preparation and induction so that teachers begin their practice “classroom ready” and receive the support and mentoring they need to move to the next level as effective educators; and
- Aligning and updating induction policy and standards for the clear credential with the new realities of local funding and program delivery.

The TAP panel recommended that the one-year cap on the post-baccalaureate degree route to a credential be lifted, a condition that would impact the development of new preliminary preparation program standards. SB 5 (Padilla, Chap. 171, Stats. 2013) was signed by the Governor and takes effect on January 1, 2014. The bill changes the one-year cap to a two-year limit on professional teacher preparation. An agenda item on the Consent Calendar for this Commission meeting updates the Preconditions for the Preliminary Multiple and Single Subject Teacher Preparation programs to ensure continued alignment between the Commission’s Preconditions and state law. Staff plans to disseminate information regarding the change of the limit on the length of teacher preparation from one year to two years and to work with programs to explore the opportunities a revised limit on program length might present.

To keep the work moving forward, although with very limited fiscal support by the CTC during 2013-14, the following types of activities have been undertaken and are planned for the remainder of 2013-14:

- Commission study sessions and policy decisions
- Stakeholder meetings, particularly technology-mediated such as webinars
- Use of expert work groups with a limited focus and duration of work in order to move a particular piece of work forward
- Development of new Title 5 regulations as needed to implement Commission policy decisions and/or new legislation
- Technical assistance to the field for program updates, revisions, and professional development as appropriate to promote implementation within approved programs

Revised Timeline for Updating Program Standards with a Standards Writing Panel

Proposed Process	Original Timeline	Revised Timeline
Commission Study Session on Field Experiences and Clinical Practice	August 2013	August 2013
Commission Study session on Induction	September 2013	September 2013
Engage with stakeholders and experts	September 2013- November 2013	September 2013- May 2014
Presentation of stakeholder input to the Commission for policy discussion and direction for subsequent work relating to revision of Preliminary and Induction Program Standards	December 2013	February 2014- June 2014
Recruitment of Experts to serve on Standards Panel(s) for preliminary preparation and induction program	December 2013- January 2014	May-June 2014

Proposed Process	Original Timeline	Revised Timeline
standards		
Executive Director appoints panel(s)	January 2014	July 2014
Panel(s) develop Draft Revised Standards (Preliminary and Induction)	February 2014- August 2014	August 2014- February 2015
Draft Standards Presented to the Commission for Initial Review	October 2014	April 2015
Field Review by Stakeholders	October 2014- November 2014	May 2015- June 2015
Draft Revised Standards Presented to the Commission for Adoption	February 2015	August 2015

Update on Additional Issues Related to Preliminary Preparation and Standards Revision Work

There are some additional considerations prompted by the TAP panel's recommendations that could affect the scope and content of the standards panel's work. These are:

Specifications for delivery models: The TAP panel recommended that standards be updated so that they are explicitly applicable to all types of preparation program delivery models (face-to-face, online and blended delivery) and the variety of candidate participation models (student-teaching, intern and blended). The standards panel will be given direction to include this topic in its work when the panel is convened. At this Commission meeting, a study session on alternative certification (intern) programs will be presented.

Field experiences: The TAP panel recommended that the Commission specify the nature and duration of required field work experiences. The Commission held a study session during its August 2013 meeting on this topic (<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3B.pdf>), and the information from this study session will be provided to the standards writing panel when it is convened.

Online and blended teaching: The TAP panel recommended that the preparation standards be updated to address different modalities of teaching in the K-12 classroom (e.g., face-to-face, online, blended.) This topic addresses the preparation, knowledge and skills of the classroom teacher and if the preparation, knowledge and skills differ if the teacher is in front of a classroom of students, teaching an online course, or a mix of these two types of teaching. This is a complex area meriting a more in-depth look and discussion. A study session on the uses of technology in education, including the topic of online and blended teaching is planned for April 2014. It is expected that the work of the standards panel will incorporate Commission discussion and/or direction following this study session and when the panel is convened.

TPA Users Advisory Committee: Staff recommended that the Commission re-establish the TPA Users Advisory Committee to support implementation of the Commission's policies and also establish a new Performance Assessment Technical Advisory Committee to advise the Commission on matters relating to performance assessments. The original plan had been to convene these advisory panels in Fall 2013, but the agency's budget has not been able to support

this work. Staff is brainstorming how work addressing the TPA can begin even though there are extremely limited resources with which to convene a task force in 2013-14.

The Relationship between General and Special Education: The TAP panel made a recommendation to study the relationship between general education and special education and to examine how credentialing intersects with the implementation of Response to Intervention (RtI) strategies. It was announced in November 2013 that a Special Education Task Force has been established that will focus on these issues and make recommendations for policy and legislative changes to the State Board of Education, the Commission on Teacher Credentialing and the California Department of Education (CDE) late in 2014. The focus of the Task Force includes ways to improve the supply and preparation of special education teachers, variations among districts in identifying and adequately serving students with disabilities, and the state's complex system of funding programs and services for students identified as having special-needs.

In addition, the Commission worked with the CDE and a number of universities that sponsor teacher preparation for special education teachers to develop and submit a grant application to the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) technical assistance center at the University of Florida. The CEEDAR center is funded through a grant from the United States Department of Education, Special Education Office. As described in the December 2013 Consent Calendar agenda item, the Commission is working with the CDE and a number of institutions that sponsor teacher preparation programs for special education. The partner institutions are interested in working on developing and supporting high quality dual credential programs for general and special education.

Discussion of TAP Panel Recommendations Related to Work in Progress

Some TAP panel recommendations consistent with Commission policy and/or direction are already in process. For each of these recommendations a status update is provided and next steps are indicated.

Update on the Early Completion Option for the Intern Program: Staff presented information regarding the Early Completion Option (ECO) at the September Commission meeting. The Commission adopted a two-part entry assessment for the ECO. One part of the entry assessment is passage of either the National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051) or Secondary (052), depending on the candidate's teaching credential goal. The second part of the entry assessment is a task from the Teaching Performance Assessment (TPA) that allows the candidate to demonstrate an understanding of content specific pedagogy. The Commission took action to require ECO candidates to take and pass the TPA within the first year of the internship. The Commission also directed staff to begin the rulemaking process. A Coded Correspondence (<http://www.ctc.ca.gov/notices/coded/2013/1313.pdf>) to the field was issued in late November 2013 describing these changes.

Update on Survey of Program Completers: The TAP panel recommended a series of surveys to help identify the quality of preparation and of program graduates. As part of this process, staff has been working with stakeholders to develop and implement a Preliminary Program Completer Survey. The draft survey was piloted with preliminary candidates who were recommended for a

credential between June and August 2013. An update on the development of surveys is provided in a different agenda item at this Commission meeting.

Online Teaching Authorization: The TAP panel recommended that the Commission develop an added authorization and require the authorization for teachers who teach students in a 100% online environment. Staff has proposed a study session on the use of technology in education, including a discussion on online and blended teaching at the April 2014 Commission meeting. Any relevant Commission direction resulting from the study session will be incorporated into the work of the standards writing panel.

Science Credential changes: The TAP panel made recommendations to change the structure of the single subject credentials in science. The State Board of Education (SBE) took action at its September 2013 meeting to adopt the *Next Generation Science Standards*, which will have an impact on needed changes to the science credentials. The SBE discussed the middle school course sequence and will readdress this topic at a future meeting. The implementation timeline is still being discussed and will be presented to the SBE at a future meeting. Staff will bring back this issue for the Commission to consider needed changes to the science credentials at the April 2014 meeting, assuming that information on the implementation timeline has been made available by that time.

The Preliminary Administrative Services Credential: The Commission took action at its September 2013 meeting to require that all candidates for the Preliminary Administrative Services credential pass a performance assessment, when one is available, prior to being recommended for the Preliminary Administrative Services Credential. Additional work must take place to determine the appropriate performance assessment for use in California and regulations to implement a performance assessment for prospective school administrators. Once the decision is made on the appropriate assessment for program candidates, Title 5 regulations would need to be promulgated to implement the requirement of a performance assessment for all candidates.

Early Childhood Education: The TAP panel made a recommendation concerning establishing an Emphasis credential in the area of Early Childhood Education. There is considerable interest in the field to look more broadly at potential revisions to the Commission's requirements for early childhood educator preparation and licensing. In light of increasing federal funding for early childhood education and the growing emphasis on the importance of high quality early education experiences for young children, staff convened two meetings to gather information on national trends in early childhood education and preparation along with information on other states' approaches to licensing and credentialing for early childhood educators. A report will be presented to the Commission at a study session scheduled for February 2014.

Discussion of TAP Panel Recommendations that Require Additional Commission Consideration

Development of Program Standards for a Recognition of Study in Linked Learning: Education Code §44257.3 states that the Commission "...may convene a workgroup to develop program standards for the issuance of a recognition of study in linked learning competence for holders of

a single subject teaching credential....” The TAP panel identified knowledge and skills that teachers in linked learning settings would need and that some of the knowledge and skills are ones that all teachers should have. The work from the TAP panel regarding the knowledge and skills expected of all teachers will be provided to the standards revision group when it is convened. The Education Code is permissive and allows for, but does not require, the Commission to develop a Recognition of Study in Linked Learning. Staff recommends that the Commission discuss a Recognition of Study in Linked Learning and either direct staff to move forward with the development of program standards for a Recognition of Study in Linked Learning when resources allow or determine that it is not an appropriate time for the development of a Recognition of Study in Linked Learning.

The TAP panel also recommended the development of a Recognition of Study for Early Childhood Education, Middle Grades and Teacher Leadership. The Commission has not yet discussed if the concept of a Recognition of Study is something it would like to develop. For the Early Childhood Education, a study session is planned for February 2014 and for Middle Grades a study session on developmental of Teacher Leadership has been postponed temporarily due to the volume of work generated by the TAP recommendations.

New Single Subject Credentials in Dance and Theater: The TAP panel recommended that the Commission seek legislation to add two new content areas, in Dance and Theater to the Single Subject Credential, while still retaining these authorizations as part of the Physical Education and English credentials, respectively. There was significant public comment in support of this recommendation; however, there was also concern expressed over (1) setting a precedent in terms of having unequal preparation routes to the same single subject credential authorization, (2) the employability of individuals with such a specific content area authorization, and (3) over the potential “proliferation of credentials.”

Staff developed a discussion paper focusing on the implications of the TAP recommendation regarding Dance and Theatre (Appendix F) and shared the document with key stakeholder organizations. To date consensus has not been reached among those who are advocating for two new single subject credentials in Dance and Theatre and want to retain the current authorizations for English and PE teachers, those who are advocating for two new single subject credentials in Dance and Theatre and want the current authorizations removed or changed for PE and English teachers, and those who do not believe new credentials should be developed for Dance and Theatre. A number of letters have been received related to the topic of developing single subject credentials in Dance and Theatre. A listing of the letters will be provided in an insert prior to the meeting.

Summary of Future Commission Agenda Items and/or Study Sessions to Review Specific TAP Recommendations (Tentative)

Commission Meeting	In-Depth Topics for Review
February 2014	Early Childhood Education including National Trends
April 2014	Science Credentials and Alignment with Next Generation Science Standards
June 2014	Developmental Credentials-Grade Level Authorizations for Multiple and

Commission Meeting	In-Depth Topics for Review
	Single Subject Credentials; Appropriate Preparation and Authorizations for Middle School Teachers
2014-2015	Technology in the Classroom (including online and blended teaching); Special Education; Recognition of Study; Dance and Theatre Credentials

Next Steps

Based on Commission discussion and direction, additional agenda items will be prepared and presented to the Commission as the work moves forward.

Appendix A
Membership of the Teacher Preparation Advisory Panel (TAP)

TAP Panel Members	Employer	Rep.
Janet Kliegl, Superintendent (retired)	Lindsay Unified School District	ACSA
Jose Cintron, Faculty	CSU Sacramento	CTA
Nancy Farnan, Interim Associate Dean for Faculty Development, Research, & Special Projects	San Diego State University	CSBA
Cheryl Forbes, Lecturer & Coordinator of Teacher Education	UC San Diego	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
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, Associate Dean	Long Beach State	
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-Human Resources	San Diego County Office of Education	
Page Tompkins, Executive Director (TAP Co-Chair)	REACH Institute for School Leadership	
Colleen Torgerson, Special Education and Director of University Learning Communities	CSU Fresno	
Pia Wong, Professor (Co-Chair)	CSU Sacramento	
Liaison to the Panel	Affiliation	
Alicia Williamson	Commission on Teacher Credentialing	
Carrie Roberts	California Department of Education	
Staff to TAP	Affiliation	
Teri Clark, Professional Services Division	Commission on Teacher Credentialing	
Katie Croy, Professional Services Division		
Terri H. Fesperman, Certification Division		
Gay Roby, Professional Services Division		
Karen Sacramento, Professional Services Division		
Erick Schmitt, Professional Services Division		
Erin Skubal, Certification Division		

Appendix B

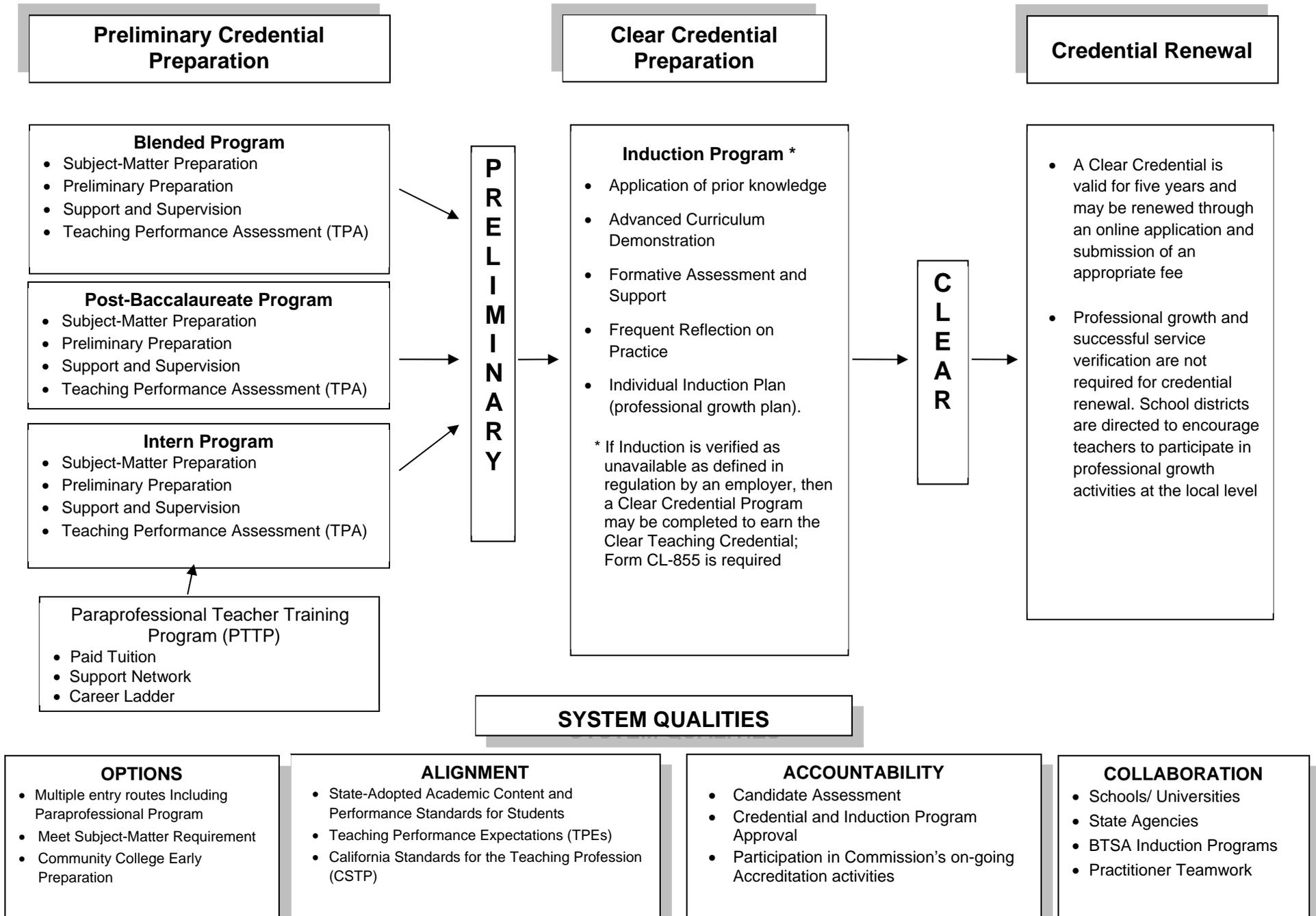
Summary of Staff Recommendations Presented in the August 2013 Agenda Item

Underlined recommendations were adopted by the Commission at the August 2013 meeting
(Original TAP Panel Recommendation)

1. Staff recommends that the Commission establish a standards revision panel to address all of the areas identified by the TAP panel recommendations for inclusion in the next generation of teacher preparation and induction standards, as discussed in the item. (3, 5, 13, 14, 15, 16, 17, 18, 19, 21, 26, 27, 28, 29, 32, 33, 34)
2. Staff recommends that the Commission adopt the timeline presented for updating MS/SS preliminary and induction program standards.
3. Staff recommends that the Commission re-establish the TPA Users Advisory Committee to support implementation of the Commission's policies and also establish a new Performance Assessment Technical Advisory Committee to advise the Commission on matters relating to performance assessments. (15, 16)
4. Staff recommends that an expert task group be established to assist the Commission and the standards panel in addressing special education/general education issues. (31)
5. Staff recommends that the Commission take action to establish passage of an Administrator Performance Assessment approved by the Commission as a credential requirement for all candidates for the Preliminary Administrative Services Credential, subject to the availability of such an assessment. (40)
6. Staff recommends that the Commission discuss if this is an appropriate time for the development of new single subject content areas in dance and theater and if it is, direct staff to develop a legislative proposal and seek an author. (8, 10)
7. Staff recommends that the Commission establish a task group to collect and analyze comprehensive information on national trends in early childhood education and preparation as well as on other states' approaches to early childhood licensing and credentialing and report to the Commission on its findings at the December 2013 meeting. (11)
8. Staff recommends that the Commission discuss a Recognition of Study in Linked Learning and either direct staff to move forward with the development of program standards for a Recognition of Study in Linked Learning or determine that it is not an appropriate time for the development of a Recognition of Study in Linked Learning. (25)
9. Staff recommends that TAP Recommendations 6 and 7 related to changing the grade-span of existing credentials be deferred until the Commission's study session scheduled for June 2014. (6,7)

10. Staff recommends the Commission consider options for addressing the preparation of middle grade teachers at the February 2014 study sessions. In addition, the Commission could consider if it wishes to move forward with the development of Emphasis options as a viable approach to preparation for middle grade teachers at that time. (11)
11. Staff recommends that the Commission consider the development and potential adoption of a set of knowledge, skills, and abilities for teacher leaders in California. (39)
12. Staff recommends that the Commission direct staff to consult with the field and garner advice about how to address this recommendation to reestablish a system of professional growth and development that will respond effectively to employer and employee needs. Staff also suggests that the Commission direct staff to work with the California Department of Education and others to discuss a Master Plan for Professional learning. (35, 36)

Appendix C



Appendix D
Summary of Proposed Work Relating to TAP Recommendations

TAP Recommendation #	Work in Progress or Completed	Standards Writing Panel will Address	Requires Further Commission Direction	Requires Legislation and/or is Outside Commission Mandates
1) Subsidies for high needs fields				✓
2) Statewide expansion of “grow your own”				✓
3) Update MS/SS Standards & TPEs	✓	✓		
4) Remove one year cap on teacher prep	✓			✓
5) Program delivery models		✓		
6) Change authorization of MS credential			✓	✓
7) Change authorization of SS content areas			✓	✓
8) Seek legislation to amend science and add Dance and Theater credentials			✓	✓
9) Restructure Science credentials			✓	✓
10) Structure for new credentials in Dance & Theatre			✓	✓
11) Create three emphasis options (ECE, MG, Bridge)			✓	✓
12) Reinstigate option for Elementary Subject Matter Waiver			✓	✓
13) Clarify field experience requirements		✓		
14) Clarify qualifications and expectations for cooperating teachers and program supervisors		✓		
15) Update TPA Design Standards	✓	✓		
16) TPA implementation expectations	✓	✓		
17) Improve transition from preliminary to induction programs		✓		
18) MS/SS standards update to reflect instruction delivery modes		✓		
19) Extend instruction delivery skills within induction program		✓		
20) Develop added authorization for 100% online teaching			✓	
21) Develop KSAs for teaching in an online blended teaching		✓		

TAP Recommendation #	Work in Progress or Completed	Standards Writing Panel will Address	Requires Further Commission Direction	Requires Legislation and/or is Outside Commission Mandates
environment				
22) Revise the ECO option for interns	✓			
23) Change the examination used for the ECO option	✓			
24) Amend ECO requirements	✓			
25) Develop standards for Recognition of Study in Linked Learning			✓	
26) Transition plan for supporting IIP, requirements for IIP		✓		
27) Update induction standards in specific areas		✓		
28) Define induction as being two years of individualized support		✓		
29) Increase candidate competency requirements for induction		✓		
30) State-level support for induction				✓
31) Relationship between general and special education	✓		✓	
32) Update professional responsibilities for educators	✓			
33) Programs provide information regarding professional responsibilities	✓	✓		
34) Programs provide list of professional responsibilities to candidates	✓	✓		
35) Master Plan for Professional Learning				✓
36) Reinstigate professional learning requirement				✓
37) Surveys for candidates at time of credential issue or renewal	✓			
38) Credential renewal fee				✓
39) Create Teacher Leadership emphasis			✓	✓
40) Require APA for all Preliminary Administrative candidates	✓			

Appendix E TAP Panel Recommendations

GENERAL RECOMMENDATIONS

Diversity of the California Teacher Workforce

1. The State of California should provide subsidies for diverse, high-ability candidates who commit to teach in high-need fields or high-need locations for at least four years.
2. The State of California should expand “Grow Your Own” pathways into teaching that align the resources of community colleges and universities with supports for academically capable candidates willing to commit to working in high-need schools.

Standards Writing Panel for Preliminary Multiple and Single Subject Teacher Preparation Program Standards

3. The Commission should revise and strengthen the Multiple and Single Subject Program Standards and TPEs to better reflect new knowledge of effective teacher preparation emergent since the passage of SB 2042. These revisions should occur simultaneously with the effort to align the program standards and TPEs with the Common Core standards. Changes are recommended in the following topics:
 - a. Educational Equity
 - b. Academic Language Development
 - c. “21st Century” and “Linked Learning” content, skills, and experiences
 - d. Responsiveness to students including mental health, positive behavioral supports and restorative justice

Removal of One-Year Limit

4. The Commission should work with the legislature to remove the one year limit that restricts the length of preliminary, post baccalaureate, student teaching preparation programs for Multiple and Single Subject Credentials. (SB 5 changed the one year limit to a two year limit)

Delivery Models for Commission-approved Educator Preparation Programs

5. The Commission’s standards should address the variety of educator preparation program delivery models (e.g., face-to-face, online and blended delivery models for the preparation programs) and the variety of candidate participation models (e.g., student teaching, intern, blended). When the Multiple and Single Subject Program Standards are updated, the revised standards should be explicitly applicable to all delivery models and all programs regardless of delivery model need to fully meet the standards.

CREDENTIALS, SUBJECTS, AND AUTHORIZATIONS

Grade Level-Grade Span Changes

6. The Commission should work with the legislature to authorize Multiple Subject Credential holders to teach all content areas in Transitional Kindergarten through 8th grade in self-contained classrooms and in core settings in grades 5 through 8. (Currently, Multiple Subject

Credential holders are authorized to teach in self-contained settings for pre-school, K-12 and in classes organized primarily for adult learners.)

7. The Commission should work with the legislature to authorize Single Subject Credential holders in the areas of Mathematics, Science, Social Science and English to teach those respective content areas to learners in 5th through 12th grades and classes organized for adults. (Currently, Single Subject Credential holders are authorized to teach in departmentalized settings for preschool, grades K-12, and in classes organized primarily for adults.)

Content Area Changes

8. The Commission should work with the legislature to amend the specific science content areas that must be issued by the Commission and to add two new content areas in Dance and Theater to the Single Subject Credential.
9. The Commission should blend the nine current science credentials areas into no more than four content areas with one of the four continuing to be Foundational-Level General Science.
10. The Commission should seek to address a current inequity in the Single Subject Program Standards. The Visual and Performing Arts Framework and content standards address four distinct content areas: Art, Dance, Music and Theatre. Art and Music are currently issued as distinct content areas on the Single Subject Credential while Dance and Theatre content is encompassed within other broad content areas (Dance within Physical Education and Theatre within English).
 - Maintain Dance content and authorization for the current broad content area of Physical Education and maintain Theatre content in current broad content area of English
 - Add two new subject content areas to the Single Subject Credential: Dance and Theatre

Special Emphases

11. The Commission should create special emphases options that allow credential holders to seek, demonstrate and apply specialized knowledge. An emphasis draws attention to a teacher's specific expertise, while not unnecessarily restricting employers or site administrators. The TAP panel recommends three specific types of new emphases: Early Childhood Education, Middle School, and Bridge Emphases.

PRELIMINARY TEACHER PREPARATION

Subject Matter Preparation for the Multiple Subject Credential

12. The Commission should work with the State Board of Education to reinstitute an option for waiving the CSET: Multiple Subject by re-authorizing Elementary Subject Matter programs.

Field Experience

13. The Commission should set minimum requirements for field experiences and provide greater clarity and specificity about minimum requirements for types of field experiences, components of field experiences, and duration.
14. The Commission should revise the current Preliminary program standards addressing field experience and the quality of cooperating teachers and university supervisors. The revised standards need to delineate more clearly the Commission's expectations.

Performance Assessments

15. The Commission should update the Teaching Performance Assessment (TPA) Assessment Design Standards after revision of the California Teaching Performance Expectations (TPEs).
16. The Commission should clarify the requirements and restrictions regarding formative feedback during the TPA and consider how to enforce the requirements and restrictions.
17. The Commission should seek to better connect teachers' preliminary program to the induction program by having candidates and preliminary programs develop a Transition document that each candidate will take from his or her Preliminary program to the Induction program.

Online and Blended Teaching (OBL)

18. The Commission should ensure that the teacher preparation standards are enhanced related to the pedagogical skills needed in face-to-face, online and blended teaching.
19. The Commission should ensure that the foundational OBL pedagogy and instructional skills, which are developed in the preliminary preparation phase, will then be extended and contextualized in the induction phase consistent with the teacher's assignment and school context.
20. The Commission should develop an Added Authorization required for teachers who teach students in a 100% online environment.
21. The Commission should identify the knowledge, skills, and abilities (KSAs) a teacher needs to successfully teach in a Blended teaching environment and provide the identified KSAs as guidance for the field.

Intern Early Completion Option (ECO)

22. The Commission should work with the legislature to revise the Early Completion Option (ECO) for Interns.
23. The Commission should not continue to use the Teaching Foundations Examination (TFE) as the entry assessment for the Early Completion Option.
24. The Commission should seek to amend the ECO requirement to allow approved intern programs some flexibility to establish procedures for determining which aspects of the approved program have been successfully demonstrated by the ECO candidate and the components that the candidate needs to complete. Passage of the entry assessment and the teaching performance assessment should continue to be requirements.

Linked Learning Recognition of Study

25. The Commission should develop program standards for a Recognition of Study in Linked Learning.

EARNING A CLEAR TEACHING CREDENTIAL

Induction

26. The Commission should require a Transition Plan be developed at the end of the Preliminary program and be provided to the Induction Program by the candidate. This Transition Plan should be one basis for the Individual Induction Plan (IIP). The candidate, the employing district designee and the approved clear credential program representative, should develop

the IIP. The IIP should incorporate a clear action plan, which incorporates the school and district goals. The candidate will leave induction with a program completion assessment-learning plan to inform their next phase of professional learning.

27. The Commission should direct that the Induction standards be reviewed and revised to ensure that there: a) are clear and more rigorous expectations for mentors including teaching expertise, careful and rigorous selection, systematic assignment, and high quality ongoing development and support and b) is language about leadership, structures and resources necessary to operate an Induction program.
28. The Commission should direct that the induction program standards define Induction as two years of individualized support for participating teachers.
29. The Commission should direct that expectations be made more rigorous so that candidates are required to demonstrate comprehensive competence prior to recommendation for the clear credential.
30. The TAP panel recognizes the importance of a strong statewide infrastructure as an indispensable component to an effective teacher induction system in California. The state should renew its commitment to this successful model and take appropriate steps to ensure that it continues into the future. Further, the state should consider the benefits of expanding this highly successful concept of a regional infrastructure system used historically by teacher induction by building a more comprehensive regional system that is cohesive across, and supportive of, all educator preparation programs.

ADDITIONAL RECOMMENDATIONS

Special Education

31. The Commission should establish a panel to study the relationship between general education and education specialist credentials. The purpose would be to ensure that general education teachers and Education Specialists have the necessary knowledge and skills to teach effectively to a diverse range of learners, without resulting in a shortage of Education Specialists. Topics this panel might explore should include, but not be limited to, the ramifications of the following additional items:
 - a. Developing an Added Authorization option for Education Specialists who do not have a Multiple or Single Subject Credential so they are qualified to teach reading to typically developing students.
 - b. Developing an Added Authorization for current holders of the Education Specialist Credential authorizing them to work in multi-tiered systems of support (MTSS) at all levels of those systems deemed appropriate. This Added Authorization would not authorize an assignment as the teacher of record in a general education classroom.
 - c. Reviewing the Education Specialist program standards for Mild/Moderate and Language and Academic Development specialty areas to ensure that program sponsors provide candidates with adequate opportunity to develop sufficient content knowledge, content pedagogy knowledge and knowledge of the general education classroom to be effective in various specialist positions, roles and school/classroom contexts. In particular, review program standards to ascertain their sufficiency in relation to candidate preparation to teach the Common Core State Standards.

Professional Responsibilities

32. The Commission should review and update the Professional Responsibilities and Prohibitions Regulations and, if needed, the law, to ensure that the Professional Responsibilities of credential holders are current and appropriate.
33. The Commission should require preparation programs to provide information to candidates regarding the Responsibilities and Prohibitions that are expected of credential holders.
34. The Commission should provide a comprehensive list of the Responsibilities and Prohibitions of credential holders.

Master Plan for Professional Learning

35. The Commission should work with the California Department of Education and others to convene an advisory panel composed of experts and stakeholders to develop a “California Master Plan for Professional Learning.” This Plan should be informed by state-adopted standards for professional learning as well as the Common Core Standards and culturally responsive educational practices. The Plan should provide an analysis of the kinds of job-embedded and externally supported professional learning experiences that are currently available to educators, and those professional learning experiences that should be available as California rebuilds its education infrastructure.

Credential Renewal

36. The Commission should work with the legislature to reinstate a Professional Learning Requirement for Licensure Renewal which includes the following components:
 - a. Development of an Individual Learning Plan (ILP), aligned to the California Standards for the Teaching Profession
 - b. Completion of a series of professional learning activities
 - c. Reflection on these activities and the teacher’s learning, in order to shape the next 5-year ILP

Statewide Survey

37. The Commission should develop statewide surveys that would be completed by individuals recommended for credentials and the time of credential renewal.

Credential Fees

38. The Commission should work with stakeholders and the legislature to set the credential renewal fee so that it allows the Commission to fulfill its responsibilities for license renewal, supports the development and maintenance of an online ILP submission and audit system, and brings the education profession more in line with other professions.

Teacher Leadership

39. The Commission should identify the distinct knowledge, skills and dispositions that teacher leaders possess and recognize the unique ways in which teacher leadership can contribute to and strengthen multiple dimensions of school effectiveness by creating a Teacher Leadership Emphasis that can be added to a Clear Credential and is included in the credential renewal process.

Performance Assessment for a Preliminary Administrative Services Credentials

40. The Commission should work with stakeholders and the legislature to require passage of a performance-based assessment for all candidates for the Preliminary Administrative Services credential.

Appendix F

Single Subject Teaching Credentials in Dance and Theatre

Education Code sections 51210 and 51220 specify that the adopted course of study in grades 1-12 shall include Visual and Performing Arts, including instruction in the subjects of dance, music, theatre and visual arts. Additionally, Education Code section 51225.3 specifies the graduation requirement that one course in Visual or Performing Arts or foreign language must be completed while in grades 9 to 12. One year of Visual and Performing Arts is also an A-G subject requirement for admission to both CSU and UC. The four arts disciplines (visual art, music, theatre and dance) are core academic subjects, each containing a distinct body of knowledge and skills.

The Commission is charged in statute with ensuring alignment of our subject matter preparation with the K-12 content standards adopted by the State Board of Education (SBE). The Visual and Performing Arts (VAPA) Content Standards for California Public Schools adopted by the SBE in 2001 (<http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>) defines the knowledge, concepts and skills that students should acquire at each grade level. The VAPA Content Standards address the distinct arts disciplines of Art, Music, Theatre, and Dance.

Currently, California only issues Single Subject teaching credentials in two of the four distinct VAPA content areas (Music and Art). Individuals who wish to teach Dance or Theatre must obtain a Single Subject teaching credential in Physical Education or English, respectively. The current subject matter knowledge required in Dance and Theatre is foundational only and not aligned with the K-12 content standards for these disciplines. The current credential authorization structure also creates an inequity for teachers of these two VAPA disciplines.

Education Code §44257 defines the 13 single subjects in which the Commission shall issue teaching credentials. Art and Music are defined as single subject content areas in this section. Dance and Theatre are not identified as content areas where the Commission may issue Single Subject teaching credentials. The Commission has broad authority to identify concentrations within the 13 subjects identified in Education Code. This authority has allowed for the issuance of Single Subject teaching credentials in specific languages within the content area of World Languages and could be used to develop concentrations within the VAPA content areas

A recommendation from the Teacher Preparation Advisory Panel (TAP) is that Single Subject teaching credentials should be developed in the content areas of Dance and Theatre. The TAP panel also recommended that the authorizations to teach Dance and Theatre currently included in the Physical Education and English credentials should be maintained.

Since the VAPA content standards address Art, Music, Dance and Theatre, one approach would be to develop a separate Single Subject teaching credential in VAPA with specific concentrations in each of the four disciplines. This would require legislative action in order to streamline the list of subjects to a total of 12 by creating a broad VAPA content area that will allow the Commission to create concentrations in each of the four disciplines through the regulatory process. The Single Subject teaching credential in VAPA would be similar in design and structure to the Single Subject teaching credential in World Languages—the credential

authorization is specific to the language identified on the credential. By developing a Single Subject Credential in VAPA with concentrations in each of the four disciplines, the Commission can assure that each individual authorized to teach the specific disciplines of Art, Music, Theatre, or Dance has the appropriate knowledge and skills of the explicit content area and has demonstrated content specific pedagogical knowledge. Similar to the World Languages, each concentration would retain distinct subject matter content/pedagogy requirements and an authorization for each specific discipline.

Employers have expressed concerns about staffing courses in Dance and Theatre if new Single Subject teaching credentials are developed and the Physical Education and English credentials do not retain the current authorizations. Currently all individuals who hold a Single Subject teaching credential in English are authorized to teach Theatre and all individuals who hold a Single Subject teaching credential in Physical Education are authorized to teach Dance. If a new VAPA structure were developed, these individuals would continue to be authorized as long as their credentials are valid.

Establishing this VAPA structure, recognizing both Dance and Theater as areas of emphasis would allow Single Subject teaching credentials in English and Physical Education to continue to include limited authorizations in Theatre and Dance, respectively, and require that advanced courses in Dance and Theater (where the content is defined by the K-12 VAPA standards) be taught by VAPA credential holders with demonstrated requisite knowledge in the content and pedagogy in these areas. English teachers could have an authorization to teach theatre arts in Kindergarten through grade 12 while Physical Education teachers could have an authorization to teach movement education and introductory dance in Kindergarten through grade 12. The subject matter requirements for English and Physical Education teachers would continue to be based on the K-12 content standards and the pedagogical knowledge and skills from the SBE adopted content standards. The limited authorizations in theatre and dance would allow an individual to teach content as prescribed in the English and Physical Education content standards and Frameworks. A chart is provided below that outlines changes that this approach would bring about.

Current Educators	Recommended Change	Description of Changes
Single Subject Credential in Music	Single Subject Credential in VAPA: Music	<ol style="list-style-type: none"> 1. Name change only 2. Only authorized to teach Music, no other VAPA concentration area 3. Aligned with K-12 VAPA content standards and Framework specific to discipline of Music 4. Retains distinct discipline specific subject matter preparation and pedagogy
Single Subject Credential in Art	Single Subject Credential in VAPA: Art	<ol style="list-style-type: none"> 1. Name change only 2. Only authorized to teach Art, no other VAPA concentration area 3. Aligned with K-12 VAPA content standards and Framework specific to discipline of Visual Art 4. Retains distinct discipline specific subject matter preparation and pedagogy

Current Educators	Recommended Change	Description of Changes
Single Subject Credential in PE	Remains Single Subject Credential in PE	<ol style="list-style-type: none"> 1. Future PE content area would have the dance authorization realigned to a limited authorization in movement education and introductory dance (K-12) 2. Subject matter preparation and subject specific pedagogy would be aligned with the PE content standards and Framework
Single Subject Credential in English	Remains Single Subject Credential in English	<ol style="list-style-type: none"> 1. Future English content area would have theatre/drama authorization realigned to limited authorization in dramatic arts (K-12) 2. Subject matter preparation and subject specific pedagogy would be aligned with the English content standards and Framework
New Theatre Educator	Single Subject Credential in VAPA: Theatre	<ol style="list-style-type: none"> 1. Only authorized to teach Theatre, no other VAPA concentration area 2. Aligned with K-12 VAPA content standards and Framework specific to discipline of Theatre 3. Distinct discipline specific subject matter preparation and pedagogy would be developed with an expert panel of educators
New Dance Educator	Single Subject Credential in VAPA: Dance	<ol style="list-style-type: none"> 1. Only authorized to teach Dance, no other VAPA concentration area 2. Aligned with K-12 VAPA content standards and Framework specific to discipline of Dance 3. Distinct discipline specific subject matter preparation and pedagogy would be developed with an expert panel of educators

Since a bill would be needed to develop a Single Subject teaching credential in VAPA, or to create new credentials in Dance and Theater, the work to implement these new content areas could not begin until a bill has completed the legislative process and been signed by the Governor (at earliest late 2014 with an anticipated implementation date of January 2015). Regulatory amendments would be proposed following the signing of a bill to specify the four distinct areas of concentration that would be available on a Single Subject teaching credential in VAPA. The Subject Matter Requirements (SMRs) for Theatre and Dance would need to be developed to allow the California Subject Examination for Teachers (CSET) and the Commission-approved subject matter program standards to be developed. The current CSET examinations and Commission-approved subject matter programs in Art and Music would continue but the CSET examination and subject matter programs in Theatre and Dance would not be ready for use until 2015-16 at the earliest. Meeting the subject matter requirement is a prerequisite for student teaching (or serving on an Intern Credential) so teacher preparation for Theatre or Dance would not be able to begin until the 2016-17 academic year at the earliest.

Irrespective of the option of creating a new VAPA credential structure, local education agencies (LEAs) continue to have the option of developing career technical education (CTE) VAPA courses as defined in Education Code section 51225.3(a)(1)(E)(ii) in a district-operated CTE program that is aligned to the CTE model curriculum standards and framework adopted by the SBE within the Arts, Media and Entertainment (AME) industry sector. These courses are

appropriately taught by the holder of a Designated Subjects CTE teaching credential in AME. The district governing board also has the option of having these courses approved as an alternative method for meeting that high school graduation requirement pursuant Education Code section 51225.3(b).

In addition, individuals holding general education teaching credentials continue to have the option of obtaining additional supplementary or subject matter authorizations in Dance, Drama/Theatre, Art History/Appreciation, Instrumental Music, Vocal Music, Two-Dimensional Art, Three-Dimensional Art, and Photography for instruction in grades K-12. LEAs also continue to retain local level flexibility through the use of local assignment options in the California Education Code. Education Code sections 44263, 44256(b), 44258.3, 44258.2, and 44258.7 (c) and (d) all provide different options for legally assigning educators outside of their authorized content areas with their consent if the criteria for the specific section of statute is met.

The approach described above addresses two problems identified by the TAP panel and stakeholders – an inequity in the current Single Subject teaching credential structure and appropriate alignment with K-12 content standards. However, there are other approaches that could be considered.

The TAP recommendation was that new single subject credentials be developed for Dance and Theatre and that the current authorizations for dance and theatre embedded in the Physical Education and English credentials be maintained. In brief, that would involve moving forward with the legislative process for a bill to add the two new statutory Single Subject teaching credential content areas of Dance and Theatre. Concerns have previously been expressed about the proliferation of credentials. Implementing the TAP recommendation would result in an expansion of the statutory single subjects from 13 to 15.

TAP's recommendation to retain the dance and theatre authorizations for holders of Single Subject teaching credentials in PE and English would require candidates for these credentials to have content knowledge from both the VAPA content standards and PE or English as well as pedagogical knowledge identified in the VAPA Framework as well as the PE or English Frameworks. The current subject matter and pedagogical knowledge that candidates are required to demonstrate address only the PE or English content standards and Frameworks. In order for the content areas of PE and English to retain the current authorizations in Dance and Theatre, the Commission should examine the Subject Matter Requirements/pedagogy standards for PE and English to assure the requirements are aligned with the K-12 VAPA content standards for those disciplines as well as with Physical Education and English, respectively. Requiring candidates to meet the subject matter and pedagogical requirements for two distinct content areas (PE and VAPA: Dance or English and VAPA: Theatre) would mean the PE and English programs would need to provide much more content than other single subject teacher preparation programs.

A third alternative is to retain the current credential structure. Staff recognizes that the intent of the TAP recommendation was to resolve the identified issues of inequity and alignment with K-12 VAPA content standards and Frameworks where the Art and Music teachers are prepared to address the VAPA content and pedagogy while the Dance and Theatre teachers are prepared to teach PE and English. In ensuring alignment with the K-12 VAPA content standards adopted by

the SBE, the Commission is not only meeting a statutory obligation but is ensuring that teachers are appropriately prepared in the content they are authorized to teach. Retaining the full authorization for PE teachers to teach dance and for English teachers to teach Theatre would require the preparation for both PE and English teachers to have much greater content than other preparation programs or would mean that individuals authorized to teach PE or English would not be fully prepared to teach the full range of Dance or Theatre content as defined in the K-12 academic content standards.