

Teacher Preparation Advisory Panel

March 28-29, 2012

Day 1 & 2

Welcome

Carlos Ayala

Beverly Young

Alicia Williamson

Commission Administrator

Cheryl Hickey

Outcomes for this Meeting

Panel members will

- *continue to build a trusting, working relationship*
- *deepen understanding of the TAP Charge and work product*
- *identify interest in small work groups and plan for small group work*

Outcomes for this Meeting

Panel members will

- *understand California's current credential structure and begin to investigate the issues of grade levels and content areas*
- *begin a discussion of field experience*
- *leave the meeting with specific topics and questions to gather information for the next TAP meeting*

The Charge

1. Content, structure and requirements for California teacher preparation and licensure
2. K-12 credential classification, subjects, and authorizations
3. Expectations for teacher preparation being met during a single year of coursework and field experiences followed by an induction phase

The Charge

4. Current pathways to a preliminary teaching credential, including post graduate, blended, student teaching, internships, residency, the Early Completion Option (ECO), and examination routes
5. K-12 credential classification, subjects, and authorizations
6. Expectations for teacher preparation being met during a single year of coursework and field experiences followed by an induction phase

Norms

- Norms posted in the room
- Honor the process
- Confidentiality

Reconnecting

- February Feedback
- “Here’s What, So What, Now What”
- Common Core Update CCSS

Logistics

- Logistical Information
 - Next meeting –August
 - Lunch and Dinner (hotel shuttle to mall area)
 - Restrooms
 - Corrections contact information
 - Phone conversations
 - Airport chart
- Agenda Review

Panel Planning & Clarification

Panel Timeline

Change

Plans

Budget Constraints

- Severe, unexpected budget constraints
 - Reduced transfer for 11-12 budget year means a shortage of funds
 - Increased work in discipline and safety

EETF

40 Member Panel

- April 2, April 23, May 21 and June
- Recommendations to the SPI and Commission
- Preparation—teachers and leaders
- Induction—teachers and leaders
- Professional Learning
- Educator Evaluation
- Leadership and Career Development

Commission Agenda Items

- June 2012 (info): List group members & summary of topics discussed at Feb & March meetings, hiatus until August
- November 2012 (Info): Update Common Core issues
- January 2013 (Info): Update on the direction the panel has taken on topics requesting Commission feedback
- April 2013 (Info): Recommendations to the Commission
- June 2013 (Action): Recommendations to the Commission

Pre-Meeting Reading

● CFTL 2011 Report

- Select one of the three excerpts
- What impact should this information have on the work of the panel?
- Respond in writing

Pre-Meeting Reading

- Deborah Ball or Ken Zeichner
 - Locate a person that read the article you read
 - With your partner discuss your response to one of the prompts

Pre-Meeting Reading

- Linda Darling-Hammond Interview

Discuss with your table how the video coordinates with or differs from your previous discussions

Work Product

- Commission Information items
- Resources
- Policy recommendations not program design
- Define Minimum Competency not Exemplary Programs/Candidates

Content/Subject Areas

- Current Structure and Expectations for California
- Content for 50 States
- Input from the Field

History and Current

- Brief History of Credentialing in California
- Credential Structure Options
- Other States

History of General Education Teaching Credentials

TAP Panel

March 2012

Terri H. Fesperman

General Education Teaching Credentials

- ◆ General (*also called Pre-Fisher*)
- ◆ Standard (*also called Fisher*)
- Ryan (*named after Assemblymember Leo Ryan*)
- SB 2042 (*named after bill number but was also called the Alpert/Mazzoni bill*)
- Next phase name???

General Teaching Credentials

- ◆ Originally issued under the provisions of law that existed prior to 1961
 - Clear and life credentials were issued
- ◆ No major or minors on documents
- ◆ No longer issued on an initial basis but renewals are issued

General Credentials

- ◆ General *Early Childhood*— service in grades K-3
- ◆ General *Elementary* - service in grades K-8 (self-contained and departmentalized)
- ◆ General *Junior High* - teaching in departmentalized classes but only in grades 7-9

General Credentials

- ◆ General *Secondary* - service in grades 7 - 12 (*initially issued after 1-1-71*) OR grades 7 - 14 (*initially issued prior to 1-1-71*) in departmentalized setting
- ◆ Passage of the Community College Law of 1971 excluded the authorization in grades 13 and 14 but documents issued prior to that day may include those grades

Special Secondary Teaching Credentials

- ◆ Teach any subject within the broad area listed on the document in grades K-12 or K-14 in departmentalized setting in the following subjects

Art

Business Education

Homemaking

Industrial Arts

Music

Physical Education

Speech Arts

Vocational

Agriculture

Standard Credentials

- ◆ Originally issued under the provisions of law (Fisher Act) from 1961 through 1970 immediately preceding the Ryan Act
 - Partial, clear and life credentials
- ◆ Issued with majors and minors
 - Broad subject areas such as English as well as specific subjects such as Sociology
- ◆ No longer issued on an initial basis but renewals are issued

Standard Credentials

- ◆ Standard *Elementary*
 - self-contained classroom and
 - in the subject(s) listed as majors and minors in departmentalized classes in grades K-9
- ◆ Standard *Secondary*
 - subject(s) listed as majors and minors in departmentalized classes in grades 7-12

Standard Majors and Minors

◆ Majors

- Elementary or Secondary – 24 Units
- Academic and Non-Academic and Commonly and Not-Commonly Taught areas

● Minors

- Elementary or Secondary – 20 Units
- Academic and Non-Academic and Interdepartmental areas
- Sometimes two minors were required

Majors and Minors

- There were an unlimited number of subject possibilities because there was no prescribed list of subjects as there is under current statute
- Minors in art or music on Standard Secondary has broader authorization
 - The minor allows the holder to teach art or music (as applicable) in grades K-6

Ryan Credentials

- ◆ Issued under the statutes of the Teacher Preparation and Licensing Law of 1970, amendments and additions, and other laws and regulations currently in effect
 - Two-tier system - preliminary and (professional) clear; prior to 1985/1987 life credentials were available
 - Preliminary no longer initially issued

Ryan Credentials

- ◆ Additions include
 - Health education (12/2/1976)
 - Including nutrition (1/1/1986)
 - Including CPR (9/1/1992)
 - Mainstreaming (7/1/1979)
 - Technology (7/1/1988)
 - English learners (2003)

Ryan Credential

- ◆ *Multiple Subject* - service grades preschool, K-12, and adults in self-contained class and in a core settings in grades 5-8
- ◆ *Single Subject* – service grades preschool, K-12, and adults in subject(s) listed in a departmentalized setting

Subject-Matter Competence

- To satisfy the subject matter requirement for the single subject credential, candidates may complete an approved subject matter program or pass an examination
- To satisfy the subject matter requirement for the multiple subject credential, candidates must pass an examination

Supplementary Authorizations

- ◆ Supplementary Authorizations (approved 1/1/1979 and 4/26/1981)
 - Multiple and Single Subject Credentials and equivalent previously issued documents
 - Specific or Introductory Subjects
 - 20 units in subject

Subject Matter Authorizations

- ◆ Subject Matter Authorizations (2005)
 - Multiple and Single Subject Credentials and equivalent previously issued documents
 - Established in response to No Child Left Behind (NCLB), 32 units
 - Specific or Introductory Subjects
 - NCLB Core Academic Subjects Only

SB 2042 Credential

- ◆ Beginning in 2003 under Senate Bill 2042 statute including amendments and additions
- ◆ Multiple and Single Subject
- ◆ Two tier credential
- ◆ Initially issued as preliminary

SB 2042 Credential

- ◆ Clear credential earned by completion of an Induction Program or, if induction is not available, a General Education Clear Credential program completed at a California institution
- ◆ Authorizes service to English learners

Summary

- *General – clear/life – 5 years*
- *Special Secondary – clear/life – 5 years*
- *Standard – partial/clear/life – 2/5 years*
- *Ryan – preliminary/clear/professional clear/life – 5 years*
- **SB 2042 -preliminary/clear/professional clear – 5 years**

Peter Winograd

University of New Mexico

National Perspective:
Grade Level Authorizations

Wrap Up

- Questions, Concerns, Conundrums?
- Dinner options
- Closing

Remember

- Breakfast 7:30
- Start time 8:00am (Brandywine)
- Sign up on Airport Chart

Teacher Preparation Advisory Panel

March 29, 2012

Day Two

Welcome Back

Visual Synectics

Complete the following:

Credentialing Structures

are like _____

because . . .

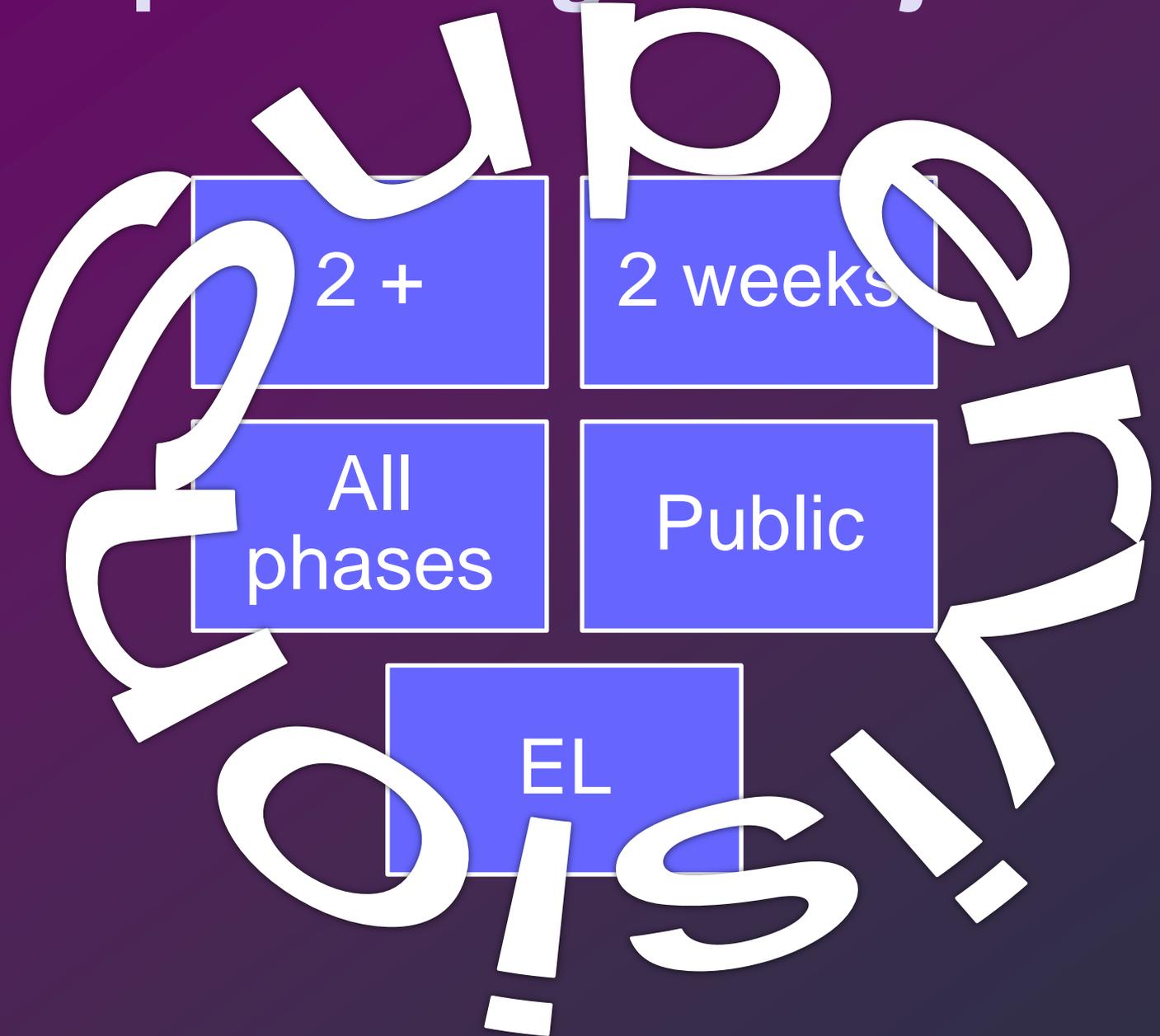


California's Field Experience

● Current Requirements

- Carefully Planned
- Substantive
- Supervised-Regular evaluations
- Public Schools

Multiple & Single Subject



Multiple Subject

K-2, 3-5, 6-9

Beginning readers

Self-contained Class

Residency?

Internship?

Middle School?

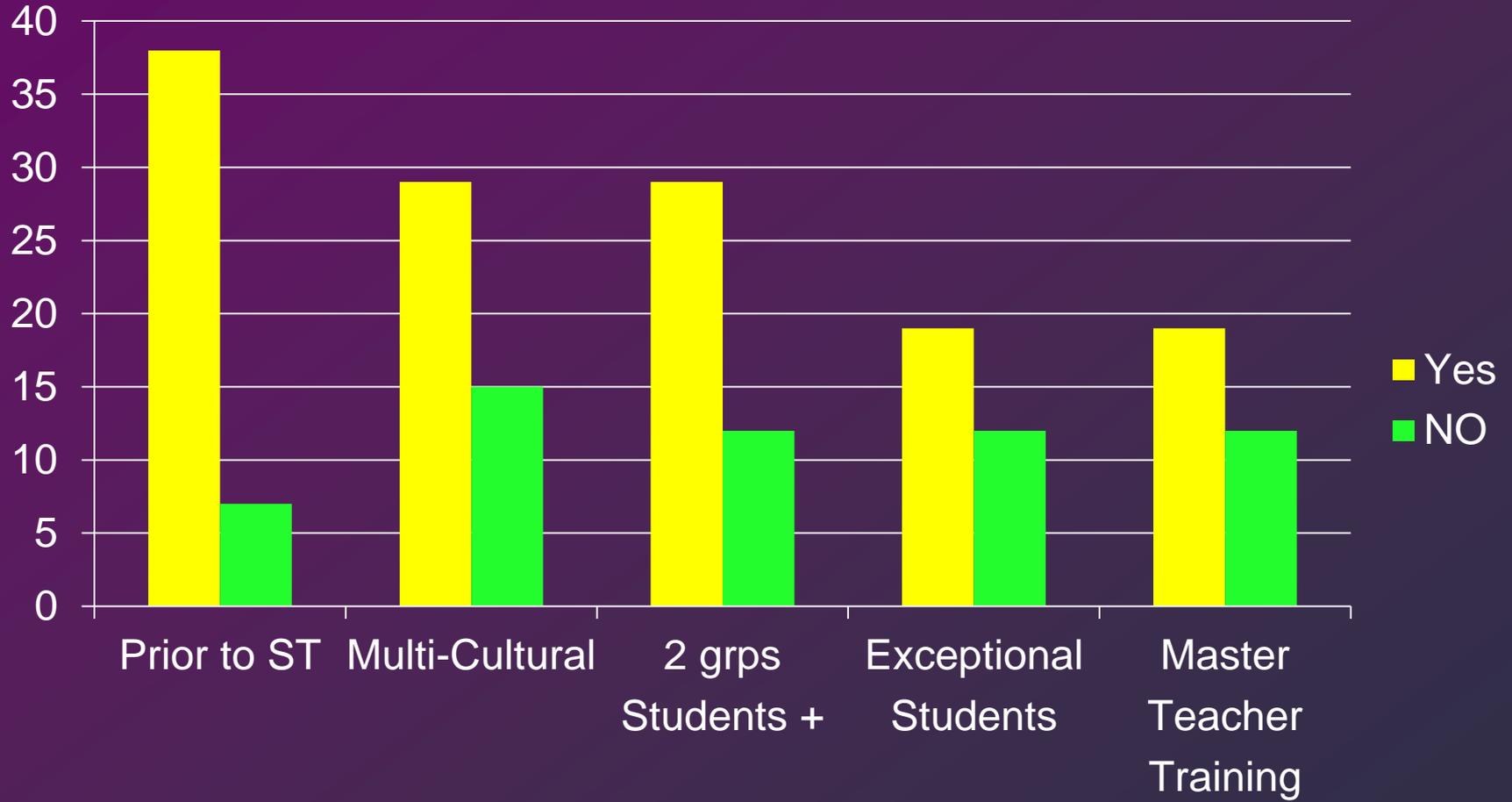
Single Subject

Two or more subjects

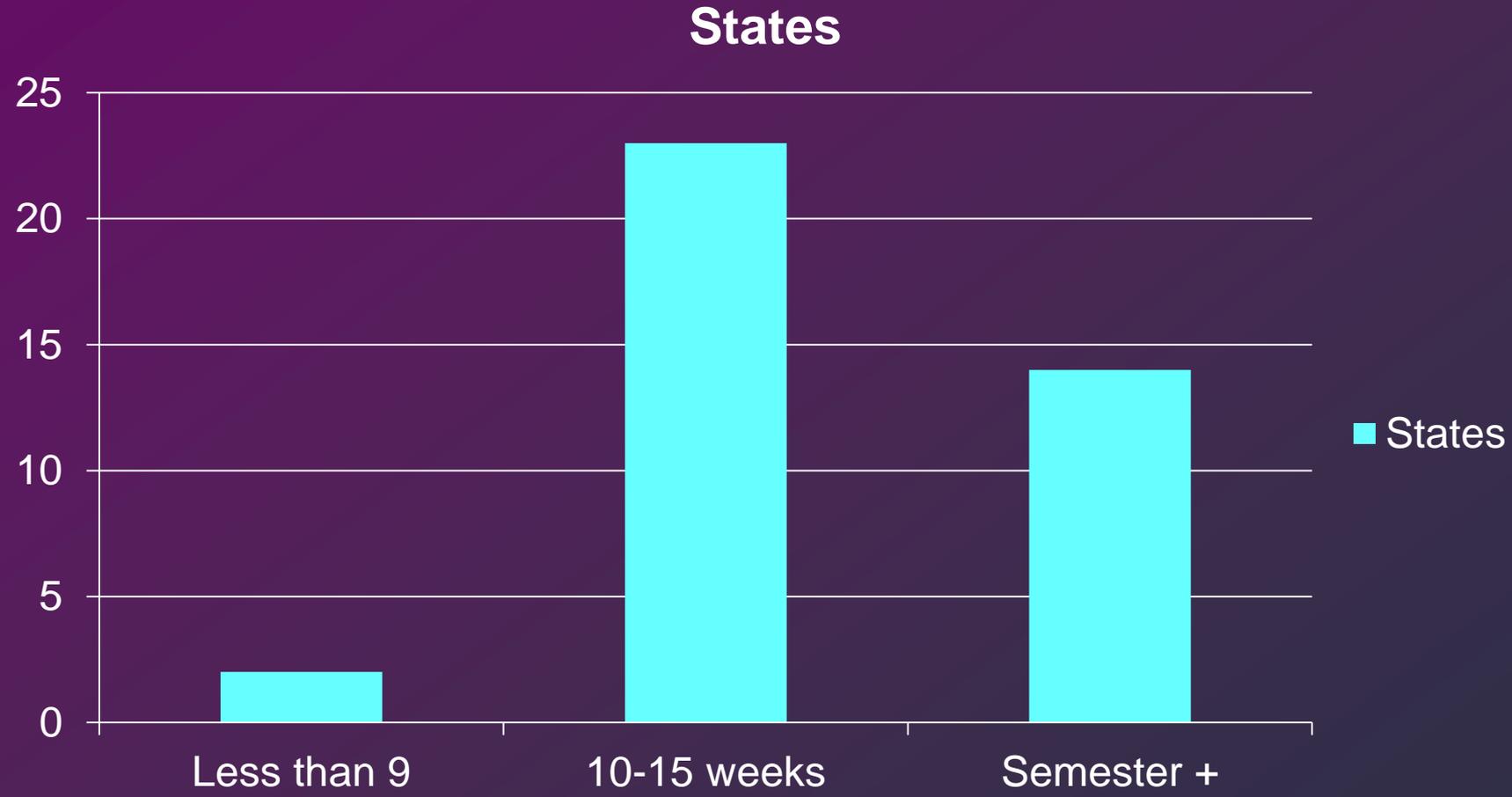
Differ in Content or

Level of advancement

Other States Field Experience



Other States Field Experience



Field Experience

- Clinical Practice Assessment
- TAP

Field Experience

- Commission Agenda Item
- Blue Ribbon Report
- 10 Design Principles
- ~~What's Next?~~ Implications

The California Alliance for Teacher Preparation Partnerships

Beverly Young

The California Alliance for Teacher Preparation Partnerships

Dr. Beverly Young
Assistant Vice Chancellor, Academic Affairs
California State University System

Purpose and Goals

As the largest preparer of new teachers in the state and nation, our goals are to:

- Prepare teachers equipped for 21st century classrooms
- Address school district priorities through relevant teacher preparation
- Support increased P-12 student learning, particularly in high need schools

California Alliance Leadership

- *Charles B. Reed, Chancellor*
California State University
- *Christopher J. Steinhauser, Superintendent*
Long Beach Unified School District

California Alliance Launch

- *CSU Summit on Transformative Change in Teacher Preparation* -- February, 2011
- Sponsors and follow-up planning support: S.D. Bechtel, Jr. Foundation, David and Lucile Packard Foundation, The James Irvine Foundation, and several major corporations

California Alliance: Five areas of focus

- Admissions criteria
- Clinical partnerships
- Candidate placement
- Alternative induction
- Outcomes-based evaluation

Steps:

- Small planning group to create priorities
- Invitation to statewide stakeholders
- Foundation, corporate, other partners
- Regional meetings, Summit to share ideas
- Further planning and implementation
- Evaluation, modification, and expansion

Alliance Plans: www.calstate.edu/teachered/ca-alliance/plans.shtml

The California Alliance for Teacher Preparation Partnerships

CALIFORNIA ALLIANCE FOR TEACHER PREPARATION PARTNERSHIPS PLANS

The California Alliance is a new statewide partnership that will initiate a range of innovative clinical approaches for preparing future teachers. It will seek results that significantly improve both the preparation of novice teachers and the learning of all students in a broad range of settings, thereby contributing to closing achievement gaps. It is a network of voluntary partnerships across the state between teacher preparation institutions, schools and school districts, and other stakeholders.

The California Alliance has identified five key initial areas for partnerships advancing highly promising innovations in teacher education. Universities and P-12 partners may select one or more of these or other areas in teacher education that are of interest to them and become further involved in the Alliance.

Please have one institution within your Alliance partnership take a few minutes to complete this brief form. It asks about your initial plans for participating in the Alliance.

Responses are requested by December 15, 2011.

SUBMITTING ORGANIZATION:

PARTNER ORGANIZATION:

AREA(S) OF FOCUS (Check all that apply)

- Ensuring rigorous admission criteria for teacher education programs
- Establishing demonstration sites preparing new teachers using a clinical approach
- Creating a collaborative process for selecting placements for teacher candidates
- Beginning teacher induction and alternative pathways for teachers affected by lay-offs
- Piloting performance-based P-12 outcome measures for teacher education

PLANNED START DATE

- Have begun already
- December 2011
- January 2012
- February 2012
- March 2012

BASELINE BENCHMARKS (CURRENT)

Please indicate the indicators by which you will assess your accomplishments. Describe the current status of your work related to these indicators.

PLANNED BENCHMARKS (JUNE 2012)

Please describe the outcomes you intend to attain by June 2012 related to your indicators.



www.calstate.edu

Contact Your Co-Chair

Early and Often!