

**Discussion of New Multiple and Single Subject Program Standards
and Revised Teaching Performance Expectations
November 2016**

Introduction

This agenda item will present the new Preliminary Multiple and Single Subject program standards and revised Teaching Performance Expectations. Staff will highlight some important differences from previous standards and respond to any questions from members of the COA.

Background

In December 2015, the Commission approved new program standards for Preliminary Multiple and Single Subject preparation programs. In June 2016, the Commission approved significantly revised Teaching Performance Expectations for general education teachers. The entire text of these can be found on the Commission's standards webpage: <http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>

Preliminary MS/SS Program Standards:

For ease of the discussion, staff has included as attachment A, the entire text of the program standards. The standards have been significantly streamlined from 19 standards to 6. The six are as follows:

- 1) Program Design and Curriculum
- 2) Preparing Candidates toward Mastery of the Teaching Performance Expectations
- 3) Clinical Practice
 - A) Organization of clinical practice
 - B) Criteria for School Placements
 - C) Criteria for Selection of Program Supervisors
 - D) Criteria for the Selection of District-Employed Supervisors
- 4) Monitoring, Supporting, and Assessing Candidate Progress toward Meeting Credential Requirements
- 5) Implementation of a Teaching Performance Assessment
 - A) Administration of the TPA
 - B) Candidate Preparation and Support
 - C) Assessor Qualifications, Training, and Scoring Reliability
- 6) Induction Individual Development Plan

The preparation program standards are designed to be more focused on outcomes – the attainment of the knowledge, skills and abilities embodied in the Teaching Performance Expectations.

Teaching Performance Expectations

Because of their size, the COA is advised to go to the link to the [standards document](#) on the website for the full text of the TPES. The TPEs have been reorganized to align directly with the California Standards for the Teaching Profession (CSTP). The six domains for the TPEs, which match domains for the CSTPs are as follows:

- TPE 1. Engaging and Supporting All Students
- TPE 2. Creating and Maintaining Effective Environments for Student Learning
- TPE 3. Understanding and Organizing Subject Matter for Student Learning
- TPE 4. Planning Instruction and Designing Learning Experiences for All Students
- TPE 5. Assessing Student Learning
- TPE 6. Developing as a Professional Educator

Also included in the TPEs are 4 areas under the header of Subject Specific Pedagogy. These are:

- Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
- English Language Development in Relation to Subject-Specific Pedagogy
- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Appendix B is a summary of some of the key changes in the new standards. Staff will share with the members of COA a PowerPoint describing some of the key changes in the standards.

Timeline for Implementation

All Preliminary Multiple and Single Subject preparation programs must submit a transition plan to the Commission in March 2017. All programs must be implementing the new standards by September 1, 2017. Site visits will resume with the green cohort and it will be expected at that time that accreditation site visits will use the new standards to ensure appropriate alignment. In addition, the yellow cohort will submit Program Review documents in accordance with the new procedures and will be reviewed against these new standards. Therefore, it is important that COA have a thorough understanding of both the approach and specifics taken by the Commission in adopting new program standards for the MS and SS programs.

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Preliminary Multiple and Single Subject Program Standards 2015

Standard 1: Program Design and Curriculum

The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. The full set of TPEs can be found in this document after Standard 6.

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of

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activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

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C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The

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program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support

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The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.

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- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Appendix B

Program Standards	Some Key Changes from the Prior Standards
1: Program Design and Curriculum	Similar to prior standards. The focus has been enhanced in this set of standards for topics, particularly positive behavioral supports and factors that affect student learning.
2: Preparing Candidates toward Mastering of the Teaching Performance Expectations (TPEs)	<p>Instead of a number of standards addressing the content that must be provided to the candidate, this standard requires programs to teach, give candidates the opportunity to practice, and assess the candidates on the TPEs.</p> <p>The standard addresses both formative assessment and timely feedback to candidates on their progress toward meeting the TPEs</p>
3: Clinical Practice	<p>Many key changes in this Standard:</p> <p>A. Organization of Clinical Practice Experiences</p> <ol style="list-style-type: none"> 1. Developmental and sequential 2. Integrated with coursework 3. Minimum of 600 hours of direct contact with TK-12 students across the arc of the program 4. <u>Supervised</u> early fieldwork may be counted in the 600 hours 5. Candidates in private schools must have a minimum of 150 hours in a diverse school setting where the curriculum is aligned with California standards and reflects the diversity of California’s student population 6. Minimum of four weeks of solo or co-teaching (100 hours) 7. Candidates must be supervised by Program Supervisors a minimum of 4 times per quarter or 6 times per semester. 8. District-employed supervisors must provide a minimum of 5 hours/week of support and guidance. 9. Clinical Supervision must be archived either by annotated video or scripted observations and evaluated based on the TPEs, 10. Must produce data that can be aggregated and disaggregated. <p>B. Criteria for School Placements</p> <ol style="list-style-type: none"> 1. Clinical sites selected are committed to partner with the program 2. Permit video capture 3. Have a fully qualified site administrator <p>C. Criteria for the Selection of Program Supervisors</p> <ol style="list-style-type: none"> 1. Experts in the content area of the candidate 2. Knowledgeable about curriculum and assessments including TPEs & the TPA 3. Current knowledge of effective supervision <p>D. Criteria for the Selection of District-Employed Supervisors</p> <ol style="list-style-type: none"> 1. Must have demonstrated exemplary teaching practices as determined by the employer and the preparation program

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Program Standards	Some Key Changes from the Prior Standards
	<p>2. Matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.</p> <p>3. Program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches, and content specific pedagogy and instructional practices.</p> <p>In addition it is important to note that the following specific placements are no longer required:</p> <ul style="list-style-type: none"> • Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. • Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.
4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Clearly identifies <u>who</u> is responsible; faculty, program supervisors and district-employed supervisors; <u>what</u> they are to do: both monitor <u>and</u> support candidates. The basis of the monitoring is progress toward mastering the TPEs, which guides advisement, assistance and informs advancement.
5: Implementation of a Teaching Performance Assessment	The TPA must be centrally administered and scored. If using the old TPA, old standards 17, 18 and 19 still apply. When programs move to the new TPA, all language applies. See highlighted-underlined text of Standard 5 (next page) for specifics as to what programs are held to prior to implementing a revised TPA.
6: Induction Individual Development Plan	Standard 6 is new; it provides the direct linkage to the induction program standards and the next phase of the teacher preparation process. Candidate, district-employed supervisor and program supervisor develop an individual development plan (IDP). The intent and purpose of the IDP is to provide the candidate with an individualized plan that can be brought forth to and built upon during induction. The IDP provides an informed starting point for participation in Induction and contains recommendations for PD and growth during the candidate’s clear program. The IDP is archived by Prelim program, provided to candidate for transmission to induction.

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Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

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(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

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- Arranging technical assistance for the video portion of the assessment.

These activities constitute unacceptable forms of support for candidates within the TPA process:

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Language that is yellow highlighted and underlined must be met in 2016-2018 if the program is **not** piloting or field testing the revised TPA. When piloting, field testing or when the redeveloped TPAs are operational, all language in Standard 5 must be met.

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- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
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(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

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