California's Future: Highly Qualified Teachers for All Students

Final Report of the Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools (SB 1422)

To the California Commission on Teacher Credentialing

State of California

November 1997

California Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

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November 1997

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August 21, 1997

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North Valley Regional Network

Inland Empire Regional Network

San Diego/Imperial Valley Regional Network

Self-Esteem and Personal Responsibility Task Force

Teacher Preparation for Integrated Services Task Force

Teacher Preparation for Mainstreaming Task Force

Teacher Preparation for Middle Grades Task Force

Teacher Preparation for Parent Involvement Task Force

Teacher Preparation in Critical Thinking Task Force

Teacher Preparation in Gender Equity Task Force

Teacher Preparation in Health Education Task Force

Teacher Preparation for Reading Instruction Task Force

Teacher Preparation in School Safety Task Force

Teacher Preparation for Educational Technology Task Force

All individuals and groups who developed reports or made presentations to the Panel during the course of its work.

Authors and Editors of the *California Standards for the Teaching Profession*

The California Consortium for Teacher Development

The findings and recommendations in this report represent the consensus of the SB 1422 Advisory Panel. The California Commission on Teacher Credentialing is deeply grateful to the Panel for a very thoughtful report. The Commission has taken the Panel's findings and recommendations under careful consideration.

PART ONE:

OVERVIEW OF THE COMPREHENSIVE REVIEW OF TEACHING CREDENTIAL REQUIREMENTS

Senate Bill 1422 (Bergeson, 1992) required the California Commission on Teacher Credentialing to:

> ***. . . review the requirements for earning and renewing Multiple and Single Subject Teaching Credentials with special reference to the findings, conclusions and recommendations of the report on alternative routes to teacher certification . . . and of the pilot study of alternative methods of new teacher support and assessment . . . (Education Code Section 44259.2a).***

With this direction, the California Commission on Teacher Credentialing initiated the most comprehensive review of teaching credential requirements in California's history. The Commission invited thousands of California educators and other citizens to examine all teaching credential requirements in relation to what is known about the learning-to-teach process. This initiative differed from prior reform efforts in that it was a comprehensive, systemic look at the entire teacher certification structure, from teacher recruitment and preservice preparation (graduate and undergraduate), through the induction or entry period of teaching, and including teacher professional development and ongoing credential renewal. Certification policies at every stage were examined, not in isolation but in conjunction with each other and in relation to changes that are taking place in California's student populations, class sizes, school curricula, teacher roles and professionalism, and economic development.

The SB 1422 Review was prompted by the findings of the California New Teacher Project (CNTP). This large-scale pilot project evaluated the most cost-effective ways to support and assess beginning teachers in *induction programs* that follow their initial preparation and certification. When the pilot project was complete, policy-makers began to draft a new statute (SB 1422) to add induction programs to the requirements for teaching credentials. In the course of drawing up this legislation, the participants were reminded that other requirements for teaching credentials had not been evaluated in several years. Indeed, the entire *set* of requirements had never been examined comprehensively. In this context, it seemed unwise to add another requirement - completion of an induction program - to the existing mix of requirements. Consequently, at the urging of the Commission, the author of SB 1422, Senator Marian Bergeson, called for a comprehensive review of credentialing. In taking this step, Senator Bergeson and the Commissioners anticipated that completion of induction programs that meet state standards would be included in a revised certification system when the SB 1422 Review reached its conclusion.

PURPOSE AND STRUCTURE OF THE REVIEW

To initiate the review, the Commission adopted a statement of purpose that focused on the need to re-examine all teaching credential requirements in conjunction with each other. The Commission anticipated that structural policy changes would

lead to a teacher certification system that is more cohesive than the present procedures, and more congruent with what is known about effective teaching and the learning-to-teach process.

The Commission decided that the structure of the review would include six key components that are shown in *Figure One* and defined briefly below.

COMPONENT ONE:
COMMISSION ON TEACHER CREDENTIALING.
The roles of the Commission have been to oversee and support the comprehensive review, and to consider all policy findings and recommendations that emerged from the review, particularly the findings and recommendations that are included in this report. The Commission plans to sponsor legislation in 1998 to implement recommendations that require changes in statute.

COMPONENT TWO:
ADVISORY PANEL FOR THE COMPREHENSIVE REVIEW.
The primary functions of the Advisory Panel, as required by SB 1422, were (a) to review a considerable body of information and a wide range of alternative policy options pertaining to the education, induction and development of diverse, capable teachers for 21st century schools, (b) to consult with a wide array of groups, organizations and individuals about the Panel's findings and conclusions, and (c) to recommend a comprehensive set of findings and conclusions to the Commission. The present report contains all of the Advisory Panel's findings and conclusions.

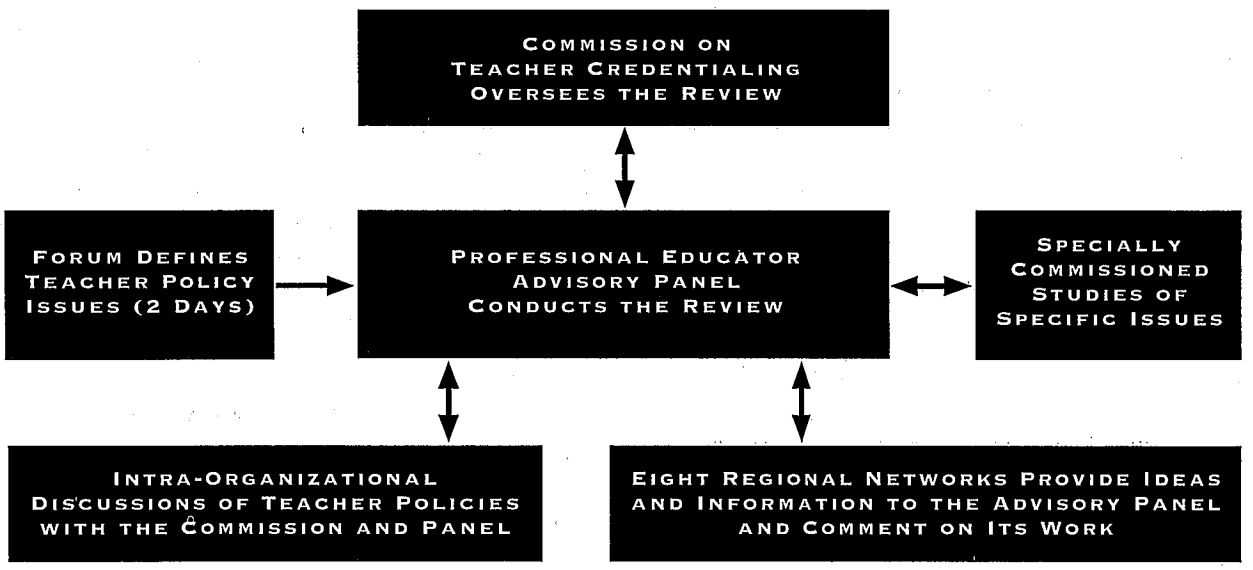
COMPONENT THREE:
INVITATIONAL FORUM ON TEACHING CREDENTIAL ISSUES.
Participants in this two-day forum defined and articulated (a) the kinds of information that the Advisory Panel should assemble, and (b) the range of state credential policy issues that the Panel should examine related to the preparation, induction and growth of excellent teachers.

COMPONENT FOUR:
INTRA-ORGANIZATIONAL DISCUSSIONS WITH KEY STAKEHOLDERS.
These organizational discussions, sponsored by the Commission, provided multiple opportunities for groups of teachers, teacher educators, administrators, school boards, postsecondary institutions, county offices, and parents and other citizens to (a) contribute key ideas and information to the review, (b) monitor the progress of the review, and (c) respond to policy options as they were discussed by the Advisory Panel and the Commission.

COMPONENT FIVE:
REGIONAL NETWORKS OF STAKEHOLDERS.
To support the review, the Commission established eight regional networks for the purpose of fostering intensive dialogues across different groups of stakeholders within each region. Each network had a direct link to the Advisory Panel, recommended specific options and policies to the Panel, and was asked to respond thoughtfully to policies that were under consideration by the Panel and the Commission.

FIGURE 1

ORGANIZATIONAL STRUCTURE OF THE REVIEW ESTABLISHED BY THE COMMISSION ON TEACHER CREDENTIALING



COMPONENT SIX:
SPECIALLY-COMMISSIONED STUDIES OF SPECIFIC ISSUES.

These studies examined particular areas of concern, such as the preparation of future classroom teachers to use technology, or for the full-inclusion of students with disabilities. The Commission formed a small task force of experts in each of the following areas:

- *Reading Instruction*
- *School Safety*
- *Self Esteem*
- *Mainstreaming*
- *Gender Equity*
- *Parent Involvement*
- *Technology*
- *Health*
- *Critical Thinking*
- *Middle Grades*

Each task force assembled specialized information and ideas, and each one presented oral and written reports to the Panel and the Commission.

The Commission adopted this six-part structure for the SB 1422 Review on June 2, 1995. At that time, the Commissioners estimated that the plan would require 18 to 24 months to complete. All six structural components of the review played significant roles in developing the recommendations in this report for teacher certification policy reforms.

SB 1422 ADVISORY PANEL: COMPOSITION AND PROCESS

To establish the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements, the Commission solicited nominations from the leaders of California education, and from more than 1,600 educational organizations, institutions and agencies. In its invitation to nominate, the Commission sought the participation of practitioners and experts in teaching and teacher preparation, particularly individuals who were far-sighted in their visions of excellence in education. More than 150 distinguished professionals and members of the public were nominated to serve on the Panel. The 24 appointees to the Panel were teachers and teacher educators, administrators and school board members, professors and parents, superintendents and a member of the business community.

The 24 members of the Advisory Panel were selected for their distinguished records of accomplishment in education. Ten of the members represented the following key professional organizations in education.

- *Association of California School Administrators*
- *Association of Independent California Colleges and Universities*
- *California Association of Large Suburban School Districts*
- *California County Superintendents Association*
- *California Federation of Teachers*
- *California School Boards Association*
- *California Teachers Association*
- *California State University*
- *State Superintendent of Public Instruction*
- *University of California*

The SB 1422 Advisory Panel held 18 meetings from September, 1995, through June, 1997. All 24 members served conscientiously during this entire period and participated actively in the Panel's deliberations.

SB 1422 ADVISORY PANEL: MEETINGS AND OUTCOMES

The Commission charged the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements with: (1) reviewing a considerable body of information related to a wide range of policy issues, (2) discussing these policy issues with a broad spectrum of constituents from schools, colleges, universities and the general public, (3) developing new policy recommendations that would improve the credentialing process systemically and comprehensively and (4) submitting a report with findings and recommendations that have strong factual basis and constituent support. This report responds to the Commission's charge and provides a blueprint for reforming and restructuring teacher certification.

The work of the Panel was shaped by four over-arching educational goals which are listed below.

ONE:
Improve Teacher Recruitment, Selection and Access to the Profession.

TWO:
Establish Clear Standards for New Teachers Preparation Programs.

THREE:
Increase and Improve Professional Accountability.

FOUR:
Increase and Improve Professional Collaboration and System Evaluation.

The Panel considered a wide range of information from varied sources. Panel discussions drew on the expertise of Panel members as well as invited speakers, research articles, and published reports. The Panel studied and discussed reports by the eight regional networks, eleven special task forces, and many distinguished guests. Informational reports that were examined and discussed by the Panelists are listed in Appendix A. Appendix B lists the speakers and distinguished guests who made presentations to the SB 1422 Advisory Panel.

The Panel's discussions and deliberations led to over 100 specific recommendations for reform in teacher credentialing. The merits of all recommendations were extensively discussed and debated; amendments were often made in order to achieve the broadest possible consensus. Many recommendations were adopted unanimously, most had a strong consensus, and few were passed by a bare majority.

As a set, the recommendations provide a new "architecture" for the teacher preparation and certification system. Part Two of this report describes in more detail the Panel's goals and presents the overall architecture of a new teacher certification system. Part Three of the report presents the Panel's 110 specific recommendations for reform, organized around sixteen general policy recommendations within the framework of the Panel's four over-arching goals.

PART TWO:

EDUCATIONAL GOALS AND SYSTEM ARCHITECTURE

The recommendations in this report address four overarching goals that the Advisory Panel established to guide its work. This section summarizes the goals and provides an overview of a new system of teacher certification.

GOAL ONE: TEACHER RECRUITMENT, SELECTION, AND ACCESS

RECRUIT MORE TEACHERS INTO THE TEACHING PROFESSION, SELECT TEACHERS WITH DEMONSTRATED POTENTIAL, AND EXPAND ACCESS TO TEACHER PREPARATION.

California needs more new teachers to enter the profession than at any prior time in the State's history. The State can partially meet its need for new teachers through aggressive recruitment efforts. By themselves, however, recruitment efforts will not address all of the conditions that constrict the supply of California teachers. Some of the constriction is caused by systemic *problems of access to preparation.* At public institutions, for example, there are many more qualified applicants to teacher preparation programs than the institutions are able to serve, given their teacher preparation program budgets and enrollment limitations.

Distribution problems also exacerbate our teacher shortages. Many teacher candidates are being prepared in subjects or communities in which there are few teaching vacancies. In shortage areas, on the other hand, insufficient training programs are available to meet the schools' needs. Statewide, there are not consistently strong relationships between regional needs for teachers and the capacities of public or private institutions to train teachers in those regions.

Teacher shortages also derive from *selection problems.* After they earn credentials, many new teachers choose not to apply for teaching positions that are abundantly available in urban schools and remote rural schools, preferring instead to wait for positions in the suburbs, which are scarce. As a result, significant numbers of certificated teachers never fill any teaching positions after the public has subsidized their professional preparation.

Finally, teacher shortages are caused in part by *problems of teacher attrition.* In many hard-to-staff schools, as many as half of all beginning teachers leave teaching permanently after only three years in the classroom. Among under-prepared new teachers, this attrition rate climbs to two-thirds. California schools cannot achieve equilibrium between teacher supply and demand while attrition rates remain high due to lack of continued preparation and intensive support for most of our new teachers.

To confront these systemic problems of teacher supply, the Advisory Panel recommends a multifaceted, comprehensive strategy. One facet of this strategy is to expand *access to teacher preparation programs,* particularly in regions and subject areas that suffer from chronic shortages. Other facets of the strategy would introduce *new avenues to careers in teaching,* would *expand the existing routes* into the classroom, and would focus recruitment efforts on groups that are currently underrepresented in the teaching profession.

At the same time, a related goal is to *improve the selection* of teacher candidates to give priority to those individuals who demonstrate strong potential for success in the profession as well as strong commitment to students who have traditionally been underserved. Still other *selection goals* focus on shortage subjects and regions, and call for institutions with preparation programs to target their instructional resources to the schools' needs.

To round out the multifaceted strategy, the Panel's recommendations would also expand programs of intensive support and advanced preparation that serve to *retain* as many as ninety percent of previously-prepared new teachers. The Panel has crafted its recommendations to achieve these interrelated goals so all of California's children and youth will have teachers who are carefully selected, well prepared, and competent to educate each student effectively.

GOAL TWO:
TEACHING STANDARDS AND PROGRAM CONTENT

IMPROVE TEACHING SO AS TO PROMOTE ALL CHILDREN'S LEARNING BY ESTABLISHING CLEAR STANDARDS THAT PROVIDE STRONG DIRECTION FOR TEACHING CANDIDATES AND PREPARATION PROGRAMS.

Teaching California students effectively is one of the greatest challenges confronting our State. This is primarily because of conditions in the workforce, in the global economy, and in our civic affairs — conditions that call for increasing abilities on the part of all adults who are employees, entrepreneurs, citizens. Our children and youth need teachers who can bring to life a complex, challenging curriculum and foster abilities and expertise that will prepare today's students for tomorrow's demands. To achieve this goal, clear teaching standards must be established.

The Advisory Panel confronted the problems of poorly performing schools and underachieving students. Many schools and students do not have access to effective teaching because of glaring weaknesses in our standards for teacher preparation and performance. Low teaching standards do not serve students or their teachers or the teachers' supervisors. These low standards reveal our failure to recognize that the underpreparation of many teachers is a significant factor in student underachievement.

For California's students to become productive adults, their teachers need to master a rich, integrated curriculum of professional studies, and they must learn the subtle complexities of effective pedagogy for children with very diverse backgrounds. Teaching competence develops over longer periods of time than California policies have previously sustained. But more professional learning time will not, by itself, be sufficient for tomorrow's teachers. The learning-to-teach process must be fostered in carefully designed *programs* of teacher preparation, induction and development. To achieve this goal, California teachers and teacher educators need to embrace new standards of excellence in teaching practice and in teacher education.

The ultimate objective of the recommendations in this report is to ensure that every student benefits from the advantages of excellent teaching. The educational rights of students should include the right to be taught by a competent teacher in every class. A specific recommendation of the Advisory Panel is to set high performance standards for all teachers.

The Panel also recommends that the Commission establish and apply comprehensive new standards for teacher preparation and induction programs. The California Standards for the Teaching Profession (CSTP), which reflect what is known about good teaching, should guide teacher preparation and development at all levels. Performance standards and preparation standards should focus on the "old basics" of reading, language and mathematics skills, and the "new basics" of technology, English language acquisition, critical reasoning, and inclusive education. These basics are the content of learning-to-teach, and should be included in the teaching standards in order to provide a solid, theoretical foundation for teaching. On the basis of strong evidence, the Panel has described the conditions that will make it possible for all certificated teachers to put their preparation into practice: a two-stage credentialing process with instruction, support and ongoing assessment over an extended period of time.

Having studied and discussed the long-standing barriers to these goals, the Panel has crafted a set of attainable, cost-effective recommendations that will move California closer than ever before to the goal of placing highly qualified teachers in every classroom.

Goal Three:
Professional Accountability

Increase Accountability in Teaching by Establishing Rigorous Candidate-Based Assessments and More Comprehensive Program Evaluation and Accreditation Systems.

No occupational group has ever achieved professional stature solely by hoping that people would recognize and value their good work. Although Californians do recognize and value the important, good work that teachers do in schools, this recognition occurs side-by-side with an equally widespread view that many teachers do not have high expectations for their work or for their peers' performances. While appreciating the worth of teachers' efforts in behalf of children, many Californians have little regard for teaching standards, assessments and accountability mechanisms; these are not widely seen as "professional."

The persistent sense that teachers lack professional stature undermines public confidence in K-12 education. This crisis of confidence can be alleviated only when parents and other citizens have tangible reasons to believe that knowledge underlies good teaching, that teaching practice is governed by clear standards, and that teacher candidates are held accountable to those standards. A major purpose of this report is to foster greater public confidence in and respect for the teaching profession. A key element in achieving this purpose is the establishment of uniform standards that define effective teaching as well as excellent preparation for teaching. These standards must include new accountability mechanisms for evaluating both teaching credential candidates and the programs that prepare them.

After extensive studies and discussions, the Advisory Panel concluded that the State cannot rely solely on teaching candidate assessments to improve the competence or performance of individual teachers. As crucial as it is to establish such assessments, they will always tap *samples* of the knowledge and abilities that underlie good teaching, as well as *samples* of an individual teacher's professional practice. For the strongest possible assurances of teaching competence, then, the State should seek a balance between the individual accountability of credential candidates and the institutional accountability of teacher preparation programs. To ensure that institutions are preparing teachers comprehensively and effectively for classroom service, the State must verify that candidates have access to the knowledge and skills that effective teachers need and use. Further, if California expects all of its teachers to be well prepared for its classrooms, all programs that prepare candidates for teaching credentials must be held to the same high standards and accountability measures.

Goal Four:
System Change and Evaluation

Change the Teacher Certification System Through Collaborative Responsibilities and System Evaluation

In California today, responsibility for teacher preparation and teaching performance is *fragmented* and *poorly coordinated.* Many teaching candidates decide to become teachers while undergraduate students, but their professional preparation is usually not coordinated effectively with their subject matter studies or their general undergraduate education. An experienced engineer's transition into teaching requires a mixture of professional studies and school-based experiences, but these elements of learning-to-teach are usually handled by different educators who frequently have little contact with each other.

Goal Four of the recommendations in this report is for agencies that have been separately responsible for components of the credentialing process to assume *joint responsibility* for educational outcomes for beginning teachers and their students. An important facet of this goal is to foster *a new view of learning-to-teach* as a coherent, integrated continuum that begins with recruitment and continues through professional preparation and ongoing development. The Panel would like the jurisdictional boundaries between universities, schools and the agencies that govern them to become permeable. The Panel recommends that teacher preparation be designed, developed and delivered through *partnerships* among educational agencies that embrace a common vision of teacher preparation and professional practice. Successful collaborations that involve sharing of knowledge, resources and authority are necessary to the restructured system of teacher certification.

The benefits of collaborative partnerships will go beyond improved initial teacher preparation. The need to keep teachers intellectually alive at all stages of their careers is widely recognized. Partnerships in which practitioners and academics work together in all phases of teacher education are likely to improve teacher education and to create incentives for teachers to pursue excellence in their teaching. Both schools and universities require secure frameworks in which to construct their institutional roles and their methods of teacher preparation. The SB 1422 Advisory Panel sees collaboration as part of a comprehensive strategy to transform teaching into a professional practice.

For any new system to foster its own success and to evaluate its own results requires ongoing examination and evaluation. Ongoing review of research-based practice and practice-based research can inform credential reform efforts and strengthen the new certification system in the future. A final objective of the Panel is that the Commission assume leadership in ensuring that the new credential system is periodically evaluated comprehensively.

Architecture of a New Teacher Certification System

The goals of the Advisory Panel are to improve the education of millions of future students by increasing access to the teaching profession, recruiting more talented teachers, improving their preparation and induction, establishing clear standards, and increasing their professionalism by holding them accountable to those standards. While addressing these goals, a new system of teacher certification must also erase the fragmentation that undermines the existing requirements for teaching credentials.

The Panel was charged with developing recommendations for a coherent system of teacher preparation and certification. The current lack of coherence stems from the practice of introducing reforms in teacher preparation in a piecemeal fashion over the last several decades. During the last five years, for example, lawmakers have directed the Commission to incorporate several distinct content areas into teacher preparation programs. Clearly, teachers need to be prepared in areas such as reading and mathematics, technology, parent involvement, critical thinking, self-esteem and school safety. However, recent reform efforts have treated each of these content areas independently from the others and without attention to a comprehensive strategy for teacher preparation and development. *Figure 2* on the following page illustrates the disconnectedness of the current requirements for teaching credentials.

During its deliberations, the SB 1422 Advisory Panel was mindful of the need to develop coherent pathways into teaching as well as comprehensive support systems for the teachers who pursue each option. *The Panel's efforts have led to a new architecture for the credential system.* This design features a multi-tiered structure that reflects what we know about learning-to-teach. It also includes multiple, standards-driven routes through which candidates from different backgrounds would complete their preparation. Preparation for a Level I Credential would provide the basic, foundational knowledge and skills that candidates need to begin teaching. An initial assessment at the completion of this preparation would provide clear expectations for candidates and would verify that Level I Credentials are awarded only to candidates who are ready for initial teaching responsibilities.

Preparation for a Level II Credential would consist of an individual induction program with intensive support, formative assessment, and an advanced curricu-lum to extend and develop the teacher's initial preparation. Level I and II Credentials would be earned in multiple, standards-driven routes that would uniformly include induction support and assessment — these are the central components of the Panel's blueprint for reform.

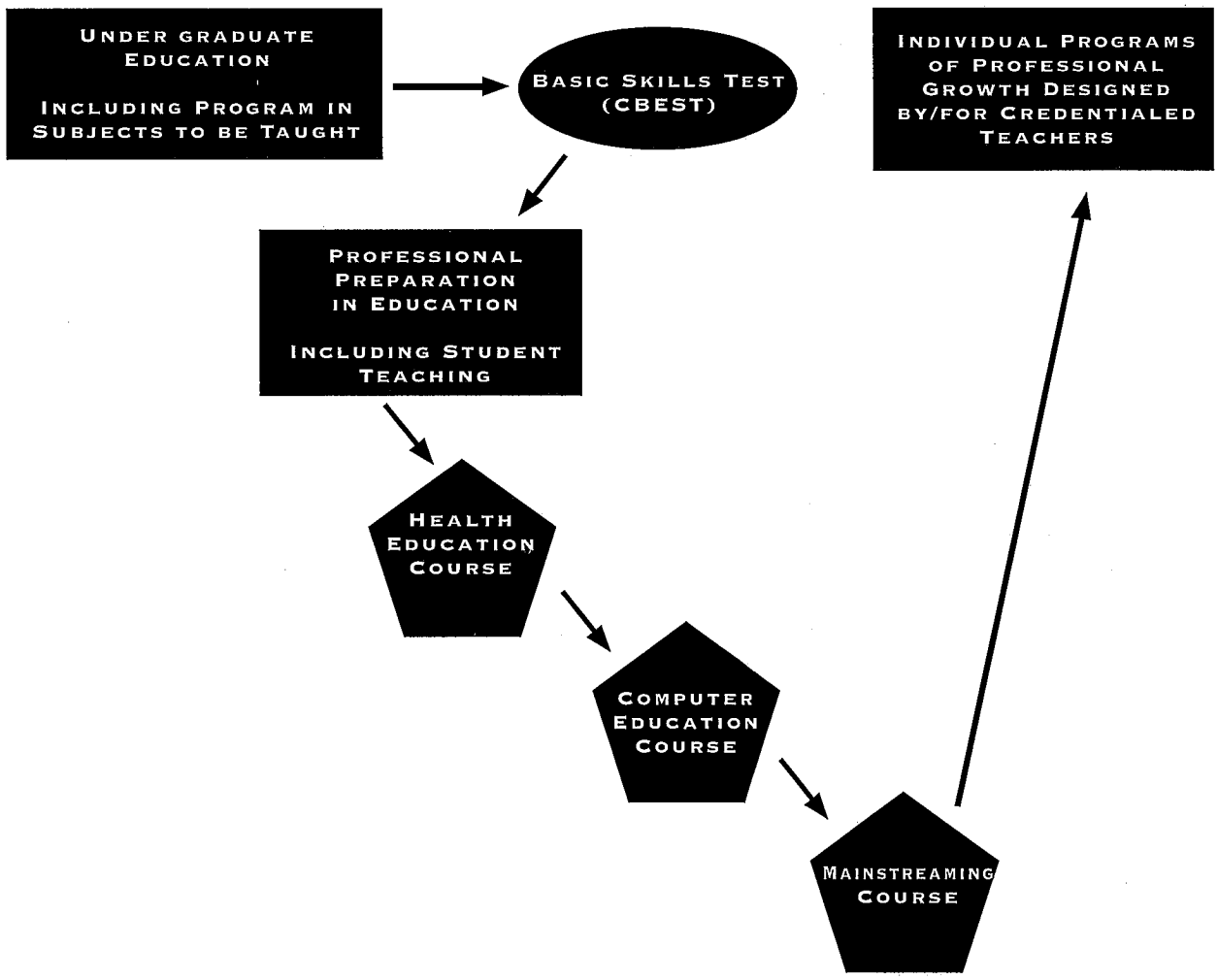
The structure of the recommended system is shown in Figure 3 on the next page: *Architecture of A New Credentialing System.* This system would provide alternative options for Level I Preparation; the diagram highlights the common elements as well as distinctive features of those options. Completion of induction, including a Level II Summative Assessment, will develop the new teacher's professional skills, provide better learning opportunities to the new teacher's students, increase the morale and satisfaction of new teachers, and contribute substantially to the retention of many new teachers who would otherwise leave the profession. This preparation would lead to a Level II Credential, which would be followed by professional growth for credential renewal.

In the proposed system, the successive phases of preparation are based on abundant research on how teachers learn to teach. These successive phases are arranged horizontally in the diagram (from left to right). Individual units in the diagram have common dimensions due to graphic constraints; units of equal size may have different durations in actual practice.

FIGURE 2

CURRENT REQUIREMENTS FOR TEACHING CREDENTIALS 1997

TEACHERS START HERE	TEACHERS MEET EACH REQUIREMENT	TEACHERS EARN AND RENEW TEACHING CREDENTIALS



UNDERGRADUATE EDUCATION
- Four Years of Study (FTE).
- Program in Subjects to be Taught is 1.5 Years of Study for Secondary Teaching and 2.5 Years for Elementary.

RESULTS IN:
- Bachelor's Degree.

PROFESSIONAL PREPARATION
- One Year of Study (FTE).
- Half is Student Teaching.
- Program is Not Connected to Undergraduate Studies or Subsequent Requirements.
- Abrupt transition into full-time teaching following student teaching

RESULTS IN:
- Preliminary Teaching Credential.

REQUIRED COURSES
- Courses Completed Prior to Teaching or While Teaching.
- Content/Delivery of Required Courses is Not Suitable for Many 1st-Year Teachers.
- Separate Courses are Disconnected from Each Other and Other Requirements.

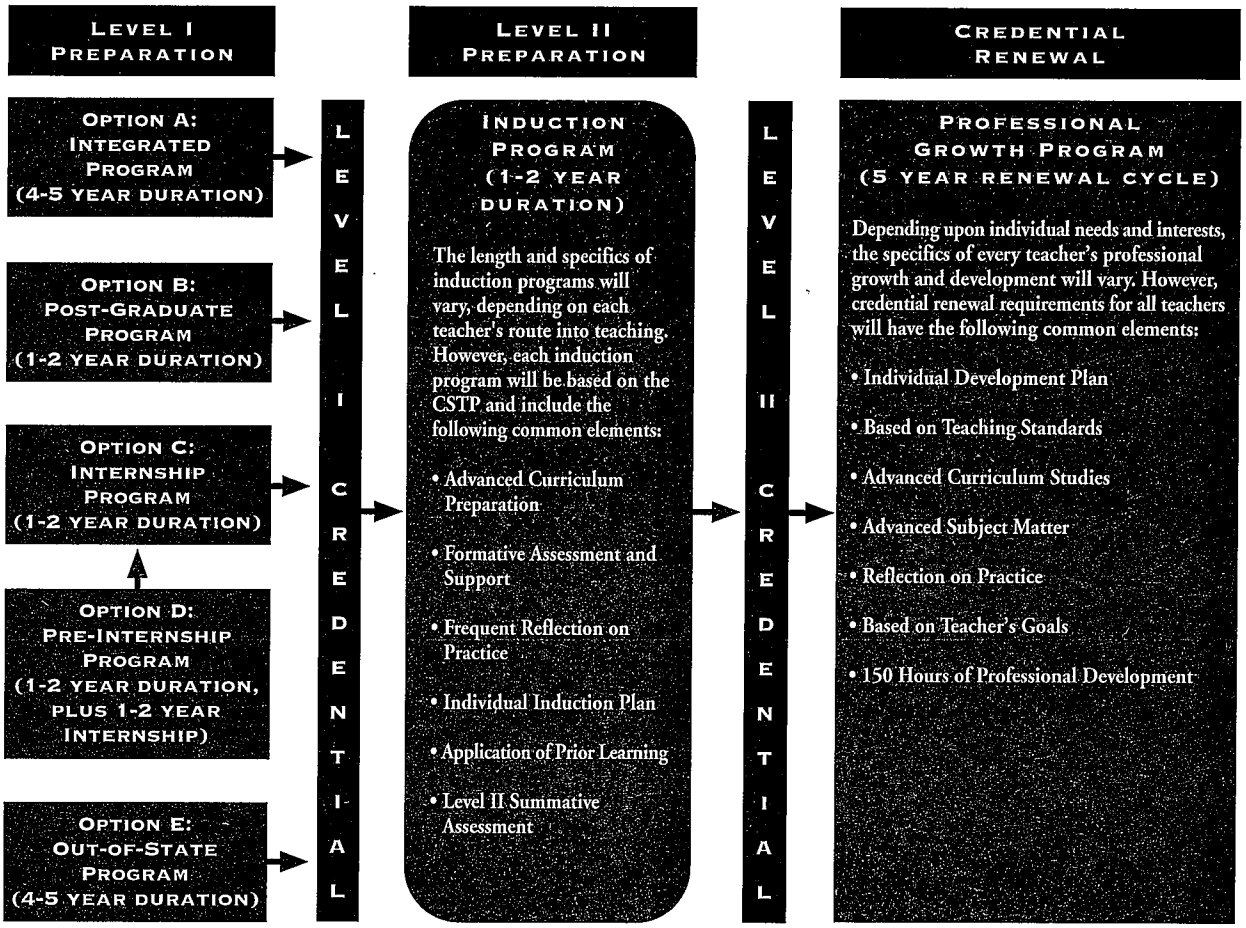
RESULTS IN:
- Professional "Clear" Teaching Credential.

PROFESSIONAL GROWTH
- Same Requirements for Experienced Teachers and Novices.
- New Teachers Do Not Receive Strong Mentoring, Which They need.

RESULTS IN:
- Credential Renewal.

FIGURE 3

ARCHITECTURE OF A NEW CREDENTIAL SYSTEM



COMMON ELEMENTS FOR ALL LEVEL I PREPARATION OPTIONS

- Completion of Baccalaureate Degree.
- Demonstration of Subject Matter Competence.
- Demonstration of Basic Skills Competence (CBEST).
- Completion of Professional Preparation Based on CSTP.
- Candidate Assessment Prior to Earning a Credential.
- Linkage Between Level I and Level II Preparation Programs.
- Collaboration Among Responsible Agencies, Groups and Institutions.
- High Standards for all Programs.

DISTINCTIVE FEATURES OF LEVEL I PREPARATION OPTIONS

OPTION A:
- Allows teacher candidates to blend their subject matter and professional preparation while completing a baccalaureate degrees and credential requirements.
- Provides opportunities for multiple, extended field experiences during undergraduate studies.
- Serves candidates who know when they begin college that they want to become teachers.

OPTION B:
- Allows teacher candidates to complete credential requirements through self-contained, post-baccalaureate preparation programs.
- Provides opportunities to integrate theory and practice through multiple field experiences.
- Serves teacher candidates who choose teaching as a career after completing a baccalaureate degrees.

OPTION C:
- Allows teacher candidates to teach while completing professional preparation and initial assessment.
- Requires Interns to complete 120 hours of intensive initial preparation prior to assumption of daily teaching responsibilities.
- Serves candidates who may enter the profession after serving in other careers.
- Assists districts with hard-to-staff schools by providing on-the-job training opportunities.

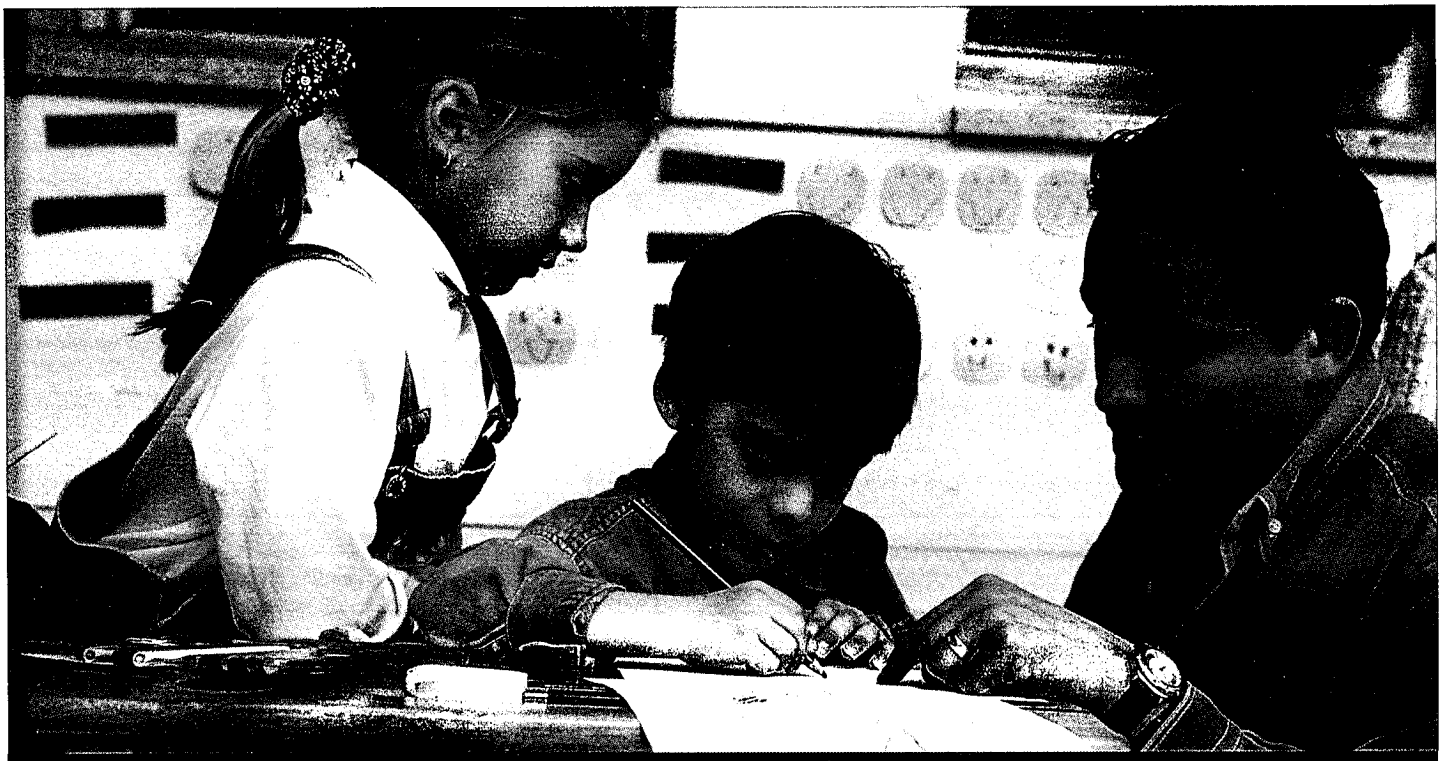
OPTION D:
- Allows teacher candidates to teach while completing subject matter preparation, professional preparation and initial assessment.
- Requires Pre-Interns to complete 40 hours of intensive initial preparation prior to assumption of daily teaching responsibilities.
- Provides hard-to-staff school districts with an alternative to Emergency Permits.

OPTION E:
- Serves teacher candidates who complete teacher preparation programs outside of California.
- Gives teachers prepared outside of California enough time to meet all California standards.
- Assists districts with hard-to-staff schools by allowing them to recruit from outside of California.

PART THREE:

RECOMMENDATIONS FOR A RESTRUCTURED TEACHER CERTIFICATION SYSTEM

This section of the report includes all of the Advisory Panel recommendations for reforms in teacher recruitment, preparation, induction, certification and ongoing development for credential renewal. Organized around the four Advisory Panel goals, the recommendations include both general policy recommendations and specific recommendations to guide implementation of systematic reforms.



GOAL ONE:
TEACHER RECRUITMENT, SELECTION AND ACCESS

EXPAND ACCESS TO TEACHER PREPARATION AND RECRUIT MORE TEACHERS INTO THE TEACHING PROFESSION.

California is experiencing an unprecedented need for new teachers. The Commission on Teacher Credentialing issued 27 percent more teaching credentials in 1996-97 than one year earlier. In addition, there was a 100 percent increase in the number of emergency permits issued to elementary school teachers who did not qualify for teaching credentials. The following factors contribute to this intense, widespread demand for teachers.

- ***Greater numbers of children are entering California's public schools than at any prior time in California's history.***
- ***Five percent of the teaching workforce retire each year.***
- ***Thirty to fifty percent of the State's newly prepared teachers leave the profession within the first three years of teaching.***
- ***Class-size reduction created a need for 19,500 new teachers in 1996-97 alone, a need filled, in many cases, by under-prepared teachers. This need could continue to grow because 60 percent of unprepared teachers do not remain in teaching.***

The Advisory Panel studied an array of information and uncovered a complex picture of teacher supply and demand. The Panel's goal was to develop reforms in teacher certification policy and structure that would result in increased numbers of fully credentialed teachers, increased diversity in the teaching workforce, and increased retention in the classroom. The recommendations in this section of the report highlight recruitment and selection of teachers, as well as expansion of multiple, flexible, standards-driven routes into the profession. The Panel's recommendations also highlight the need to ensure adequate access to teacher preparation programs by re-evaluating the current allocation of responsibilities and resources for preparing new teachers.

GENERAL POLICY RECOMMENDATION #1
RECRUIT GREATER NUMBERS OF TALENTED INDIVIDUALS INTO TEACHING WHO REFLECT GREATER DIVERSITY.

To attract greater numbers of talented individuals into the teaching profession and to make significant progress toward diversifying the pool of qualified teachers in California, the Commission should provide leadership in identifying ways to make teaching a more appealing career choice for a diverse population of talented potential teachers.

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #1

1-A After examining *Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan* developed by Recruiting New Teachers, Incorporated, the Advisory Panel commends this Action Plan and strongly recommends its adoption and implementation by the Commission and the other agencies and organizations with responsibilities related to teacher recruitment. The Panel believes that the Commission should emphasize the following strategies in the Statewide Recruitment Plan.

(a) Launch an aggressive public awareness and teacher recruitment campaign;

(b) Develop a California Center/Clearinghouse on Teaching Careers;

(c) Support new and strengthened pathways into the profession;

(d) Promote partnerships between California agencies;

(e) Fully fund recruitment and induction programs;

(f) Sponsor legislation to expand the Assumption Program of Loans for Education (APLE); and

(g) Provide incentive funds for district-based precollegiate teacher recruitment programs in a statewide network.

1-B The Commission should advocate increasing teacher salaries, particularly at the entry levels, so they are commensurate with salaries of other professionals.

1-C The Commission on Teacher Credentialing and the California Student Aid Commission should seek new federal funds for a loan assumption program that could be matched by all states. The program should be modeled on successful efforts such as the NDEA Loan Program and the Paul Douglas Scholarship Program.

1-D The Commission should encourage school districts to offer job sharing and other part-time assignments in order to attract and retain qualified teachers who do not wish to work full time. Job sharing is a viable option to maximize the labor force by providing flexibility in work assignments.

General Policy Recommendation #2

Select Teachers Carefully to Ensure a Qualified Workforce.

In order to ensure a highly qualified teaching workforce, the sponsors of teacher preparation programs must make careful decisions about whom they select into their programs. The Commission should exercise all leverage possible to ensure that teacher preparation programs select candidates who demonstrate a strong potential for teaching and a willingness to work in hard-to-staff schools, including candidates from diverse ethnic and cultural backgrounds.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #2

2-A The Commission should strengthen its standards for the selection of candidates into all teacher preparation programs by calling for recruitment efforts that focus on individuals whose personal profiles suggest strong commitment to teaching students with diverse and varied backgrounds and abilities, and on populations that are underrepresented in teaching.

2-B The Commission's standards should require sponsors of teacher preparation programs to consider, among other selection factors, an applicant's commitment to teaching students with diverse and varied backgrounds and abilities, and other characteristics that research has shown to be related to desire to serve in, and successful teaching in, hard-to-staff schools in urban and remote communities.

2-C The Commission should establish selection criteria for teachers who begin teaching while enrolled in professional preparation programs. Only individuals who demonstrate ability to develop as a teacher while serving in the role of teacher without extensive preservice preparation should be admitted into internship and pre-internship programs. These candidates should be given intensive support when they assume full teaching responsibilities. The Commission should establish a Task Force to develop distinct criteria for the selection and support of candidates who begin teaching while completing professional preparation.

GENERAL POLICY RECOMMENDATION #3

PROVIDE MULTIPLE, FLEXIBLE ROUTES TO AN INITIAL TEACHING CREDENTIAL.

California's teacher preparation and credentialing process must be responsive to the needs of California's schools while maintaining a commitment to high standards. Teachers come into the profession from a variety of life circumstances. The credentialing system should be flexible and able to accommodate prospective teachers in the following categories.

- ***Early Deciders who choose teaching as a profession while still in college.***
- ***Late Deciders who choose to enter the profession after they complete their undergraduate degrees.***
- ***Career Changers who have completed college and have worked in other professions prior to deciding to teach.***
- ***Individuals who complete their preparation outside of California.***

There should be no limit to the number and type of routes into the profession, provided that every route meets high standards (see Goal Two beginning on page 23 for more on standards).

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #3

3-A To accommodate the needs of *Early Deciders,* California should offer many **integrated teacher preparation programs,** that provide opportunities for candidates to engage in professional preparation while completing baccalaureate degrees in non-Education majors. These programs should provide opportunities for intensive field experience in schools serving diverse communities early in the undergraduate sequence. Institutions of postsecondary education should facilitate careers in teaching by offering undergraduate coursework that forms linkages and connections with professional preparation programs (e.g., minors in education). The Commission should use all means available to encourage undergraduate programs that combine early field experiences with the integration of subject-matter and professional preparation. The Commission should require subject-matter departments and departments of education within institutions of postsecondary education to collaborate with each other and with local schools in reinvigorating such programs.

3-B To accommodate the needs of *Late Deciders,* California should offer many **post-baccalaureate preparation programs,** that provide opportunities for candidates to complete professional preparation after they have earned bachelor's degrees. Institutions of postsecondary education, school districts, and teacher representative organizations should collaborate in the development and implementation of post-baccalaureate preparation programs that meet Commission standards.

3-C To accommodate the needs of *Career Changers,* California should offer many **internship preparation programs** that provide opportunities for candidates to complete their professional preparation while serving in paid teaching positions. Institutions of postsecondary education, school districts, and teacher representative organizations should collaborate in the development and implementation of internship programs that meet Commission standards. The Commission should require individuals who enter the profession through internship programs to hold *Internship Credentials.* Interns should be authorized to serve as "teachers-of-record" in grades K-12 within the following parameters.

(a) Interns must enroll in internship-specific professional preparation programs that meet Commission standards.

(b) Before entering the classroom as teachers-of-record, all interns must complete at least 120 hours of intensive preparation. The Commission should establish standards for the preservice component of internship programs.

(c) An intern should be allowed to serve on an Internship Credential no longer than three years, and his/her next credential should be a *Level I Credential.* During the internship, the intern should receive intensive mentoring and support.

(d) Internship programs must seek assignments for interns that optimize their chances for success. When internship programs place individual interns in more challenging settings, they should provide additional time and resources to assist those interns.

3-D To accommodate the needs of *Late Deciders* and *Career Changers* who need time to meet internship standards, California should establish **Pre-Internships Permits**, which should replace Emergency Permits for candidates who meet all requirements for internships with the exception of subject-matter competence. Pre-internship programs should lead into and articulate with internships, and the Commission should require them to meet Commission standards. Postsecondary institutions, local education agencies, and teacher representative organizations should collaborate in the development and implementation of pre-internship programs that meet Commission standards. A *Pre-Internship Permit* should authorize service as the teacher-of-record in Grades K-12 within the following parameters.

(a) The Commission should grant *Pre-Internship Permits* to individuals who participate in Commission-approved pre-internship programs.

(b) Before entering the classroom as teachers-of-record, pre-interns must complete at least 40 hours of intensive preservice preparation.

(c) *Standards of Program Quality and Effectiveness for Pre-Internship* Programs should be established, and should include standards for the selection of candidates, for the content of the preservice component, and for the ongoing training and intensive support of pre-interns.

(d) A *Pre-Internship Permit* may be renewed annually a maximum of three times if the pre-intern makes satisfactory progress toward earning a credential and meets other renewal requirements specified by the Commission.

3-E Candidates who complete professional preparation programs outside of California should have a total of five years to complete the requirements for the *Level II Credential*, the same time period available to candidates who complete professional preparation programs in California. Depending on which requirements a candidate has previously completed outside of California, he or she may begin with a one-year or two-year *Provisional Credential* to complete the following specific requirements.

(a) *Teachers Who Have Not Passed the CBEST* should be eligible for a one-year *Provisional Level I Teaching Credential* if they meet the following requirements.
- Baccalaureate or higher degree from a regionally accredited institution.
- Professional preparation program, including student teaching, approved by the state in which the program was completed.

(b) *Teachers Who Have Not Verified Subject-Matter Competence* should be eligible for a two-year *Provisional Level I Teaching Credential* if they meet the following requirements.
- Baccalaureate or higher degree from a regionally accredited institution.
- Professional preparation program, including student teaching, approved by the state in which the program was completed.
- Passage of CBEST.

(c) *Teachers Who Have Met the Following Level I Teaching Credential Requirements* should be eligible for a *Level I Teaching Credential* that is valid for five years (or for the remainder of the five-year Level I time period) if the teacher has held either or both of the provisional credentials listed above.
- Baccalaureate or higher degree from a regionally accredited institution.
- Professional preparation program, including student teaching, approved by the state in which the program was completed.
- Passage of the CBEST.
- Demonstration of subject-matter competence by completion of a Commission-approved program or passage of the appropriate Commission-adopted examinations.

3-F All candidates prepared outside of California should enter Commission-approved induction programs when they begin teaching in California. The duration of their induction should depend on their needs and prior experience.

3-G Teachers who meet the following requirements should be eligible for five-year *Level II Credentials.*

(a) Completion of the *Level I Credential* requirements listed in 3-E.

(b) Completion of a Commission-approved induction program.

(c) Passage of a Level II assessment of pedagogical knowledge and skill.

(d) Passage of a written examination covering the content described in Recommendation 7-A that is not included in the induction program, the Level II assessment, or the candidate's prior coursework.

3-H For teachers prepared outside of California, the individual induction program of support and assessment will follow the guidelines for induction in this report, and the Level II assessment will follow the guidelines for assessment as defined under General Policy Recommendation 13, with the following exceptions.

(a) The candidate may arrange to complete the Level II assessment at any time prior to the end of the five-year *Level I Credential* period.

(b) Candidates should actively engage in coursework or professional development to improve knowledge and understanding of the components of a teacher preparation program as defined in Recommendation 7-A throughout the valid period of the *Level I Credential* or until both the Level II assessment and the written examination covering the content described Recommendation 7-A have been passed.

3-I The Commission should establish a panel to review the requirements for National Board Certification and determine which California credential requirements can be waived for National Board Certified teachers from other states.

3-J The Commission should complete a comparability study to determine if teacher certification examinations offered outside of California could be used validly to meet California's basic skills or subject-matter requirements.

3-K The Commission should require out-of-country applicants to meet requirements 3-E through 3-H in order to receive a teaching credential in California.

General Policy Recommendation #4

Increase Access to Teacher Preparation, So Greater Numbers of New Teachers Can Learn to Teach Effectively.

Meeting California's need for new teachers will depend on the ability of teacher preparation programs to accommodate more candidates seeking to enter the profession. For example, if State policymakers intend to maintain the current commitment to lower class sizes, the capacity of accredited teacher preparation programs must be expanded. Sponsors of programs, in turn, should be responsive to the needs of potential candidates by offering programs on alternative schedules and by relating program offerings to the need for specific kinds of teachers in their service areas.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #4

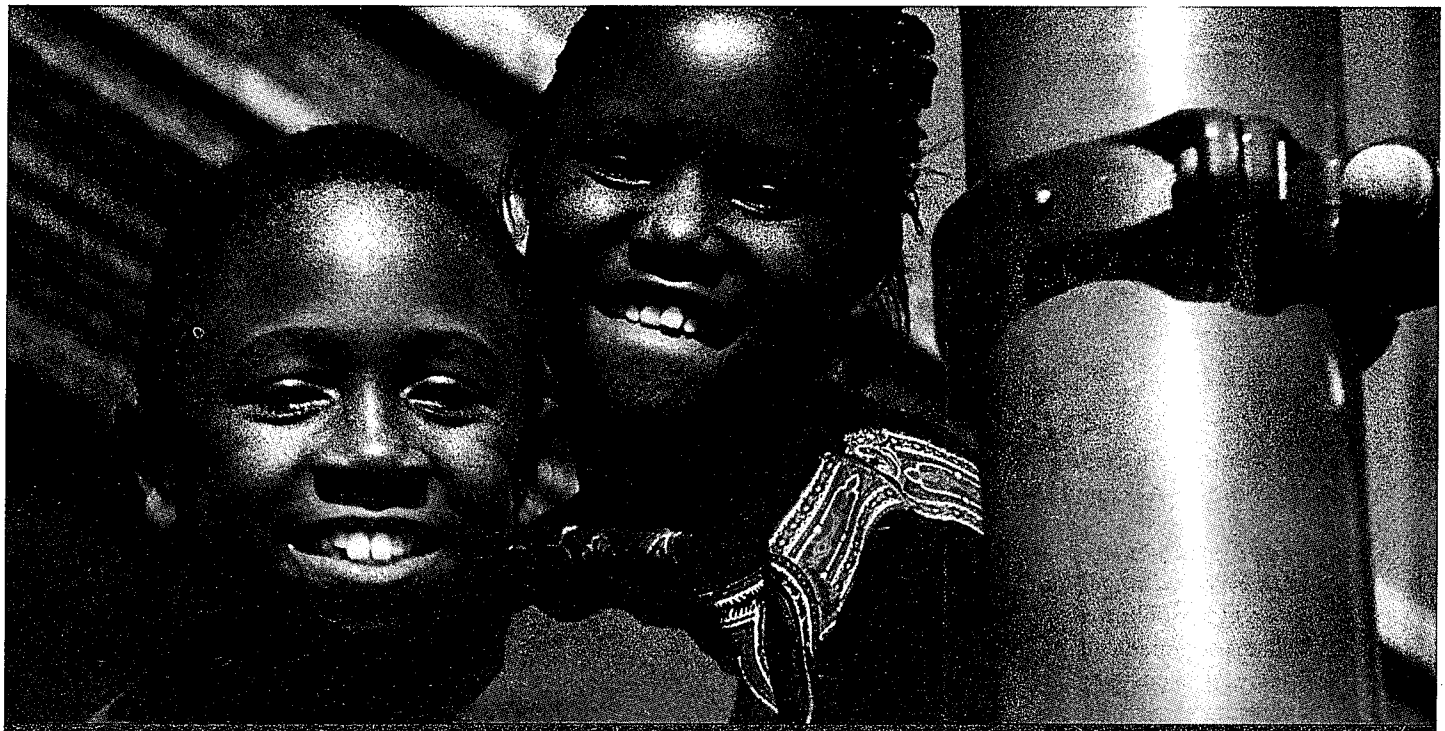
4-A Institutions responsible for teacher preparation have the affirmative obligation to provide programs for those who know at entry to college that they want to become teachers, for those whose decisions to become teachers occur only after they have received bachelor's degrees, and for those whose need for professional preparation programs becomes a reality only after they have been hired by districts and are teaching on *Emergency Permits* or *Pre-Internship Permits.*

4-B The Commission should sponsor legislation to increase the capacity of the public universities to prepare sufficient numbers of certificated teachers for the public schools. Lawmakers should require public universities to develop and implement plans for preparing sufficient numbers of certificated teachers for the public schools.

4-C To ensure that all potential teachers have access to teacher preparation programs, institutions responsible for teacher preparation have an affirmative obligation to offer professional preparation through a variety of delivery modalities and on a variety of schedules as needed in each particular service area. Coursework and supervised fieldwork should be available on weekends, in the evenings, through one-course-a-month, summer and inter-session, and extended term calendars (i.e. beyond the limits of the traditional university calendars). Delivery of preparation programs should accommodate both full-time and part-time candidates. Moreover, the faculty who are engaged to deliver these program options should include K-12 professional educators.

4-D To meet the general needs of the State of California and the particular needs of each service region, institutions responsible for teacher preparation have the affirmative obligation to prepare sufficient numbers of teachers in each credential authorization field. The Commission should expect collaboration to occur among accredited teacher preparation programs to meet the teacher supply needs of their shared regions.

4-E Accredited teacher preparation programs should make professional education accessible in terms of the costs of such programs. Specifically, each accredited teacher preparation program must offer teacher preparation coursework and fieldwork as part of the regular, base-funded campus program.



Goal Two:
Teaching Standards and Program Content

Improve Teaching so as to Promote All Children's Learning by Establishing Clear Standards that Provide Strong Direction for Teaching Candidates and Preparation Programs.

To establish cohesion and eliminate fragmentation in teacher preparation and licensing, California's credential system must include an interconnected set of requirements that foster teacher development. Credential requirements should form a continuum beginning with recruitment and undergraduate preparation, extending through professional preparation and induction, and including teachers' responsibilities to refine their professional knowledge and skills throughout their careers. All phases of teacher preparation, induction and ongoing development should be driven by a clear set of standards that define teaching competence. These standards should guide the individual development of teachers as well as programs of teacher preparation. The Panel's goal is to develop a standards-based credential system that will improve teaching and promote powerful student learning in all subjects.

The recommendations in this section focus on both the structure and curriculum of teacher preparation and licensure. The system recommended by the Panel addresses the educational needs of California's increasingly diverse population of school children and recognizes the complexities of the learning-to-teach process. By focusing the content of teacher preparation on the real needs of schools, and by staging teacher certification to maximize the development of competent teachers over time, the Panel expects to achieve powerful learning opportunities and results for children.

In January, 1997, the SB 1422 Advisory Panel recommended that the Commission adopt the *California Standards for the Teaching Profession* (CSTP) and align all other standards for the professional preparation, induction and ongoing development of teachers with these new teaching standards. The Commission acted to adopt the standards in January, 1997, and has begun to distribute them throughout the State. In this section the Panel recommends specific uses for the CSTP.

GENERAL POLICY RECOMMENDATION #5

ADOPT CANDIDATE STANDARDS THAT DEFINE PROFESSIONAL PRACTICE.

The practice of teaching at all levels must be governed by explicit standards if the work of teachers is to be regarded and respected as that of a true profession. Standards of teaching practice must define good practice clearly and forcefully so new practitioners and their mentors can examine teaching from a common perspective, and can improve teaching at their own initiative. The recently-adopted California Standards for the Teaching Profession (CSTP) should be the basis for developing and implementing new standards for the preparation, induction and professional development of teachers.

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #5

5-A *Standards for Professional Preparation Programs.* The *California Standards for the Teaching Profession* should be used to streamline, align, and strengthen the standards, requirements, and practices that currently govern professional preparation programs. The focus of the Commission's current *Standards of Quality and Effectiveness for Professional Preparation Programs* is primarily on the programs themselves, and to a lesser extent on the teacher candidates they prepare. While "opportunity to learn" standards are essential to assure program quality and teacher competence, the assessment and status of programs should also be determined by the quality of the candidates they prepare. Because the CSTP focus on expectations for a candidate's knowledge, skills and abilities, they should be used to realign all program standards that govern the preparation, induction and ongoing development of teachers. Once there is a common focus for all components and levels of the teacher certification system, all programs should be brought into alignment with this focus, in order to achieve the overall goal of providing qualified teachers for all of California's youth.

5-B *Standards for Professional Induction Programs.* To provide continuity in the professional preparation and initial development of teachers, the same standards of teaching practice should guide both professional preparation and induction programs. The Panel recommends that the CSTP be used as a framework for the support and assessment of new teachers during induction programs that address Recommendations 6-A through 6-D. Aligning the preparation and induction standards with the CSTP, which currently guide induction experiences for some teachers, will ensure that the overall preparation and initial development of the workforce is coherent and well articulated.

5-C *Standards for Ongoing Professional Development.* At the present time, practices and programs for the ongoing professional development of employed teachers often lack clarity of purpose, focus and rigor. The Commission should sponsor the development of an expanded version of the CSTP that includes beginning and advanced levels of knowledge, skills and abilities to address these problems and to foster continuity in the professional development of experienced teachers. The advanced CSTP standards should be used in implementing General Policy Recommendation 11.

FIGURE 4

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

STANDARD FOR ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange formation about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

THE *CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION* PROVIDE A COMMON LANGUAGE AND A VISION OF THE SCOPE AND COMPLEXITY OF TEACHING BY WHICH ALL TEACHERS CAN DEFINE AND DEVELOP THEIR PRACTICE. THE *STANDARDS* ARE TO BE USED BY TEACHERS TO PROMPT REFLECTION ABOUT TEACHING AND LEARNING; DEVELOP PROFESSIONAL GOALS; AND GUIDE, MONITOR, AND ASSESS THE PROGRESS OF TEACHERS' PRACTICE TOWARD PROFESSIONAL GOALS. THE *STANDARDS* ADDRESS THE DIVERSITY OF THE STUDENT PROPULATION IN CALIFORNIA SCHOOLS TODAY AND REFLECT A HOLISTIC, DEVELOPMENTAL VIEW OF TEACHING.

STANDARD FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Teachers create physical environments that create engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

STANDARD FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging leaning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

General Policy Recommendation #6

Establish a Credential Structure that Recognizes the Complexity of Learning to Teach.

Learning to teach is a complex process that requires adequate time to complete. Each new teacher needs a wide range of foundational knowledge related to teaching and learning. For each new teacher, this knowledge needs to become the basis for a wide array of teaching practices that meet the educational needs of an increasingly diverse population of students in California. To address these significant needs without greatly extending the length of preservice preparation, the Commission should establish a multi-tiered credential structure that includes initial and advanced preparation. Initial professional preparation should focus on basic principles of teaching, which should be integrated with the guided practice that most teacher candidates need before assuming full responsibility for a classroom. To provide the background that new teachers need to meet the needs of all students in K-12 schools, initial professional preparation must be part of every new teacher's experience, including those who enter the profession through internships and pre-internships. Initial preparation should be called Level I Preparation and should lead to a Level I Teaching Credential.

Advanced Preparation should build on and extend Level I Preparation while new teachers become proficient in classrooms. To complete their advanced professional preparation (Level II), all teachers, regardless of their initial route into the profession, should participate in specially designed induction programs that include support and assessment, much like the highly successful Beginning Teacher Support and Assessment Program, as well as advanced study, refinement of teaching skills, and guided reflection. Advanced Preparation should lead to a Level II Teaching Credential.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #6

6-A The Commission should issue *Level I Teaching Credentials* to candidates upon their completion of professional preparation programs that are accredited on the basis of standards set by the Commission. *Level I Teaching Credentials* should authorize service as "teachers of record" in grades K-12 while candidates complete requirements for Level II Credentials. Preparation for a *Level II Teaching Credential* should include completion of an approved induction program of support, assessment and a curriculum of initial and recursive examination of the content specified in Recommendation 7-A. Each new teacher's Individual Induction Plan will determine the length of induction, which will vary depending on the extent of her/his prior preparation in Level I. Induction experiences for individuals entering the profession through internships that include substantial levels of mentoring and support should be shorter than the typical two-year induction program that is designed for other candidates for *Level II Teaching Credentials.*

6-B A *Level I Teaching Credential* should be non-renewable and valid for five years. During the first three years of teaching, new teachers with *Level I Credentials* should successfully complete induction, which should normally be one to two years long. Every holder of a *Level I Teaching Credential* should be employed in an environment that fosters intensive learning of pedagogical practice. Induction programs must make efforts to secure assignments for *Level I Credential* holders that optimize their chances for success. When *Level I Credential* holders are placed in more challenging assignments, induction programs should provide additional support and resources to assist these beginning teachers.

6-C Each beginning teacher who holds a *Level I Credential* should develop an individualized induction plan (IIP) with the assistance of an assessor and a support provider. The IIP will define the length, content and activities of a teacher's induction program, based in part on the results of a formative assessment. Many features of a teacher's IIP will be unique to the needs of that teacher; other IIP plans will be common to all *Level I Credential* holders in an induction program. Formative assessment in induction programs should be based on the *California Standards for the Teaching Profession* and the other provisions of Recommendation 5-B. Induction program standards should include rigorous expectations pertaining to the qualifications, selection, training and performance of formative assessors and support providers. The Commission should require local induction programs to adhere to these standards as one criterion for awarding Level *II Teaching Credentials*..

6-D To meet *Level II Credential* requirements, all induction programs should be approved by the Commission based on standards set jointly by the Commission and

the California Department of Education. Adequate resources to support induction should be provided so that all districts in California have an equal opportunity to develop and implement programs.

6-E The Commission should issue *Level II Teaching Credentials* to candidates upon their successful completion of approved induction programs and their passage of an individual candidate assessment as set forth in General Policy Recommendation 13. *Level II Teaching Credentials* should authorize service as "teachers of record" in Grades K-12. Teachers must renew their *Level II Credentials* every five years, after successful completion of professional growth requirements, which are based on individualized development plans as set forth in Recommendation 11-B.

6-F When Policy Recommendations 6-A through 6-E take effect, the fifth year of study should be repealed as a distinct requirement for the current second-level teaching credential. Similarly, the one year limit on the length of professional preparation should be eliminated.

6-G Except for pre-internships and programs that integrate subject matter and professional preparation, the overall duration of each route to Level II certification is expected to be three years, which includes Level I preparation and Level II induction. For candidates who complete internship programs for their Level I preparation, the overall sequence is expected to consist of two years of initial professional preparation and one year of Level II induction. For candidates who complete post-graduate programs for Level I preparation, the overall sequence will typically be one year of initial professional preparation and two years of Level II induction.

6-H An individual should have a *Level I Teaching Credential* in order to receive credit toward probationary status. Time served on an *Internship Credential* or a *Pre-Internship Permit* should not used to determine probationary status. An individual should fulfill the requirements for a *Level II Credential* before achieving permanent status.

General Policy Recommendation #7

Require Teacher Preparation Programs to Address the Learning Needs of Children and Youth in California.

Teachers must be well prepared to address the specific learning needs of California's diverse children and youth. To provide optimal conditions for children to learn, preparation for a teaching credential must include the following:

- ***knowledge and understanding of the ability levels, languages, and cultures that children and youth bring to the learning process;***
- ***a broad base of knowledge and skill in pedagogy, curriculum design, student assessment, instructional planning, and classroom management;***
- ***effective practical preparation that is well integrated with principles for teaching the subjects authorized by the credential;***
- ***preparation for instruction in reading, critical thinking and the classroom uses of technology; and***
- ***preparation for the social and environmental conditions that are prevalent in California's K-12 schools.***

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #7

7-A For favorable accreditation decisions in the future, professional preparation and induction programs must effectively integrate instruction and field experiences in the content areas listed below. Instruction and experiences in these content areas must contribute to each candidate's competence in all domains of the *California Standards for the Teaching Profession.* Professional preparation and induction programs (Level I and Level II) must include, but are not limited to, instruction and field experience in these content areas.

Content Area I: Children Learning

(a) Knowledge of children: cognitive, social and individual development and their applications to teaching and learning.

(b) Knowledge of culturally and ethnically diverse students and how to meet their educational needs.

(c) First and second language development in childhood and adolescence, especially the development of English language proficiency.

(d) Principles and effective methods for teaching special-need students in least restrictive environments (mainstreaming).

(e) Principles of self-esteem and effective ways to foster self-esteem among diverse children and adolescents.

Content Area II: General Pedagogy

(f) Effective communication skills and strategies.

(g) General principles of pedagogy and intensive practice at effective instructional strategies.

(h) Principles and effective strategies for curriculum planning.

(i) Principles and effective strategies for student assessment.

(j) Principles and effective strategies for classroom management.

(k) Principles and effective strategies for reflection on teaching.

(l) Principles and effective strategies for curriculum integration.

Content Area III: Specific Pedagogy

(m) Subject-specific methods for teaching the subjects that candidates will be authorized to teach (e.g., English, mathematics, the arts, etc.)

(n) Specially-designed academic instruction in English (SDAIE), especially for English Language Learners.

(o) Specific methods for reading instruction, including emergent literacy in early childhood and subsequent literacy development in childhood and adolescence.

(p) Principles of critical thinking and subject-specific methods for teaching critical thinking as part of the school curriculum.

(q) Principles and effective uses of instructional technologies (including computers) in K-12 classrooms.

Content Area IV: Environmental and Social Context

(r) Principles of equity in classrooms and schools, and effective methods for fostering equity and keeping biases out of teaching.

(s) Principles and effective methods for establishing safe environments in schools and classrooms, and for preventing violence.

(t) Principles and effective methods for forming partnerships with parents and families, and for involving communities in schools.

(u) Principles of student health, including effective methods for contributing to student health in general school programs.

(v) Principles and effective strategies for providing integrated social and educational services.

(w) Knowledge of the history of education and political and legal issues related to teaching.

7-B The Commission should incorporate the current knowledge base and field experiences required for the CLAD Emphasis Credential into the Level I and Level II Credential requirements for all teacher candidates. That is, the depth and breadth of knowledge and skills related to content areas (b), (c), (d), (n) and (r) in recommendation 7A should reflect the current requirements for the CLAD Emphasis Credential. All Level I Credentials will be CLAD Credentials, and all Level I Credential holders will be authorized to teach English Language Learners, while realizing the effects of Recommendation 8-D

7-C To earn *Level I Teaching Credentials,* all candidates must complete baccalaureate degrees at regionally accredited institutions.

7-D To earn *Level I Teaching Credentials,* all candidates must pass a Commission approved test of basic skills, currently the California Basic Educational Skills Test (CBEST).

7-E To earn *Level I Teaching Credentials,* all candidates must demonstrate subject-matter competence in one of two ways:

(a) By completing a Commission-approved subject-matter program including an institutional assessment of subject-matter competence that meets Commission standards, OR

(b) By passing a Commission-adopted subject-matter examination(s) that is congruent with the scope and content of the Commission's subject-matter program standards.

7-F With a single exception, candidates should not be required to complete additional subject matter course-work if they have verified subject matter competence by examination. Exception should be made for a performance-based assessment of short duration, which an institution may require candidates to pass. Such an assessment of subject matter competence may be used to augment transcript information (for those completing programs) or subject matter examination information. If an institution uses this option, it must require all candidates to complete such an assessment, regardless of whether they have completed a program or passed an examination.

7-G When the content elements in Policy Recommendation 7-A take effect in teacher preparation and induction programs, with particular reference to elements "e" (mainstreaming), "q" (technology) and "u" (health), then the current separate course requirements in these three elements should be eliminated as distinct credential requirements under the law.

7-H The Commission should rely on the recommendations of expert advisory task forces to develop a series of "Teacher Preparation Guides" for specific interdisciplinary content areas (i.e., equity, reading, parent involvement, health, critical thinking, school safety, self-esteem, instructional technology, and communication skills). These guides will serve multiple purposes:

(1) as resources for integrating these content elements into Level I and Level II Credential Preparation programs;

(2) as references for credential candidates and their support providers to use in formative assessments and in preparation for summative assessments.

7-I The Commission should advocate raising the current language require-ments for obtaining the bachelors degree to two years of college instruction (or the equivalent). The Commission should encourage elementary and secondary schools and colleges to require language study. This increased language study would contribute to the parallel goals of meeting the need for bilingual teachers and educating a linguistically literate workforce to successfully participate in an increasingly global economy.

General Policy Recommendation #8

Establish Levels of Standards that Ensure the Development of Teaching Competence Over Time.

For teacher preparation, induction, and ongoing development to be coherent and effective, each phase must connect and articulate with the other phases. The Commission should adopt distinct standards for Level I and Level II preparation programs in conjunction with each other. Both sets of standards should address a curriculum of initial content and recursive content, supervision, formative assessment, individual support, and reflection on practice.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #8

8-A The Commission should sponsor the creation of Developmental Levels of Teaching Abilities, based on the *California Standards for the Teaching Profession,* which should establish appropriate expectations for candidate competence following professional preparation (Level I) and induction (Level II) programs. The Commission should revise the current Category V Standards of Candidate Competence to reflect appropriate expectations for the development and assessment of candidate competence during professional preparation and induction (according to Recommendation 13-D), and for the approval and accreditation of preparation and induction programs.

8-B The Commission's Standards of Program Quality and Effectiveness should distribute the delivery of content across the Level I professional preparation and Level II induction phases of learning to teach. The Commission should rewrite curriculum standards (currently Category III for professional preparation) to incorporate all of the content areas in Recommendation 7-A, and should provide guidelines for their distribution across professional preparation and induction programs. For example, professional preparation programs should develop a rationale for sequencing coursework and field experiences so that they emphasize basic foundational knowledge (e.g., a, b, c, d, e, and w) early and apply it repeatedly, as candidates develop and reflect (k) on pedagogical knowledge (e.g., e, f, g, h, i, j, k, l, m, n, o, p, q, and r). Other content areas (e.g., s, t, u, v, and w) should be introduced during professional preparation and re-emphasized during induction where the context of employment is a critical factor. For internship and pre-internship programs, where the context and responsibilities of employment play an important role in every phase, the sequencing of content may differ from that in "preservice" programs.

8-C Professional preparation programs should provide instruction in the content areas listed in Recommendation 7-A at a level of understanding necessary for candidates to meet the Level I developmental stage of the *California Standards for the Teaching Profession.* Induction programs should re-address much of the content in 7-A, and should introduce supplementary content, at a depth of understanding necessary for candidates to meet the Level II developmental stage of the *California Standards for the Teaching Profession.* The Commission's *Standards of Quality and Effectiveness* for induction programs should require such recursive treatment of the content of teacher preparation, together with a rationale for its delivery.

8-D Building on the provisions of Recommendation 7-B, the standards for induction programs for *Level II Credentials* should require focused instruction for beginning teachers working with English Language Learners and the attainment of advanced expertise in English Language Development (ELD), Specially-Designed Academic Instruction in English (SDAIE), and culturally responsive pedagogy.

8-E The Commission should develop Standards of Quality and Effectiveness for pre-internship and internship programs.

8-F Multiple, core and single subject standards for internship programs should emphasize candidates' understanding and application to teaching of content elements (a), (c), (f), (g), (h), (i), (j) and (m) in Recommendation 7-A prior to each candidate's assumption of classroom responsibilities as the teacher of record. Multiple, single and core subject internship programs should also include element "o". In addition, standards for multiple, core, and single subject internship preparation should emphasize the development of an intern's initial understanding of elements (d), (e), (k) and (t) prior to each candidate's completion of the preservice component of the program.

8-G Pre-internship program standards will emphasize each candidate's beginning understanding and ability to apply understanding of content elements (a), (c), (f), (g), (h), (i), (j) and (m) in Recommendation 7-A prior to each candidate's assumption of classroom responsibilities as the teacher of record. Multiple and core subject pre-internship programs should also include element "o".

8-H The Commission should recognize that, in conjunction with this review, several task forces drafted content standards for teacher preparation and induction programs, which the Advisory Panel commends to the Commission. The Commission should establish a Professional Preparation/Induction Standards Advisory Panel, which should be directed to work with the newly-developed standards rather than drafting new standards in each content area.

General Policy Recommendation #9
Establish Accreditation Standards that Ensure Opportunities to Learn Teaching.

Accreditation of professional preparation programs should depend in part on programs providing legitimate opportunities for teacher candidates to learn and apply the knowledge base for teaching. Each program should present a curriculum that blends knowledge of basic principles with effective applications and practical perspectives. Accreditation standards should be aligned with the California Standards for the Teaching Profession and should allow appropriate distribution of content across Level I and Level II preparation. New Standards of Quality and Effectiveness for Professional Preparation and Induction Programs should: differentiate between multiple, core, and single subject programs; require early and frequent field experiences; address selection of teachers into teaching pursuant to Panel Recommendations 2-A and 2-B; and require significant collaboration pursuant to General Policy Recommendation 15. All professional preparation and induction programs that lead to Level I or Level II Teaching Credentials should be required to meet standards and be accredited by the Commission for credentialing purposes.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #9

9-A The Professional Preparation/Induction Standards Advisory Panel established in Recommendation 8-H should include at least one member of the SB 1422 Panel. The Commission should direct this panel to develop program standards pertaining to content, formative and summative assessment, and supervision, support and reflection for all professional preparation and induction programs, among other needed standards for accreditation and certification.

9-B Colleges, universities, school districts, and county offices of education should design teacher preparation programs to clearly integrate theory and practice so that every component of the program related to instruction includes a demonstration of the theory being taught and the opportunity to observe and apply the theory in a real classroom.

9-C In order to promote thorough integration of theory and practice, the Commission should establish *one* standard related to "integration of fieldwork with coursework" (i.e. theory and practice). This standard should require programs to provide balanced opportunities for all candidates to integrate coursework with fieldwork.

9-D The Commission should require programs to provide multiple opportunities for candidates to participate in diverse fieldwork activities that are appropriate for the credentials they seek. Programs should select sites for field placements that provide candidates with rich field experiences and multiple opportunities to observe and participate in sound educational practices. The *Standards of Program Quality and Effectiveness* should require that programs align their criteria for the selection of field placements with the mission and vision that are articulated in collaboration agreements pursuant to General Policy Recommendation 15.

9-E The Commission should require the sponsors of teacher education programs to demonstrate that qualified people representing the sponsoring agencies monitor, supervise and support candidates, as appropriate, during their field experiences. The Commission should require programs to provide supervised field experiences with sufficient time and continuity in a single placement so each candidate can understand pupils' developmental and incremental growth in learning, and understand the effects of school culture and environment. Field placements and supervision practices should recognize that each candidate will progress at an individual rate, but all candidates must meet the same standards.

9-F The Commission's standards should direct programs to help candidates, through proper sequencing of coursework and field experience, to transition from observation and participation activities to full teaching responsibilities.

9-G High-quality instruction in teacher preparation is essential. The Commission should ensure that teacher educators have strong academic and experiential backgrounds in areas they teach, and are able to clearly present complex conceptions of teaching and learning while making them meaningful to teachers in preparation.

General Policy Recommendation #10
Give Special Attention to the Preparation of Teachers for Early Adolescents.

Recent school reform efforts have resulted in a restructuring of California's middle schools to better address the unique, special needs of young adolescents. The new credential structure should complement these reforms by including specialized preparation and a new credential for middle grades teachers. Future teachers who choose to teach in middle schools should receive explicit preparation for teaching early adolescents which should address the academic and personal needs of early adolescents, and should recognize the special qualities of middle schools.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #10

10-A *Credentials for New Middle Level Teachers.* The Commission should establish the following credential requirements for individuals seeking initial employment as teachers in California schools that are organized to include core classrooms. (Core classrooms are primarily middle school classrooms in which two or more subjects are taught for two or more periods per day to the same group of students.)

Each new teacher who has not been employed in a public school should be required, as a condition for middle level teaching, to complete teacher preparation leading to one of the following credentials:

(a) *Core Subject Teaching Credential.* Subject matter preparation should be appropriate for a dual-subject assignment in the middle grades. Professional preparation should concentrate on learning to teach early adolescents in middle schools.

(b) *Multiple Subject Teaching Credential with Middle Level Emphasis.* Subject matter preparation should be appropriate for assignment to a self-contained classroom. Professional preparation should concentrate on learning to teach early adolescents in middle schools.

(c) *Single Subject Teaching Credential with Middle Level Emphasis.* Subject matter preparation should be appropriate for assignment to teach a series of classes in a single subject of the curriculum. Professional preparation should concentrate on learning to teach early adolescents in middle schools.

10-B *Holders of Previously-Issued Credentials, Except Those with Middle Level Emphasis:* Each teacher who has not been employed in a middle level public school and seeks to become a teacher in such a school should complete requirements for a *Middle Level Certificate* or its equivalent within three years of being employed at a middle level school.

10-C *Teachers Currently or Previously Employed in Middle Schools, Who Hold Multiple Subject, Single Subject, or Other Credentials Authorizing Service to Early Adolescents.* Teachers presently or previously employed in middle level schools and holding either Multiple Subject, Single Subject, or other credentials authorizing service to early adolescents, should not be required to meet any additional requirements to retain their present positions or to move to other middle level schools if they have successfully taught in middle schools.

10-D The Commission's Professional Preparation Standards should differentiate between multiple, core, and single subject preparation.

General Policy Recommendation #11

Improve Teacher Accountability in Credential Renewal that Involves Career-Long Professional Development.

California's current system for credential renewal should be maintained and improved to provide greater opportunities for experienced teachers to pursue professional development that is linked to student achievement. The current system should be enhanced by requiring teachers to select professional development goals and activities that are designed to improve their teaching and student learning. A teacher's professional development goals and activities should represent a cohesive plan for professional growth over time, and should be aligned with the California Standards for the Teaching Profession.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #11

11-A To renew a *Level II Teaching Credential,* a teacher must complete 150 hours of standards-based professional development activities that are directly related to the domains described in the *California Standards for the Teaching Profession.* With a Professional Development Advisor, each teacher should build a professional development plan, which should guide all of the teacher's professional growth.

11-B To guide professional development in the first renewal cycle, each *Level II Teaching Credential* holder should have an *Individual Professional Development Plan* approved by her or his Professional Development Advisor within 120 days of the issuance of the *Level II Credential.* This plan should be based in part on the results of the summative assessment for the *Level II Teaching Credential,* according to Recommendations 13-H through 13-M.

11-C Based on the *Level II Teaching Credential* holder's self-assessment of his/her skills in relation to the *California Standards for the Teaching Profession* (CSTP) and the provisions of Recommendation 5-C, the Individual Professional Development Plan should focus initially on one or two domains of the *CSTP,* with options to change or expand as each teacher's professional interests or assignments change.

11-D The *Individual Professional Development Plan* should specify the CSTP domain(s) in which the teacher plans to complete professional development activities, a rationale for choices, possible sub-domains and activity plans, and how this work will impact student learning.

11-E For second or subsequent renewals of *Level II Teaching Credential* teachers should choose different domains for new focus, unless there is a strong rationale to support advanced, continued study in a domain that was previously examined.

11-F The Commission should encourage experienced teachers to pursue higher degrees related to teaching, advanced language study and the completion of requirements for BCLAD authorizations. The *California Professional Growth Manual* should give attention to these options.

11-G An experienced teacher's professional development for *Level II Credential* renewal should include opportunities and time to work collaboratively with other teachers in joint problem solving of teaching-learning issues (e.g., CLAD related issues). The *California Professional Growth Manual* should give attention to this option.

11-H California should take the lead in establishing a climate of professionalism in teaching. For example, the Commission should encourage teachers to conduct classroom studies and share their results with other members of the profession at professional conferences and in teachers' journals. The *California Professional Growth Manual* should give attention to these options.

11-I As the Commission examines and revises the *California Standards for the Teaching Profession* in the context of a new credentialing system, the Commission should include in the Standard on Professional Develop-ment the pursuit of higher degrees, specialist credentials, advanced certificates, and contributions to the profession.

11-J At the third renewal of the *Level II Teaching Credential,* the teacher's Individual Professional Development Plan should have an additional mandatory goal chosen from one of the following: leadership, teacher research, innovation, collaboration, reflection, professional writing, or other approved means to contribute to the profession.

11-K The Professional Development Advisor should verify completion of professional development through evaluation of both of the following documents:

(a) transcripts or equivalent documentation of units, hours, etc.; and

(b) submission of a Professional Development Notebook.

The Professional Development Notebook should consist of one or two entries by the Level II Credential holder for each learning activity (course, workshop, seminar, etc.). Each entry should contain the teacher's reflective statement about how the professional development activity connects to the teacher's class and teaching, how it impacts student achievement, and how it connects to achievement of the teacher's own professional development goals. The Commission should encourage teachers to share notebooks with other colleagues, in addition to the Professional Development Advisor.

11-L In the Commission's *Professional Growth Manual,* the Commission should replace the domains of professional growth for Multiple, Core, and Single Subject Teaching Credential holders with the domains of the *California Standards for the Teaching Profession.*

11-M When the professional credential renewal requirements have become more effective as a result of Policy Recommendations 11-A through 11-L, then the Commission should make the improved requirements legally applicable to all holders of renewable (non-life) teaching credentials. The holder of a renewable teaching credential that was not previously subject to the professional renewal requirements shall be required to adhere to Policies 11-A through 11-L beginning with the next full renewal period following adoption and implementation of Policies 11-A through 11-L.

General Policy Recommendation #12

Establish and Implement a Professional Services Certificate.

The credential structure should accommodate the need for teachers with advanced expertise who can provide special services to other professionals (such as support and assessment of beginning teachers, supervision of student teachers and interns, and service as professional growth advisors). Such a structure would establish a career ladder, enabling veteran teachers to advance their careers while remaining in their classrooms as they continue to guide, assist and supervise teacher candidates and new teachers.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #12

12-A The Commission should create a *Professional Services Certificate* that authorizes experienced teachers to provide special services to new teachers and credential candidates.

12-B To receive a *Professional Services Certificate,* a teacher must:

(a) Possess a current, valid *Level II Teaching Credential* or an equivalent credential or certificate as determined by the Commission.

(b) Complete the 150 hours of professional development required for renewal of *the Level II Teaching Credential*;

(c) Document three years of successful, exemplary teaching with a *Level II Teaching Credential* (or the equivalent). Site administrator evaluation must be included as well as other types of documentation (e.g., personnel letters, stakeholder/colleague letters, teaching awards, assessment outcomes);

(d) Write a letter outlining reasons, plans, and intentions in seeking this Certificate;

(e) Successfully complete a Commission-approved Professional Services Certificate preparation program that meets standards developed by the Commission and the Department of Education.

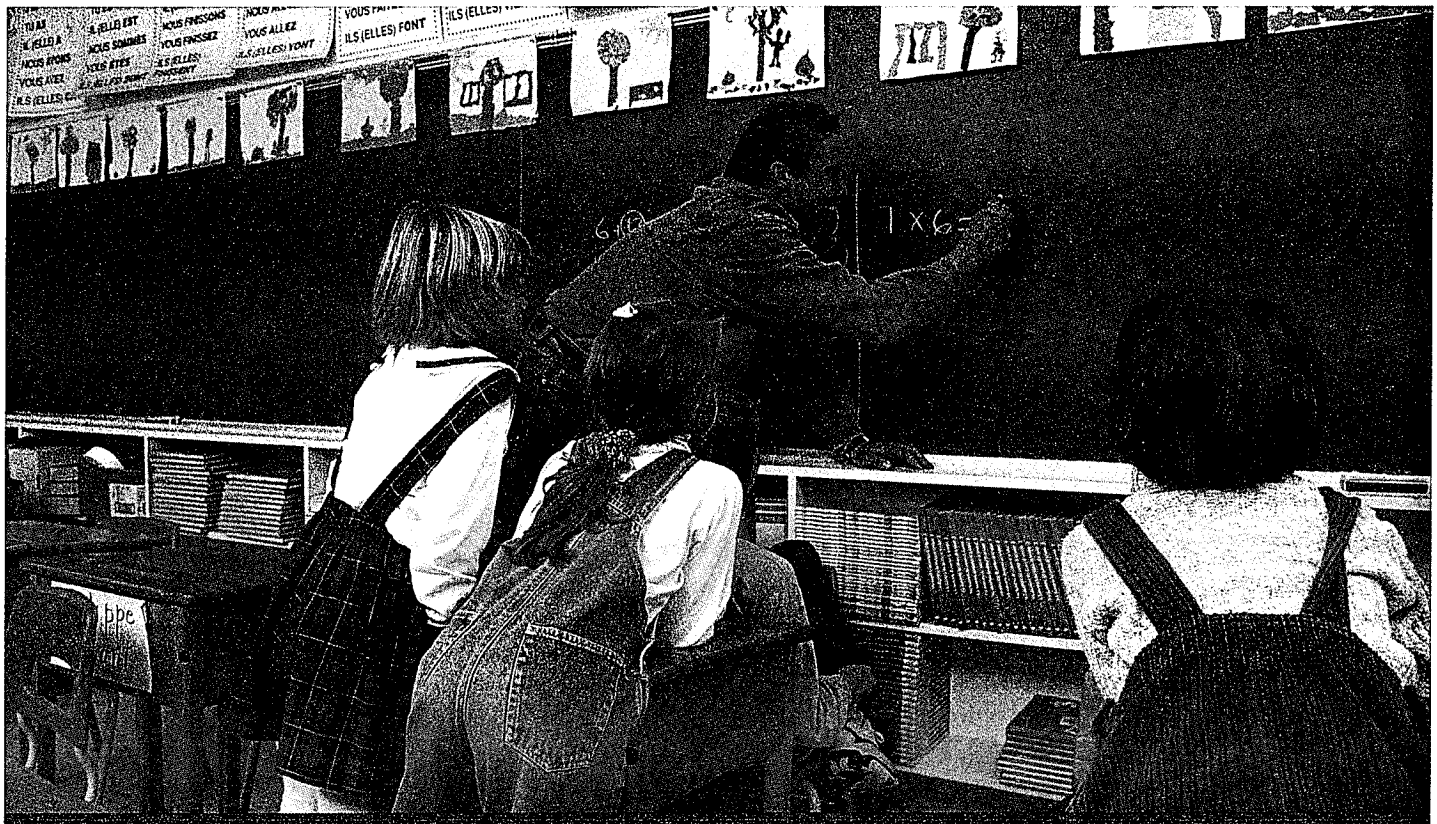
12-C The Commission and the California Department of Education should jointly develop standards for *Professional Services Certificate* preparation programs. Program components should include existing elements of Beginning Teacher Support and Assessment Program Support Provider Training and Assessor Training, plus new elements for portfolio development, coaching and supervision, and professional growth advisement. Programs may be developed to meet these standards and be offered by institutions of higher education (IHEs), districts, other institutions, or collaborative consortia. The sponsors of programs should submit program plans to the Commission for approval before commencing operation. Then the approval process should continue on a regularly-scheduled basis.

12-D The Professional Services Certificate should be valid for five years. Renewal requirements for the certificate will match the renewal requirements for the prerequisite credential held by each teacher. To renew the certificate, candidates would complete professional development as required for renewal of their prerequisite credential; document successful service in a professional services role and/or continued exemplary teaching; and update their training for their professional services role as needed. At the time of renewal, teachers with renewable credentials may choose to renew their Level II Credentials only by meeting those requirements instead of the Professional Services Certificate renewal requirements. To maintain the Professional Services Certificate, holders of credentials that do not require renewal would not be required to meet the 150-hour renewal requirements. However they would need to keep their professional services training up-to-date and continue to serve successfully in the professional services role and as exemplary teachers.

12-E Teachers who have previously or are currently providing services authorized by the Professional Services Certificate can continue to provide these services until they must renew their current credentials (a maximum of five years). At that time, they must apply for the Professional Services Certificate and meet the requirements listed in 12-A to continue to provide services authorized by the certificate.

12-F Additionally, programs (IHEs, districts, others) utilizing teachers and others in *Professional Services Certificate*-authorized roles will have a phase-in timeline to ensure that, eventually, all those serving in this capacity are appropriately trained and certified.

12-G Individuals who serve as Professional Development Advisors must hold Professional Services Certificates or the equivalent.



Goal Three: Increase Professional Accountability

Increase Accountability in Teaching by Establishing Rigorous Candidate-Based Assessments and More Comprehensive Program Evaluation and Accreditation Systems.

The quality of teachers is the single most important determinant of student success and achievement in school. In the past, California has relied almost exclusively on the quality of teacher preparation programs to improve the quality of the teaching workforce. While the Commission's *Standards of Program Quality and Effectiveness* currently require professional preparation programs to assess each candidate's teaching competence prior to recommending her/him for a teaching credential, current assessment practices vary considerably from program to program, and are generally considered to be weak. Furthermore, California's school children continue to score below the national average on achievement tests. Students in hard-to-staff, largely urban schools demonstrate even poorer learning.

Major initiatives are underway to establish K-12 curriculum standards in California and to reinvigorate the State's student assessment program. California's credentialing system must keep pace with these other efforts by holding credential candidates accountable for learning the knowledge and skills they need to teach California's diverse student population effectively. The Panel intends, through recommendations in this section, to increase accountability with respect to teacher candidates and teacher preparation programs. If the State significantly upgrades accountability measures at these levels, the Panel believes that the result will be improved teacher preparation, more effective teaching in the schools, better learning opportunities for K-12 students and higher achievement for all children and youth.

GENERAL POLICY RECOMMENDATION #13

REQUIRE BROADER AND MORE RIGOROUS ASSESSMENT OF TEACHER CANDIDATES.

The credential system must ensure that all newly credentialed teachers meet established teaching standards. Current assessment practices in preservice teacher preparation are disparate and inadequate for the new credential system, and must therefore be strengthened or replaced. To ensure the most effective teaching for California's children, candidates should be assessed at the culmination of both Level I and Level II preparation.

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #13

13-A Each candidate for a *Level I Teaching Credential* should verify Level I pedagogical knowledge and skill by completing an accredited professional preparation program. Each program should include an institutional assessment of individual candidates that meets the Commission's *Standards of Program Quality and Effectiveness* and is congruent with the scope and content of the *California Standards for the Teaching Profession (CSTP).*

13-B The revised *Standards of Program Quality and Effectiveness* for professional preparation programs should give considerable attention to the psychometric quality (reliability) and validity (in relation to *CSTP*) of all institutional assessments of entry-level pedagogical knowledge and skill. The Commission should sponsor the development of one or more exemplary assessment systems (including formative assessment procedures and a summative decision-making process) that preservice and internship programs could choose for the institutional assessment of candidates' Level I pedagogical knowledge and skill.

13-C Preservice and internship programs could choose an assessment system adopted by the Commission as part or all of their candidate assessments OR they could choose to develop or adopt an alternative assessment system (including formative assessment and a summative decision-making process) that is comparable to the Commission's system in terms of coverage of the *CSTP* (validity) and psychometric quality (reliability). An appointed panel of experts should review alternative assessment systems proposed by preservice and internship programs to determine if the alternative systems are sufficiently equivalent to the one adopted by the Commission.

13-D Research should continue on the creation of Developmental Scales to accompany the *California Standards for the Teaching Profession* (see Recommendation 8-A). Results of this work and related research (e.g., the *Developmental Continuum of Teaching Abilities)* should be incorporated into the formative and summative assessment procedures following preservice preparation and induction for all candidates for *Level I* and *Level II Teaching Credentials,* including interns and pre-interns.

13-E Each candidate participating in pre-internship or internship programs should pass a program-based assessment of their readiness to enter the classroom following their 40 or 120 hours of preparation and prior to advancement to teacher-of-record in classrooms. These assessments should be aligned with the *California Standards for the Teaching Profession.*

13-F Credential candidate assessments during Level I preparation programs should be congruent with the assessment model used in granting Level II credentials. Formative assessments should involve ongoing observations of teaching with supportive feedback. Summative assessments should be authentic, performance-based assessments of the teacher's pedagogical skills and knowledge. Both types of assessment should be based on the *California Standards for the Teaching Profession.*

13-G The central component of the summative assessment process for *Level I and Level II Teaching Credentials* should be observations of the candidate in the classroom. Interviews and additional components should be included as necessary to assess performance in each of the six areas of the *California Standards for the Teaching Profession.* This additional information could include lesson plans, examples of student work with comments by the teacher, responses to specific questions, examples of collaboration with colleagues and parents, etc. What additional components are necessary to fully assess the *CSTP* at both levels will be decided in the development process of the new assessment instruments with input from teachers, administrators, curriculum specialists, teacher educators and other education experts.

13-H The Panel recommends the following Level II Assessment Model for implementing Recommendation 6-E. With this model, the Level II assessment should become an integral part of induction programs. Induction programs that meet standards should include formative assessment and support according to Recommendations 6-A through 6-D; instruction in content areas specified in Recommendation 7-A; and summative assessment as described below.

(1) Induction support should be informed by ongoing formative assessment of the candidate's understanding and skills as defined by the *California Standards for the Teaching Profession (CSTP)*. The Level I summative assessment may be used as a diagnostic tool to inform the candidate's initial Individual Induction Plan (IIP). The IIP will evolve over time to reflect the needs of the beginning teacher.

(2) Induction programs should include (a) continued preparation in the content areas described in Panel Recommendation 7-A, which will have been introduced in initial preparation, and (b) introduction of supplemental content which may be addressed for the first time during induction. This supplemental content is related to the *CSTP* but need not be required by the standards.

(a) In keeping with the concept of multiple routes to prepare for the *Level I Teaching Credential* according to General Policy Recommendation 3, induction programs may deliver content in a variety of ways that meet standards, including, but not limited to, formal coursework offered by IHEs, workshops offered by local education agencies (LEAs), independent studies, and through mentoring by support providers.

(b) A candidate should develop a portfolio, based on a standardized format, displaying his/her knowledge and skills relevant to the *CSTP*. This portfolio may build on one completed by the candidate as part of a professional preparation program. The portfolio will be used in the summative decision-making process to provide evidence that the beginning teacher has met Level II performance levels of the *CSTP*.

(3) To meet induction program standards, the director of each induction program should be required to submit an implementation plan for a Level II summative assessment. The implementation plan should include information about how the sponsors of the induction program intend to select team members and assign them to candidates; from whom candidates may select team members; how many times the team members will observe the candidate, both formally and informally; who will organize the summative assessment meetings; etc. Each plan should address how the program will implement the following requirements.

(a) For each candidate, the Level II summative assessment will be conducted by a team of three people. This team may include the candidate's trained support provider, other support providers, site administrators, teacher peers, university faculty/supervisors, district-level representatives, and teacher organization members. The team must include at least one member selected by the candidate, at least one member selected by the director of the induction program, and at least one member who has expertise in the subject area the candidate teaches. The candidate can choose to have the support provider on the assessment team or another individual trained in the observation instrument. The candidate may veto one proposed local member of the assessment panel.

(b) The program director and the candidate will identify team member(s) at the beginning of the second year of induction, to give the team time to make observations and prepare for the summative decision.

(c) At least two (perhaps all) members of the team will be certified by the Commission to use an observation instrument developed by the Commission and related to the *CSTP*. Assessors must complete a training program and pass a proficiency assessment to be certified. Training will include instruction and practice using and scoring the observation instrument.

(d) Each member of the team will observe the candidate in his or her classroom on multiple occasions over the course of the year. At least two certified team members will observe the candidate using the *CSTP*-based assessment instrument. All observations will include post-observation meetings between the candidate and the observer.

(e) The team will meet to make a collaborative summative decision toward the end of the induction period. At this meeting the candidate will present evidence from the portfolio and answer questions asked by the team. The team will then meet in private (without the candidate)

to discuss the evidence, including the results of the formal observations, and make a decision whether to recommend the candidate for the *Level II Teaching Credential.*

13-I Except as directed by the *Level II Credential* candidate, the summative assessment should be separate from the formative assessment data collected as part of an induction program. In order to protect the supportive relationship between the beginning teacher and the induction support provider, none of the information collected as part of formative assessment should be used in the summative decision-making process, unless the *Level II* candidate chooses to include such information.

13-J For Multiple Subject Credential candidates who teach in elementary schools, the formal observations for the Level II assessment should include lessons in language arts and in mathematics and/or science. Other observations should be distributed over the remaining subjects of the teacher's assignment.

13 -K For elementary teachers, portfolio development should span all subject areas taught. During the summative assessment meeting, candidates should expect to answer questions about their teaching in all areas of their curriculum. In particular, primary grade teachers should prepare to answer questions about the content and success of their reading programs.

13-L The Commission should develop and implement an appeal process whereby a teacher can challenge the results of the summative assessment.

13-M The summative assessment should occur during the second year of induction, ideally early in the second semester.

General Policy Recommendation #14

Require More Rigorous Accreditation of Programs for All Routes into the Teaching Profession.

The Commission should hold all programs of preparation for Level I and Level II Teaching Credentials to high standards through the accreditation process. Accreditation or approval of all programs should be based on new Standards of Program Quality and Effectiveness that should be aligned with the California Standards for the Teaching Profession and adopted by the Commission.

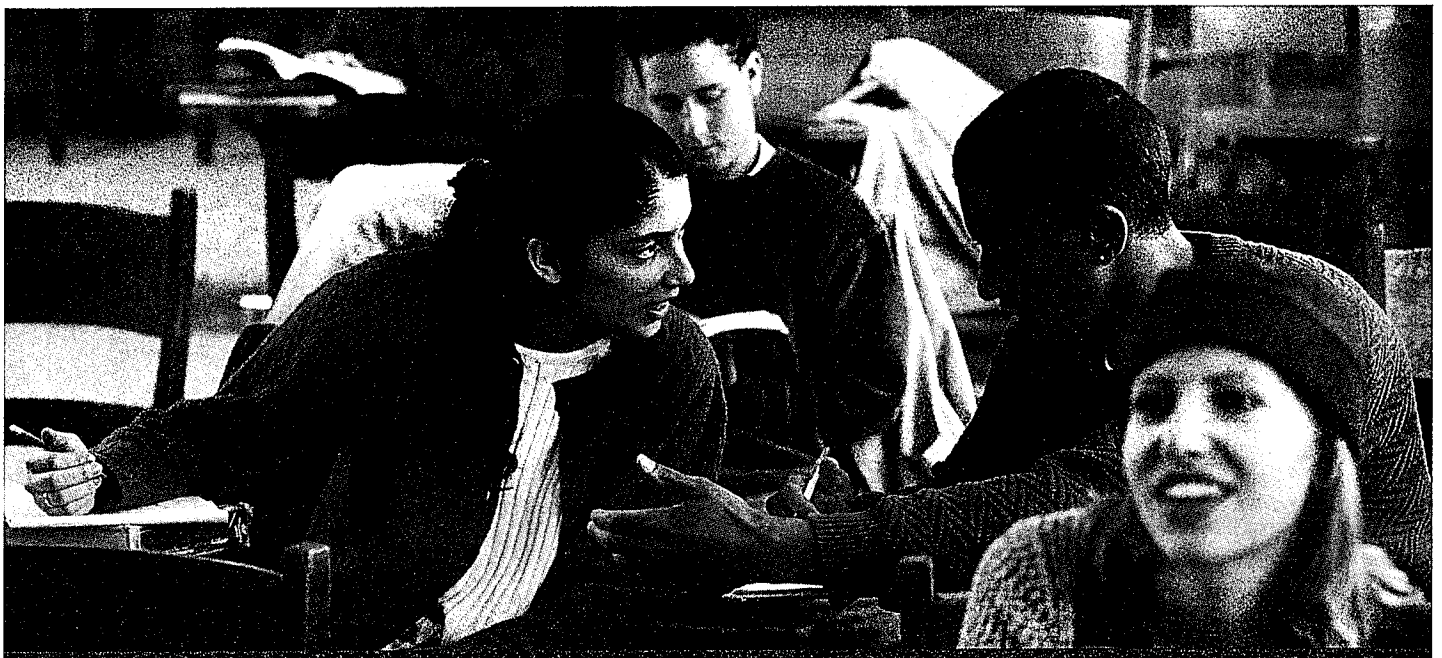
Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #14

14-A The Commission on Teacher Credentialing or the Committee on Accreditation should approve or accredit all programs of preparation for *Level I and Level II Teaching Credentials.*

14-B Contingent upon full funding, within the next five years, all school districts in California should be required to offer intensive, effective programs of support and assessment in order to employ pre-interns, interns and/or teachers with *Level I Credentials.* The Commission should assess and affirm the quality and effectiveness of pre-internship, internship, and induction programs in an appropriate accountability system that includes program approval or accreditation by the CCTC.

14-C The aggregated assessment results for groups of candidates who have completed credential programs should be used as one source of information about the quality and effectiveness of programs. The aggregated information should supplement and not replace the evidence that is typically used in the accreditation system for Level I and Level II preparation.

14-D All existing teacher preparation programs should have a signed agreement describing the elements and degree of collaboration among the partner agencies that will be developed during the program renewal and accreditation process at each college, university, local education agency, or other teacher education entity. Because the goal of full collaboration will take time, however, and different sponsors will approach it differently, program approval and accreditation teams should take a formative approach to evaluating the collaboration standard (See Recommendations 15-B and C), that is, giving attention to goals set and progress made as much as to outcomes achieved, particularly in the case of collaborative efforts to develop and deliver content instruction in credential programs.



Goal Four: System Change and Evaluation

Change the Teacher Certification System Through Collaborative Responsibilities and System Evaluation

The effective preparation of future teachers will require that multiple agencies assume joint responsibility for all aspects of teacher preparation. Increased levels of collaboration among institutions, agencies, and organizations involved in the teacher education process are critical to the success of the proposed credentialing system. The Panel believes that past practices associated with collaboration have not yielded continuous improvement for most programs and candidates, nor will such practices be sufficient to achieve the goals of the credentialing system it is recommending. For example, reinvigorating integrated programs requires increased collaboration between education and subject matter departments.

The new credentialing system also places more emphasis on the professional preparation of beginning teachers while they are employed. New teachers must be provided with educational experiences that facilitate the development of teaching competence while the educational needs of their students are met. The adequacy of the educational support provided is directly related to the quality of the collaborations between the parties responsible for providing and coordinating educational services to credential candidates and to the students they serve. Major collaborators include state agencies and policymakers, local education agencies, teacher associations, county offices of education, postsecondary institutions, and departments within all agencies.

The Panel recognizes that the degree and extent of collaboration may vary depending on the type of preparation program and the partner agencies. However, the Panel believes that the success of all teacher education is highly dependent upon the willingness of all stakeholders to take joint responsibility for educational outcomes. The panel also believes that all reform efforts must be evaluated for their impact and effectiveness on a regular, systematic basis. Recommendations One through Fourteen address specific aspects of the credentialing system and provide a blueprint for reform on all fronts. Implementation of the Panel's proposed credential structure will require significant reconfiguration of resources and responsibilities throughout the current system. Recommendations 15 and 16 suggest that this reconfiguration must be characterized by high levels of collaboration and reflection. These reforms will be successful only if they are pursued collaboratively and if their impact and effects are evaluated regularly.

General Policy Recommendation #15

Require Collaborative Governance at All Levels of the New Teacher Preparation and Certification System.

California's credential system should be characterized by high levels of collaboration between the various agencies, institutions and organizations that impact the quality of teacher preparation. Collaboration within, between and among these groups is essential to ensure that California's children are taught by well-qualified teachers. Past practices associated with collaboration have not yielded continuous improvements among programs and candidates; increasing the scope and intensity of requirements in this area is necessary to produce more effective results.

Specific Policy Changes Recommended by the Advisory Panel Related to General Policy Recommendation #15

15-A It is essential that successful collaboration and coordination begin at the level of governmental agencies that have differing responsibilities for policies that impact the professional preparation, induction, and long-term professional development of teachers. These agencies (e.g., the CCTC and the CDE) should serve as models of collaboration and coordination for the rest of the system. Collaboration is particularly important in the following areas:

(a) Establishment and implementation of induction and support standards for new teachers that assure adequate conditions for teaching and student learning (e.g., protected assignments and curriculum support), and professional development (ongoing content instruction and formative assessment);

(b) Establishment of professional growth standards and provision of growth activities; and

(c) Development of curriculum content expectations (e.g., *K-12 Curriculum Frameworks* and the proposed *Guides for Teacher Preparation).*

15-B Each new teacher preparation and induction program should have a signed agreement describing the elements and degree of collaboration among the partner agencies. The following core elements must be addressed in the agreement:

(a) A statement of the shared vision and mission of the collaboration;

(b) Consistency of the vision and mission with state policies;

(c) An agenda for achieving the vision and mission;

(d) Mechanisms for addressing the agenda;

(e) Identification of the partners and their responsibilities and status;

(f) A means of ongoing assessment and mid-course corrections;

(g) A plan for periodic evaluation and revision; and

(h) A commitment to the above elements for a minimum of five years.

The agreement may address recruitment, selection, preparation, development and licensing of teachers. Possible areas of collaboration in the agreement could include, but are not limited to, the following:

(i) Recruitment and selection of candidates;

(j) Curriculum of the preparation program;

(k) Involvement of other agencies and organizations in the program;

(l) Delivery of the program;

(m) Selection and operation of field sites and supervising teachers;

(n) Processes for obtaining input from students (K-12) and candidates;

(o) Standards and mechanisms for the selection of instructors and supervisors

(p) Design of support programs and selection of support supervisors

(q) Assignment of new teachers to classes;

(r) Designing inservice education for teachers;

(s) Formative and summative assessments of candidates;

(t) Recommendation of candidates for credentials; and

(u) Generating and sharing both practical and theoretical knowledge.

15-C *Standards of Program Quality and Effectiveness* for professional preparation and induction programs will include a standard on collaboration, which must be addressed by all programs. The standard should list the elements and areas of collaboration identified in 15-A (a-u) among the Factors to Consider.

15-D The collaboration standard for professional preparation programs will address the following issues.

(a) Integrated programs should provide documentation of collaborative planning and implementation of curriculum among subject-matter disciplines and education.

(b) Integrated programs must delineate how subject-matter faculty pro-vide teacher education candidates with opportunities to integrate subject-matter content with classroom experiences and development of teaching skills.

(c) Integrated programs should demonstrate how community colleges are included within the collaboration of teacher education.

(d) Post-baccalaureate preparation programs should document within-campus collaboration between the education unit and subject-matter departments, which could take the form of joint development of subjects/methods classes such as reading, math and science methods.

(e) All programs submitted for approval by entities other than institutions of postsecondary education should address how instructors in interdisciplinary subjects and methodology are collaborating in order to provide candidates with an integrated program.

(f) Collaboration among and between teacher preparation programs should include specific agreements pertaining to on-campus collaboration among subject-matter and teacher education faculty.

15-E Integrated teacher preparation programs should submit documentation of collaboration with joint signatures of the academic officials of the postsecondary institutions and the local school district in which students will receive early clinical experiences. Factors to consider in the program accreditation process should include evidence that programs address pedagogical issues in subject-matter coursework, programs provide advisement about subject-matter requirements for credentials, and subject-matter and education departments take joint responsibility for program development and implementation. Additionally, the college or university should demonstrate that integrated programs will receive adequate resources, including funding, to support advising, supervision, and involvement of all faculty contributing to the program. They should provide evidence that integrated programs include the following elements.

(a) Early experiences in public school classrooms that include observation, tutoring, lessons, curriculum development, and the integration of technology.

(b) Collaborative admissions procedures, portfolio development and common outcomes.

(c) Syllabi of those courses that are key in providing prospective teachers with subject-matter background for teaching include clear references to how the coursework provides opportunities to develop subject-specific teaching skills.

(d) Assessment of the workforce needs of local public schools and revision of programs according to these assessment outcomes.

(e) Instructors involved with the pedagogical preparation of candidates in the program can produce clear evidence of public school work and collaboration.

(f) Candidates can describe their early clinical experiences and the benefits of early involvement with teachers, students, classrooms, and parents.

15-F The Commission should reinstate the faculty participation in schools requirement, but revise it to be consistent with the collaborative models of the new credentialing system, and expand it to allow for the participation of classroom teachers in teacher preparation programs. The purpose of this policy is to have teacher educators and classroom teachers broaden their perspectives on their own roles in public education, and update and further develop their knowledge and skills.

15-G The Commission should encourage co-teaching collaborations among IHEs and LEAs in the delivery of teacher preparation coursework and fieldwork.

15-H The retention, reward and promotion criteria for teacher educators within IHEs should extend beyond traditional research and teaching criteria to reward faculty who make significant contributions to school-university partnerships. This extension of traditional faculty evaluation criteria should allow for reconfigurations of workload responsibilities (away from courses and units) that will contribute to collaborative efforts with schools.

GENERAL POLICY RECOMMENDATION #16

INSTITUTE NEW MEASURES OF ACCOUNTABILITY FOR THE OVERALL SYSTEM OF TEACHER CERTIFICATION.

In order for teacher education policy and practice to achieve and maintain a high level of credibility within the education community and with the public, it must operate within a system of inquiry and self-evaluation. State policymakers must focus on increasing the levels of practice-based research and research-based practice so future recommendations for credential reform efforts can be well-informed. The Commission should sponsor a variety of activities and research efforts focused on overall system accountability, and should exercise its leadership in advocating that new policies and procedures be left in place long enough so their effectiveness can be appropriately evaluated.

SPECIFIC POLICY CHANGES RECOMMENDED BY THE ADVISORY PANEL RELATED TO GENERAL POLICY RECOMMENDATION #16

16-A The Commission should establish procedures for monitoring the implementation and effectiveness of the Panel's recommended changes in credentialing policy and procedures. Questions to be addressed should include but not be limited to the following questions.

(a) Is the teaching force becoming more diverse?

(b) Are careers in teaching becoming more accessible?

(c) Are Emergency Permits being replaced by PreInternship Permits?

(d) Are pre-interns, interns, and inductees receiving the support they need to meet the educational needs of their students, particularly in urban schools?

(e) Are new forms of collaboration being developed at all levels (e.g., between governmental agencies, subject-matter and education departments within IHEs, and between IHEs and school districts)?

(f) Are teacher retention rates increasing?

(g) Is the need for middle school teachers being addressed expeditiously?

(h) Are the new Level I and Level II assessment procedures effective, both in terms of raising teaching standards and in terms of cost?

(i) Within the newly established dual system of accountability for teacher preparation (i.e., program accreditation and candidate assessment), are there ways that procedures for the program accreditation and individual candidate assessment processes can be streamlined and costs reduced?

(j) Can increasing emphasis be placed on credential candidates meeting outcome standards and less emphasis placed on preparation programs meeting complex program standards?

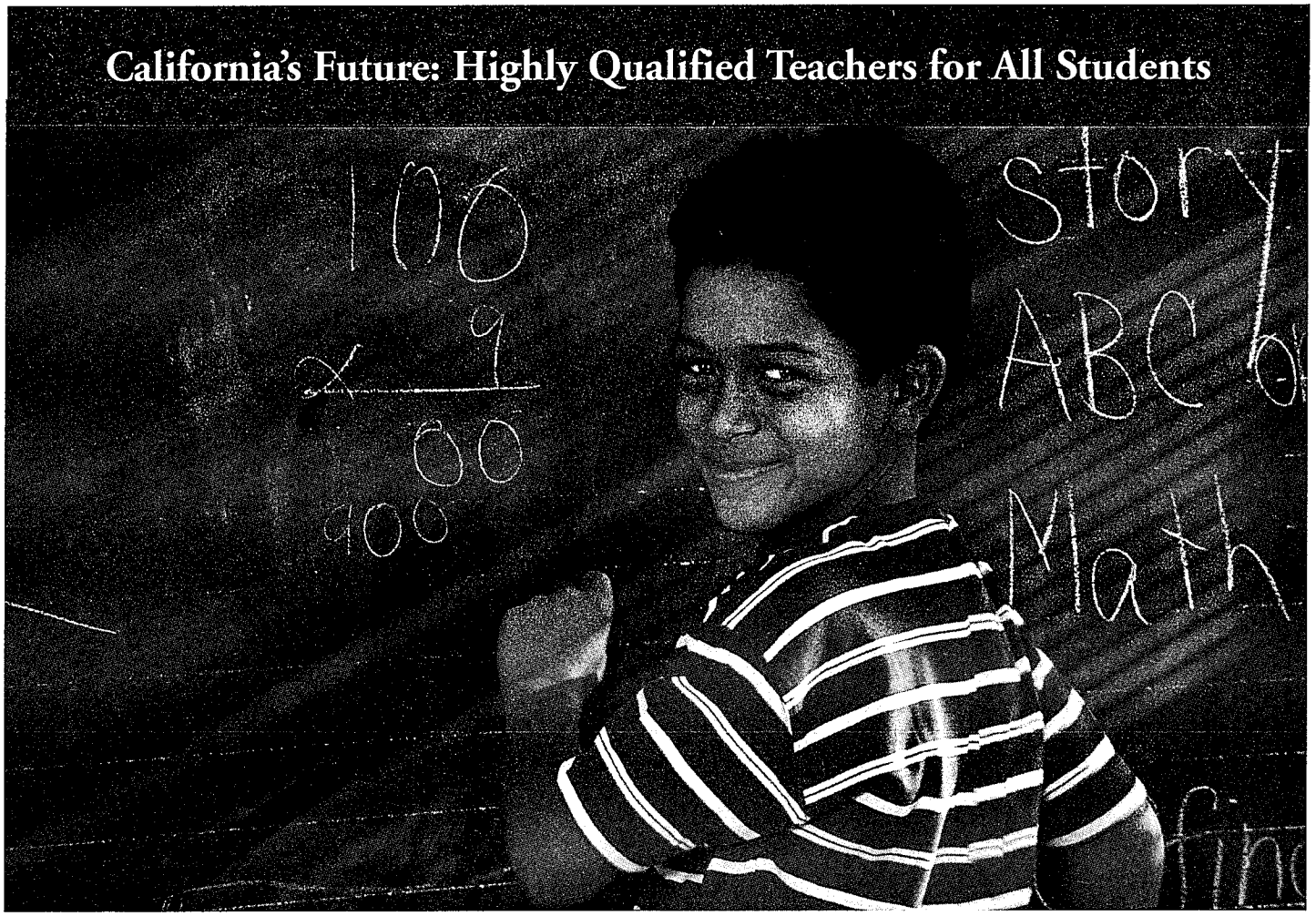
(k) Are reforms paying off for children in schools?

(l) What works well and what needs to be changed?

The Commission should pursue answers to these questions systematically and report the results to the education community. If necessary, the Commission should establish a task force to recommend procedures to obtain the necessary information to address these questions, including the follow-up of individuals who pursue differing preparation and career trajectories.

16-B The Commission will continue to strengthen its experimental and alternative program initiatives. The Commission should clearly communicate that participating programs are obligated to disseminate the results of their unique program efforts, and that the Commission will play an active role in facilitating the dissemination process through such activities as sponsoring symposia at professional meetings where *results* are presented and discussed.

16-C The Commission should appoint a small panel to reexamine all of the SB 1422 Panel's recommendations for their applicability to experimental programs. In appointing this panel and formulating its charge, the Commission should re-affirm the research focus of experimental programs, and should call for continued encouragement of such programs. The Commission should appoint at least one member of the SB 1422 Panel to this Experimental Programs Panel.



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APPENDIX A

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APPENDIX B

SB 1422

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APPENDIX C

SB 1422
REGIONAL NETWORK REPRESENTATIVES

NORTH VALLEY REGIONAL NETWORK 57

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SB 1422 Regional Network Hubs

The eight regional networks are organized around hubs that are shown in the following chart. State staff members were assigned as liaison with each regional group and are listed in the chart along with a local contact person who served as a key member of the steering committee. Representatives of each regional network are listed individually on pages C-3 through C-12.

Network Hub	Approximate Geographic Boundaries of Each Region	Contact Person
Chico	Central Valley North of Sacramento Northern Counties Mountain Counties	CTC Staff: Terry Janicki (916) 322-2305 Regional Contact: Katy Anderson California State University, Chico (916) 898-6391
Santa Rosa	North Coast and Coastal Mountains North San Francisco Bay Area Region Northeast of San Francisco Bay	CTC Staff: Joe Dear (916) 327-1461 Regional Contact: Jim Fouché Sonoma State University (707) 664-2131
Hayward	East San Francisco Bay (South of Vallejo) San Francisco and Peninsula Santa Clara Valley Santa Cruz and Monterey Counties	CTC Staff: Dennis Tierney (916) 327-2968 Regional Contact: Vera Lane San Francisco State University (415) 338-1031
Merced	Central Valley (Sacramento to Visalia) Foothill and Mountain Districts	CTC Staff: Mary Vixie Sandy (916) 445-3224 Regional Contact: Chet Jensen Stanislaus Union Elementary School District (209) 529-9546
Ventura	Coastal Counties (Los Angeles to Monterey) San Fernando Valley North Los Angeles County Kern County	CTC Staff: Michael D. McKibbin (916) 445-4438 Regional Contact: Carol A. Bartell California Lutheran University (805) 493-3419
Downey	South/West Los Angeles Metropolitan Area East Los Angeles City and County Orange County	CTC Staff: Larry Birch (916) 327-2967 Regional Contact: Mardell Reese Los Angeles County Office of Ed. (310) 803-8348
Riverside	Riverside and San Bernardino Counties Inyo and Mono Counties	CTC Staff: Philip A. Fitch (916) 324-3054 Regional Contact: Eric Patton Riverside County Office of Ed. (909) 788-6602
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APPENDIX D

GLOSSARY OF TERMS

Authentic Assessment - (See **Performance-Based Assessments**)

Authorizations for Teaching - Each credential authorizes a teacher to teach a specific subject or subjects in specific settings. Prior to 1970, authorizations were specific to particular grade levels, but recent credentials authorize instruction in preschool, K-12 and adult schools. Some credentials also authorize instruction for students with specific instructional needs (i.e., special education).

Beginning Teacher - The holder of a valid teaching credential who has completed preservice preparation and is in his or her first or second year of service in the teaching profession.

Beginning Teacher Support and Assessment Program (BTSA) - A successful pilot program established by statute in 1992 for beginning teachers in their first two years in the classroom. The goals of the program are to improve teacher retention and effectiveness. The program provides state grants to local education agencies and postsecondary institutions that provide support services based on formative assessment and individual induction plans (IIPs).

BCLAD (Bilingual, Crosscultural, Language and Academic Development) Authorization - Authorizes the holder to provide to English Language Learners (a) instruction for English language development (ELD), (b) specially designed academic instruction delivered in English (SDAIE), (c) instruction for primary language development, and (d) content instruction delivered in the primary language. Requires knowledge and skills in six domains: (1) language structure and first- and second-language development, (2) methodologies of bilingual education, ELD, and SDAIE, (3) culture and cultural diversity, (4) methodology of primary language instruction, (5) the culture of emphasis, and (6) the language of emphasis. Can be obtained by earning a Multiple or Single Subject Teaching Credential with a BCLAD Emphasis through a Commission-approved college/university program, or, for an individual who holds a valid prerequisite credential, by earning a BCLAD Certificate by (a) passing tests covering each of the six domains, (b) comp-leting course work for domains 1-3 and passing tests covering domains 4-6, or (c) earning a CLAD authorization and passing tests covering domains 4-6.

California Basic Educational Skills Test (CBEST) - Standardized written test of basic academic skills in reading, writing and mathematics that all credential candidates must take and pass. It was adopted by California in 1982.

California Standards for the Teaching Profession **(CSTP)** - Adopted by the California Commission on Teacher Credentialing and the State Superintendent of Public Instruction in 1997, these standards define and describe effective practice in the profession of teaching. The standards are based on a formal validity study conducted by researchers at the University of California, and on extensive consultation with teachers, mentors and other experts on teaching. In six broad domains of practice, the standards describe effective teaching comprehensively. In the history of California education, the *CSTP* are the first standards of professional teaching practice that have statewide validity.

Collaboration - School districts and other local education agencies, colleges, universities and teacher associations working together, and with the community, to plan and deliver teacher preparation and induction programs.

Committee on Accreditation (COA) - A twelve-member standing committee appointed by the Commission and charged with determining whether teacher preparation institutions and programs meet the standards for initial and continuing accreditation that have been adopted by the Commission.

Commission Appeals - Statutory process for hearing appeals by credential candidates and/or credential holders to actions affecting their credential status, such as extensions of time to complete requirements or the acceptance of experience in lieu of student teaching.

Computer Technology Education - One of the three courses of study required by statute for a Professional Clear Multiple or Single Subject Teaching Credential in California. AB 1023, recently signed into law, implemented the Panel's recommendations that this separate course requirement be deleted from the law and the content be incorporated into teacher preparation and induction programs. As a result of AB 1023, candidates will be required to demonstrate basic competence in the use of computers in the classroom as part of their initial teacher preparation, and to study advanced computer-based technology as part of their preparation for the professional clear credential.

Core Subject Teaching Credential - A new credential recommended by the Panel that would authorize a teacher to teach in a core classroom, which usually occurs in middle schools. In a core classroom, a credential holder teaches two or three subjects (e.g. English and social studies) for two or three periods per day to the same group of students. To earn this credential, candidates will complete professional preparation that emphasizes the developmental characteristics of pre-adolescents, and will demonstrate subject matter competence in more than one subject area through successful completion of an approved academic program or by passage of a standardized examination of subject matter competence and knowledge.

CLAD (Crosscultural, Language and Academic Development) Authorization - Authorizes the holder to provide to English Language Learners (a) instruction for English language

development (ELD) and (b) specially designed academic instruction delivered in English (SDAIE). Requires knowledge and skills in three domains: (1) language structure and first- and second-language development, (2) methodologies of bilingual education, ELD, and SDAIE, and (3) culture and cultural diversity. Can be obtained by earning a Multiple or Single Subject Teaching Credential with a CLAD Emphasis at a Commission-approved college/university program, or, for an individual who holds a valid prerequisite credential, by earning a CLAD Certificate by (a) passing tests covering each of the three domains or (b) completing coursework for each of the three domains. The Panel recommends that the Level I Credential include the authorization of the current CLAD Credential or Emphasis. The Panel recommends that CLAD content be incorporated into teacher preparation and induction programs.

Emergency Permit (long-term) - A permit, issued for a period of one year, based on a declaration of need by the employing district. The permit allows a person to be the teacher of record prior to demonstrating full competence in subject matter or completing an approved program of professional preparation. Emergency permit holders must have a baccalaureate degree, pass CBEST, and have completed a minimum number of subject matter courses, but are not required to meet other standards required of interns. Emergency permit holders are required to enroll in an approved teacher preparation program and to demonstrate progress (six semester units) towards certification on a annual basis. According to state law, (Section 44300(d)), employers must provide orientation, guidance, and assistance to emergency permit holders. The Panel recommends that Pre-Internship Programs replace Emergency Permits.

Emphasis (Credential) - The current areas of special emphasis that may be listed on a Multiple or Single Subject Teaching Credential are CLAD, BCLAD, early childhood, and middle school. The Commission also issues separate certificates in the areas of CLAD and BCLAD. The Panel recommends that the CLAD authorization become part of the Level I Teaching Credential and that the Middle Level Emphasis or equivalent be required for new teachers of middle school students.

Factors to Consider - Questions that guide accreditation teams in determining the quality of a teacher preparation program's response to each of the Standards of Program Quality and Effectiveness in the professional accreditation process. Within the scope of a standard, each question or factor defines a dimension along which programs vary in quality. To enable an accreditation evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider all of the quality factors/questions related to that standard. In considering the several quality factors/questions for a standard, excellence on one factor compensates for less attention to another indicator by the institution. (See **Standards of Program Quality and Effectiveness**)

Field Experiences - Experiences in a professional preparation or subject-matter program that expose credential candidates to a variety of instructional activities. These might include classrooms, resource rooms, and other settings where instructional activities occur. Significant field or clinical experiences should facilitate the application of theory and skills in practical settings, including a culminating student teaching or internship experience in a classroom where the candidate has full teaching responsibilities.

Fifth Year of Study - One year or approximately 30 semester units of coursework beyond the bachelor's degree which may consist of the professional preparation program or a program for a specialist or services credential, or advanced study in the subject of the credential, or a new subject to be added. The Panel's recommendations would replace the fifth year of study requirement with Level II preparation including an induction program for all prospective teachers.

Formative Assessment - Formal or informal evaluation of a student or beginning teacher's teaching performance used by a master or supervising teacher or support provider in a professional preparation or induction program to provide information, support and advice to the program participant about how to improve teaching. Formative assessment can consist of classroom observation, discussion of a teaching portfolio, structured or unstructured interviews, self-evaluation, etc.

Health Education - One of the three courses of study required by statute for a Professional Clear Multiple or Single Subject Teaching Credential in California. To fulfill the credential requirement, this course must address health issues comprehensively. The course may currently be completed before earning the Preliminary Credential, or within five years after a teacher has been granted this credential. The Panel recommends that this separate course requirement be deleted from the law and the content be incorporated into teacher preparation and induction programs.

Individualized Induction Plan (IIP) - In the Beginning Teacher Support and Assessment (BTSA) Program, the IIP is the vehicle that links the results of formative assessments of each beginning teacher's performance with support strategies that are designed to improve the teacher's professional practice and competence. IIPs build on beginning teachers' assessed strengths and needs, define their professional goals, and outline specific action plans for applying their professional knowledge, extending their prior preparation, refining their

pedagogical skills, and facilitating their growth and development as teachers. Beginning teachers experience an integrated system of support and assessment through the development and implementation of their IIPs.

Induction Program - A program that follows completion of a professional preparation program, in which beginning teachers or new administrators participate in formative assessment, support, mentoring and systematic study. The purpose of the induction program is to (a) enable the teachers/administrators to apply their prior professional learning, (b) further develop and refine their knowledge, skills and abilities as teachers/ administrators, (c) provide for their advanced preparation in the curriculum of professional education, and (d) prompt them to reflect on actual and effective practice. Completion of an induction program that meets the standards for induction programs is currently required of new school administrators and special education teachers, but not new classroom teachers. The Panel recommends adding an induction program as a requirement for the Level II Teaching Credential.

English Language Development (ELD) - A component of a comprehensive program for English Language Learners in which students learn how to speak, understand, read, and write English. Must be provided by a teacher who is authorized to provide it, who has a credential appropriate to the assignment and a CLAD Emphasis or Certificate or who is in training to earn such an authorization.

Internship Permit - Authorizes a person enrolled in either a university or school district internship program to gain supervised, practical experience in classroom and school settings as a salaried teacher of record while completing an internship program.

Internship Programs = A type of professional preparation program offered by school districts and county offices of education (district internship programs) and accredited colleges and universities (university internship programs). Internship programs provide training, supervision, support and evaluation in accordance with Professional Development Plans for the participating interns, who are employed as teachers of record in K-12 classrooms. Admission requirements include a baccalaureate degree, passage of CBEST, and verification of subject matter competence. The Panel recommends that internship programs lead to Level I Teaching Credentials.

Level I Teaching Credential - A new credential proposed by the Panel. The requirements of the Level I Teaching Credential will be (a) possession of a baccalaureate degree from a regionally accredited institution, (b) passage of CBEST, (c) demonstrated subject-matter competence, and (d) completion of a Commission-accredited professional preparation program, including an assessment of Level I pedagogical knowledge and skills. Multiple, Core, and Single Subject Level I Teaching Credentials will exist. The content for the current CLAD authorization will be introduced in preparation for the Level I Teaching Credential.

Level II Teaching Credential - A new credential proposed by the Panel. Prospective teachers must complete a Commission-approved induction program including a Level II summative assessment of pedagogical knowledge and skills. Multiple, Core, and Single Subject Level II Teaching Credentials will exist. The content for the current CLAD authorization will be completed in preparation for the Level II Teaching Credential. The Panel's recommendations also include new professional growth requirements for the renewal of the Level II Teaching Credential.

Local Education Agency - Local entities that include school districts, county offices of education and special education local plan areas (SELPAs).

Mainstreaming - See Special Education (Mainstreaming)

Master Teacher - An experienced exemplary teacher who agrees to oversee and mentor the ongoing progress of a student teacher as he/she fulfills the student teaching assignment.

Mentor - (See **Support Provider**)

Middle Level Emphasis - To earn this emphasis on a Multiple or Single Subject Teaching Credential, candidates complete professional preparation that emphasizes the developmental characteristics of early adolescents.

Multiple Subject Teaching Credential - Authorizes a teacher to teach in a self-contained K-12 classroom, which is most common in elementary school. The holder has demonstrated the subject matter knowledge required through successful completion of an approved academic program or by passage of an examination adopted by the Commission. The Panel's recommendations contain Level I and Level II Multiple Subject Teaching Credentials.

Performance-based Assessments - Evaluations designed to measure actual classroom performance of beginning teachers.

Permanent Status - Granted to a teacher following a two-year probationary period in a given district.

Precondition - A requirement for initial and continued approval or accreditation of a program that is based on California laws or administrative regulations. Once a set of preconditions has been adopted by the Commission, program compliance with the preconditions is determined on the basis of a staff analysis of a program document provided by the college or university. In the accreditation process, a program

that meets all preconditions is eligible for a more intensive review by accreditation team members to determine if the program's quality satisfies the Commission's adopted standards.

Pre-Internship Permit - A permit that is intended to replace Emergency Permits. A Pre-Internship Permit will authorize a person enrolled in a pre-internship program to gain supervised, practical experience in classroom and school settings and assistance in demonstrating subject-matter competence, while serving as a salaried teacher of record.

Pre-Internship Program - A program recommended by the Panel to replace the use of Emergency Permits. Candidates who meet the requirements for Emergency Permits but do not meet the subject matter competence requirement for entrance into internship programs will complete 40 hours of professional training prior to teaching in the classroom and will receive support and assistance in meeting the subject matter competence requirement. Pre-Interns who verify their subject-matter competence will enter internship programs while continuing to serve as employed, salaried teachers.

Preliminary Credential - A document that certifies a candidate has successfully completed an approved program of teacher preparation and has demonstrated essential knowledge, skills and competencies required of a beginning teacher in California. This credential is valid for five years, during which time the holder must complete specific statutory requirements (fifth year of study and computer, health and mainstreaming education courses) to obtain a Professional Clear Credential. The Panel recommends that the Level I Teaching Credential replace the current Preliminary Teaching Credential. The Panel's recommendations also suggest different requirements for the Level I Teaching Credential than are currently in effect for the Preliminary Credential.

Probationary Period - Usually a 2-year period during which time a district evaluates a teacher new to the district, and following which the district can grant permanent employment status.

Professional Clear Credential - A renewable five-year credential granted after all state and institutional requirements have been met. The holder of a professional clear Multiple or Single Subject Teaching Credential must complete (a) an individual program of professional growth consisting of 150 clock hours of planned and approved professional growth activities, and (b) one-half of one year of related experience for each five-year renewal. The Panel recommends that the Level II Teaching Credential replace the Professional Clear Teaching Credential. Completion of an approved induction program will replace the current fifth year of study requirement. The content of the health, mainstreaming, and computers classes will be incorporated into professional preparation and induction programs. The Panel's recommendations also contain new professional growth requirements that include a certified Professional Growth Advisor.

Professional Growth - Ongoing, continuing efforts and experiences in which practicing educators enhance their professional practice at school sites and beyond (i.e., district, community, state, nation); enhance their professional knowledge, skills and abilities that affect student achievement; create effective learning environments; and pursue career-long professional growth. Professional growth experiences increase knowledge of and reflection on personal and professional roles and practice, and encourage practitioners to participate in all aspects of the education community. Based on Education Code Section 44277, the Commission on Teacher Credentialing requires teachers who do not hold lifetime credentials to design and complete individual programs of professional growth as a condition for the renewal of their professional credentials at five year intervals. The Panel's recommendations also contain new professional growth requirements that include a certified Professional Growth Advisor.

Professional Preparation Program - A set of courses and supervised field experiences that provides a curriculum of systematic preparation for teaching in California public schools (K-12). Professional preparation options include preservice programs that are sponsored by accredited colleges and universities, as well as internship programs sponsored by colleges, universities, and/or local education agencies. Each option provides *introductory* study of education, pedagogy, human development, teaching strategies and classroom management. Preservice programs also provide for gradually increasing professional responsibilities through classroom observation and small-scale participation followed by the supervised practice of teaching for one semester or longer. Internship programs include 120 hours of professional training before the interns begin their teaching assignments, followed by formative assessment, individual supervision and support, and completion of additional courses for groups of interns. Preservice programs are one year long, and may be completed either in undergraduate or post-graduate status at the college or university. Internship programs are one year or two years long; entrance requires possession of a Bachelor's degree. With the exception of District Intern Programs, all professional preparation programs are accredited on the basis of professional Standards of Program Quality and Effectiveness. The Panel recommends that all professional preparation programs be accredited by the Commission.

Reading Instruction Competence Assessment (RICA) - Mandated in 1996 by AB 1178 (Cunneen). To be developed by CCTC to test Multiple Subject Teaching Credential candidates' competence in teaching reading. The Panel did not recommend changes with respect to the RICA requirement.

Single Subject Teaching Credential - Authorizes a teacher to teach a specific subject in a departmentalized K-12 classroom, usually secondary. The holder has demonstrated the subject matter knowledge required through successful completion of

an approved academic program or by passage of an examination adopted by the Commission. The Panel's recommendations contain Level I and Level II Multiple Subject Teaching Credentials.

Special Education (Mainstreaming) - One of the three courses of study currently required by statute for a Professional Clear Multiple or Single Subject Teaching Credential in California. To fulfill the credential requirement, this course must address ways in which classroom teachers provide responsibly for the intellectual, instructional, physical and social needs of all students in regular education classrooms, or least restrictive environments, including the practice of full inclusion as legal and appropriate. The course may currently be completed before earning the Preliminary Credential, or within five years after a teacher has been granted this credential. The Panel recommends that this separate course requirement by deleted from the law and the content be incorporated into teacher preparation and induction programs.

Specially Designed Academic Instruction Delivered in English (SDAIE) - A component of a comprehensive program for English learners consisting of a variety of strategies, techniques, and materials specially designed to provide students at an intermediate or advanced level of English proficiency access to grade-level core curriculum in English. Must be provided by a teacher who is authorized to provide it, who has a credential appropriate to the assignment and a CLAD Emphasis or Certificate or who is in training to earn such an authorization. The Panel recommends that this content be incorporated into teacher preparation and induction programs.

Standard - A clearly defined statement accepted as a measure of program quality or of individual knowledge, skill and ability.

Standards of Program Quality and Effectiveness - A set of statements defining the attributes of a quality program that must be fulfilled for initial or continued approval or accreditation of a professional preparation program by the Commission or the Committee on Accreditation, which is appointed by the Commission to make such determinations.

Subject-Matter Competence - A specified level of a teacher's content knowledge of the subjects listed on a credential, as determined by completion of an approved program or an examination adopted by the Commission. The Panel's recommendations include subject-matter competence as a requirement for the Level I Teaching Credential (See **Core Subject Teaching Credential, Multiple Subject Teaching Credential, Single Subject Teaching Credentials.**)

Subject-Matter Examination - A written test, adopted by the Commission to verify the subject matter competence of credential candidates. The appropriate subject matter examinations serve as alternatives to the subject matter preparation programs. The current subject matter examinations include multiple choice and constructed response (i.e., essay) items.

Subject-Matter Program - A course of study for a prospective teacher that satisfies CCTC standards for knowledge, skills and abilities in liberal studies and/or a discipline such as English or science. Such coursework provides sufficient academic background for candidates in the subjects that are commonly taught in California schools. These programs are usually completed during the undergraduate years of collegiate education. Candidates for Multiple and Single Subject Teaching Credentials must either (a) complete an approved subject matter preparation program or (b) pass the relevant subject matter examination(s) approved by the Commission. The Panel recommendations include subject-matter

Support Provider - A professional educator who agrees to participate in the induction and advanced preparation of a beginning teacher. The support provider is responsible for formative assessment and support of the beginning teacher as part of a pre-internship, internship or induction program.

Support - A planned, intensive program of professional assistance, guidance and encouragement for new teachers that is based on formative assessment and that strengthens the performance and enhances the satisfaction and retention of beginning teachers. Support is one key element in an effective induction program, which also includes systematic study and professional reflection to advance the new teacher's knowledge, skills and abilities in relation to the California Standards for the Teaching Profession.

Teacher of Record - A teacher who has the legal responsibility for a classroom.