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## Information

### *Professional Services Committee*

#### **Plan for the Study of Teacher Preparation**

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**Executive Summary:** This agenda item presents a proposed plan for the study of teacher preparation beginning in Fall 2011 for the Commission's consideration.

**Recommended Action:** For information only

**Presenter:** Phyllis Jacobson and Katie Croy, Consultants, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2011



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# Plan for the Study of Teacher Preparation

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## Introduction

At its April 2011 meeting, the Commission heard an agenda item that proposed the study of the SB 2042 teacher preparation program standards and suggested that the Commission establish an advisory panel to begin this work (<http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf>). The agenda item provided a supporting rationale for the need and the timeliness of undertaking this work, given the significant number of changes in state and national education policy directions along with new and emerging educational practices and reforms that will affect K-12 teaching and learning in the future. Commission direction to staff included presenting an agenda item at the June 2011 meeting with more specifics about the work of the panel and the implementation plan for the study. This agenda item provides information about the panel and proposes a plan for (a) the scope of work; (b) membership of the panel; (c) panel selection criteria and processes; and (d) a timeline for the panel's work.

## Background

The current set of teacher preparation standards are based on the policy work initially accomplished through the advisory panel appointed by the Commission under SB 1422 [Education Code Section 44259.2(a)]. That panel established the structure and basic content of the teacher preparation standards during its work in 1995-1997. Some of the revolutionary decisions were to reframe the standards from an all-inputs design to a focus on the interrelationship between inputs and subsequent candidate outcomes, and to codify this relationship into a linked "Learning to Teach Continuum"; to establish a Teaching Performance Assessment (TPA) system and require passage of the TPA as a condition of earning an initial credential; to rethink the relationship between the content covered in initial preparation and in induction; to require induction as a condition for earning a clear credential; to include preparation to teach English learners within the initial preparation of all multiple and single subject teachers; and to require enhanced field experiences for all candidates.

Responsibility for the implementation of that structure and content was then assigned by the SB 2042 legislation to a subsequent panel also composed of an extensive group of experts in content, pedagogy, and education policy. This panel issued the array of SB 2042 standards, including multiple and single subject teacher preparation, over a four year time sequence.

It is envisioned that the work of the new Teacher Preparation Advisory Panel will be based upon the policy-level work conducted by the SB 1422 panel, but focused specifically on looking at ways to update the elements of the Learning to Teach System so that teachers are prepared to meet the instructional needs of all of California's K-12 students for the 21<sup>st</sup> century. A summary overview of the work of the SB 1422 panel is provided below for reference.

### **Summary Overview of the SB 1422 Panel and Its Scope of Work**

The SB 1422 panel was comprised of twenty-four members representing California public school districts (12 members); California County Offices of Education (1 member); the California State University (6 members); the University of California (2 members); Private/Independent Colleges and Universities (1 member), the Parent-Teacher Association (1 member), and business (1 member). The panel chose two co-chairs, one from the University of California and the other from a K-12 school district. Four Commission staff members assisted the panel.

The panel was charged with reviewing all requirements for earning and renewing teaching credentials and began its work in September 1995. The panel organized its work around the following four goals:

1. Improve teacher recruitment, selection and access to the profession;
2. Establish clear standards for new teacher preparation;
3. Increase and improve professional accountability; and
4. Increase and improve professional collaboration and system evaluation.

Between September 1995 and June 1997, the panel held eighteen meetings, during which the panel reviewed information, heard from a wide variety of experts, discussed an extensive range of policy issues with stakeholders, developed policy recommendations intended to improve the credentialing process, and submitted a report with findings and recommendations to the Commission. The panel's report, *California's Future: Highly Qualified Teachers for All Students*" (<http://www.ctc.ca.gov/reports/Highly-Qualified-Teachers-1998.pdf>) was received by the Commission in August 1997.

### **Proposed Scope of Work for the Teacher Preparation Advisory Panel**

The work of the Teacher Preparation Advisory Panel will be to review the elements of the Learning to Teach System (see Figure 1) and recommend improvements to that system to better meet the needs of California students and educators within the changing conditions of education in California and the nation in the 21<sup>st</sup> century. The panel will be expected to consider the issues raised in the April 2011 agenda item (<http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf>) along with any additional issues raised by the Commission in its discussions relative to this agenda item. At the conclusion of its work, the panel will be expected to deliver a final report with recommendations for the Commission's consideration.

### **Proposed Membership of the Teacher Preparation Advisory Panel**

Staff suggests that the panel consist of 22-24 official members, approximately the same number of members as were on the original SB 1422 panel. It is customary for panels of this scope and importance to consist of two types of members: those identified by key stakeholders such as the three university systems (CSU, UC, Private/Independent), the Association of California School Administrators, the teacher unions, and others; and those selected on the basis of an open application process. Staff proposes that this same process be implemented for determining the membership composition of the 2011 Teacher Preparation Advisory Panel, and that the following stakeholder groups be invited to identify an official representative to the panel:

- Association of California School Administrators (ACSA)
- Association of Independent California Colleges and Universities (AICCU)
- California County Superintendents Association (CCSESA)

- California Federation of Teachers (CFT)
- California School Boards Association (CSBA)
- California State University (CSU)
- California Teachers Association (CTA)
- University of California (UC)

Of the panel members appointed by the Executive Director, staff suggests that at least five be from K-12 school districts/county offices of education, one be an individual representing the Parent Teacher Association (PTA), and that at least one be from a business or industry sector outside of the field of education. In addition, staff further suggests that the Superintendent of Public Instruction be requested to appoint a liaison to the panel.

The responsibilities of institutional members of the panel include not only representing the organization opinion of their respective agencies at each meeting, but also reporting back to those agencies to gather information from stakeholders to contribute to subsequent panel meetings. All members of the panel should understand that while they will contribute their professional and personal points of view to the panel's discussions, the goal of the panel will be to come to consensus on recommended improvements for the benefit of all learners and all participants in the Learning to Teach System.

### **Proposed Selection Criteria and Process for the Teacher Preparation Advisory Panel**

As is customary when advertising for experts to serve on a Commission-sponsored panel, the Commission seeks applications from individuals who have extensive knowledge and experience relating to the focus of the panel's charge. For the Teacher Preparation Advisory Panel, members will be sought who have extensive experience in teacher preparation within any component of the Learning to Teach Continuum, and/or who have expertise in a broad range of educational issues that affect the preparation of teachers for California public schools. The Commission only considers applications from the most qualified individuals to serve as members of the panel.

The application process will require the prospective panel member to provide:

1. A completed five-page ***Application Form*** for the Teacher Preparation Advisory Panel.
2. A ***resume*** highlighting the applicant's education, experience and/or expertise relating to teacher preparation within any component of the Learning To Teach Continuum and/or highlighting the applicant's other broad area(s) of expertise regarding the preparation of teachers for California public schools.
3. Brief ***essay responses*** to two of the following three questions. The response to each question should not exceed three pages.
  - (a) What are some key areas you believe should be addressed in order to improve teacher preparation to meet the needs of California's K-12 students?
  - (b) Based on the range of issues presented in the April 2011 agenda item (<http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf>), identify three issues of particular interest and/or importance to you and describe what resources in the field you would recommend to the panel to help inform the panel's work.
  - (c) Why do you want to serve on the Teacher Preparation Advisory Panel?

Staff will review the applications submitted and select the most qualified members based on the following criteria taken as a whole:

- Expertise and experience relating to the panel’s scope of work
- Quality of the applicant’s responses to the essay questions
- Diversity (ethnic/racial, geographic, employment sector)
- Availability for attending panel meetings

**Proposed Timeline for the Work of the Teacher Preparation Advisory Panel**

<b>Date</b>	<b>Activity</b>
June 2, 2011	Commission review of proposed plan for the study of teacher preparation
June 2, 2011	Public application process for panel membership opens
July 8, 2011	Stakeholder organizations identify representatives to the panel
August 9, 2011	Deadline for receipt of public applications for panel membership
August 9-26, 2011	Review of public applications for panel membership
August 29, 2011	Executive Director appoints the TAP members
September 27-28, 2011	First meeting of the TAP
October 25-26, 2011	2nd TAP meeting
December 6-7, 2011	3rd TAP meeting
January 9-10, 2012	4th TAP meeting
January 26-27, 2012	Update on the TAP presented to the Commission
February 28-29, 2012	5th TAP meeting
March 28-29, 2012	6th TAP meeting
April 30-May 1, 2012	7th TAP meeting
June 14, 2012	Draft recommendations from the TAP presented to the Commission
June 28-29, 2012	8th TAP meeting
August 9, 2012	Recommendations from the TAP presented to the Commission

**Funding for the Panel’s Work**

Funding for the meetings of the Teacher Preparation Advisory Panel is within the Commission’s existing budget. However, there is a concern regarding the availability of staff for this work given the current Executive Order that does not allow current vacancies to be filled and the fact that the Professional Services Division has several Consultant-level vacancies at this time.

**Next Steps**

If the Commission so directs, staff will begin implementation of the proposed plan for the Teacher Preparation Advisory Panel based on the information in this agenda item plus any modifications resulting from the Commission’s discussion of the plan.



Figure 1: **California's Learning to Teach System**

