
1H

Information

General Session

Update on California's Work with the Network for Transforming Educator Preparation

Executive Summary: In the fall of 2015, California joined the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. Staff will present an update from the state planning team regarding the emerging plan for this work.

Recommended Action: For information only

Presenter: Teri Clark, Director, Professional Services Division and Mary Vixie Sandy, Executive Director

Strategic Plan Goal

I. Educator Quality

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

III. Communication and Engagement

- d) Consult with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce.

February 2016

Update on California's Work with the Network for Transforming Educator Preparation

Introduction

In October 2015, California joined the Network for Transforming Educator Preparation (NTEP), an initiative launched by the Council for Chief State School Officers (CCSSO) intended to support states in their efforts to improve teacher and leader preparation. The Steering Committee for California is led by Executive Director Mary Vixie Sandy and includes representatives from the California Department of Education, the California Teachers Association, the Association of California School Administrators, the California State University, the University of California and the Association of Independent California Colleges and Universities. This item presents an update on the plan that is developing for this work in California over the next two years.

Background

In 2012, the Council of Chief State School Officers (CCSSO) convened a Task Force on Transforming Educator Preparation and Entry into the Profession that issued the report entitled *Our Responsibility, our Promise*¹, that identified action steps that states could take to improve preparation for the workforce up to the point of entry into the education profession. The ten action steps, listed in Appendix A, require significant communication and stakeholder engagement in order to move forward, and are organized within the following three state-specific policy areas:

- 1) **Licensure:** *States will strengthen and change educator licensure standards and requirements to ensure teacher and principal candidates recommended for licensure demonstrate the knowledge and skills necessary to meet the high expectations for **all** students, and help teachers and principals continuously improve their practice throughout their careers.*
- 2) **Program Approval:** *States will raise the bar on the approval process for all educator preparation providers to ensure they deliver high-quality, rigorous training to potential educators, as demonstrated by performance assessments that show that candidates can apply what they've learned in actual school settings and with the range of learners they will likely encounter.*
- 3) **Analyzing and Reporting Information to Improve Preparation Programs:** *States will formalize and refine the process for collecting, analyzing, and reporting educator pre-service and in-service performance data to ensure this information is used as tools to improve the way we prepare our educator workforce.*

¹ http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf

In October 2013, seven states were selected to participate in a 2-year pilot focused on transforming educator preparation and entry systems to the profession. CCSSO created the Network for Transforming Educator Preparation (NTEP) to support states ready to take action in the three key policy areas listed above with the goal of ensuring that all educators are ready on the first day of their career to prepare K-12 students for college, work and life. In the summer of 2015, 9 additional states were invited to participate in NTEP as Cohort 2.

Cohort 1 States	Cohort 2 States
<ul style="list-style-type: none"> • Connecticut • Georgia • Idaho • Kentucky • Louisiana • Massachusetts • Washington 	<ul style="list-style-type: none"> • California • Delaware • Illinois • Missouri • New Hampshire • South Carolina • Tennessee • Utah • West Virginia

Each state has a state project steering committee responsible for creating a policy development and implementation plan addressing the three policy areas of licensure, program approval and data use. Each state is expected to assemble a larger stakeholder group that the project team will meet with on a periodic basis to inform implementation of the stakeholder engagement plan. Finally, the team is expected to participate in three network meetings per year and actively engage with the Network for Teacher Education Preparation through online meetings, social media, and other means.

California’s Steering Committee includes the following representatives:

- Mary Vixie Sandy (Team Lead), Executive Director, Commission on Teacher Credentialing
- Chris Adams, Director of Education Services, Association of California School Administrators
- Joe Aguerrebere, Assistant Vice Chancellor of Teacher Education and Public School Programs, California State University, Chancellor's Office
- Nancy Brynelson, Co-Director, California State University Center for the Advancement of Reading
- Teri Clark, Director, Professional Services Division, Commission on Teacher Credentialing
- Shane Martin, Dean of the School of Education, Loyola Marymount University
- Theresa Montano, Vice President, California Teachers Association
- Barbara Murchison, Administrator, California Department of Education
- Tine Sloan, Director of Teacher Education, University of California, Santa Barbara

In 2012, the Commission and the State Superintendent of Public Instruction jointly convened a group to develop the [Greatness by Design](#) report and recommendations, which serve as a blueprint for improving the education workforce that mirrors the CCSSO vision in [Our](#)

[Responsibility, Our Promise](#). A great deal of progress has been made in developing and implementing policy, consistent with *Greatness by Design*, that reflects the key CCSSO priorities guiding the Network. Of particular note are the following features of California's credentialing system:

- California currently has a two-tier teacher credential structure. The preliminary credential is issued after a candidate meets basic credential requirements and successfully completes a preliminary preparation program including a teaching performance assessment. The preliminary credential is issued for five years. California requires all beginning teachers to complete a two-year induction program before they can earn the second tier credential, the clear credential.
- California collects data on the effectiveness of educator preparation programs through local data collection conducted by program sponsors and reported via the state's Accreditation System, as well as through a statewide survey implemented by the Commission of program graduates, employers, and mentor/supervising teachers to obtain a multi-dimensional and multi-faceted view of the program's quality and effectiveness.
- The Commission has adopted new standards for teacher and administrator preparation, has identified needed changes in the state accreditation and program approval systems, is revising existing teaching performance assessments, and developing an administrator performance assessment. The Commission is also developing a new data warehouse and dashboard system that will significantly increase transparency in educator preparation and access for the public to a range of information about California's education workforce and educator preparation systems.

Update on the California Plan

During its October 2015 meeting, the Commission agreed that the following question should frame California's work with NTEP:

How can the state develop a comprehensive approach to recruiting, preparing and licensing a robust and highly qualified teaching and leading workforce that targets and aligns with demand?

In November 2015, members of the Steering Committee attended the NTEP meeting in Atlanta, Georgia to begin work on a two-year plan for California to address this question. A draft plan, with goals, definitions of success and strategic activities to address the goals is under development and will be the focus of further development at the February 2016 NTEP meeting. The table on the following page captures the steering committee's thinking to date regarding strategic activities that will help the state address the identified question. Goals and activities are organized around the major areas of priority established by the CCSSO: Stakeholder Engagement, Licensure, Program Approval, and Data Collection.

DRAFT California Plan

Communication and Stakeholder Engagement	
State Goal	Create mechanisms to foster collaboration and communication between K-12 and higher education so that employers and preparers understand, plan, and effectively enact their roles in preparing, inducting, supporting, and retaining the education workforce, particularly the underprepared workforce that is hired in response to supply shortages.
Definition of Success	<ul style="list-style-type: none"> • The K-12, higher education and policy communities understand their respective and collaborative responsibilities (e.g., placements for student teaching, supervision of student teachers, selection and training of master teachers, planning for and implementing effective induction, ongoing professional learning and support) in supporting new teachers, interns and individuals on Emergency Permits. • Deans of Education and local Superintendents have open and regular conversation about the supply of educators, the demand for educators in particular areas, and the quality of educator preparation. • Those affected by changes in policy are informed and supportive collaborators in improving the system. • The narrative about teaching and leading in the public schools is positive and inviting to a wide array of highly talented individuals.
Key Activities	<ol style="list-style-type: none"> 1. Convene a high level summit with policy leaders, leaders of higher education systems and stakeholder organizations to become mutually informed about the changes underway in K-12 and higher education that are designed to positively impact teaching and learning, and to develop a statewide strategy to address shortages in the supply of teachers and leaders for the schools. 2. Convene a statewide meeting of Deans and Superintendents that strategizes with and supports local efforts to match supply and demand and improve communication and understanding around effective preparation and learner-ready teaching and leading.
Licensure	
State Goal	Strengthen and fully implement the system of tiered licensure California has in place; ensure adequate support for the education workforce.
Definition of Success	<ul style="list-style-type: none"> • Employers and preparers understand and enact their joint responsibilities to develop and support new teachers and leaders entering the field. • California has a robust cadre of teacher leaders serving as mentors and support providers working with new teachers, interns and those serving on Emergency Permits to ensure the highest quality instruction possible. • Research on California's innovative preparation, induction, assessment, and multi-faceted support for new teachers, interns and Emergency Permit holders demonstrates positive outcomes in terms of teacher development and retention and student learning.

Key Activities	<ol style="list-style-type: none"> 1. Develop a strategic communications plan targeting K-12 and Higher Education leaders regarding the importance of collaboration in the development and support of the incoming teaching and leading workforce. 2. Adopt new standards for preparation and induction of new teachers and leaders that define appropriate preparation to serve in mentor, leader, coaching roles; hold all approved programs to these standards. 3. Sponsor targeted research that focuses on the impact of different kinds and amounts of coaching, mentoring and support during teacher and leader development; publish and distribute findings.
Program Approval	
State Goal	Strengthen how California evaluates programs, balancing inputs with powerful outcome measures.
Definition of Success	<ul style="list-style-type: none"> • Surveys of program completers, employers, cooperating teachers, mentors and supervisors indicate that there is consistent quality across all programs, which are producing learner ready teachers across the state. • Consistent scoring on performance assessments sheds meaningful light on program strengths and weaknesses enabling the accreditation system to support improvement where necessary and ensure a consistently high quality of preparation across the state.
Key Activities	<ol style="list-style-type: none"> 1. Pilot and finalize all survey instruments; ensure a high enough response rate to draw meaningful insights from the survey data; and establish reporting systems for programs within the state accreditation process. 2. Update and adopt standards for performance assessments that require consistent scoring processes; revise the CalTPA system and develop a new Administrator Performance Assessment; and establish passing standards for both assessments that all candidates must meet as a critical requirement for licensure. 3. Develop a reporting system that provides candidates, programs and the state accreditation system with rich data that supports educators as they move into second tier induction programs, enables programs to engage in continuous improvement, and enables the state accreditation system to identify program strengths and weaknesses and needed interventions.
Data Collection, Analysis, and Reporting	
State Goal	Build data systems that increase transparency and help match supply with demand.
Definition of Success	<ul style="list-style-type: none"> • Information about the preparation and licensing of the teaching and leading workforce is available on data dashboards that can be readily accessed by the public. • Data systems help the state understand educator supply and demand and develop strategies to better manage supply and demand.
Key Activities	<ol style="list-style-type: none"> 1. Create a data warehouse and dashboard system that provides appropriate information about the education workforce, including the nature, scope and quality of preparation available statewide.

	2. Identify and eliminate, to the extent possible, roadblocks that inhibit data collection about how many teachers are licensed each year, how many are employed, and how many are still employed annually.
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Next Steps

The steering committee will be meeting in Louisville, Kentucky on February 17-19. During this meeting the plan will be refined and finalized, milestones for the next two years identified, and responsibility for particular tasks that advance the plan assigned. Feedback from the Commission during the February 2016 Commission meeting will inform these next steps.

Appendix A

CCSSO Recommendations for Transforming Educator Preparation

- 1) States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career readiness and critical thinking skills to a diverse range of students.
- 2) States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators' ability to perform, including the potential to impact student achievement and growth.
- 3) States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.
- 4) States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.
- 5) States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.
- 6) States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.
- 7) States will require alignment of preparation content standards to PK-12 student standards for all licensure areas.
- 8) States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.
- 9) States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator

preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.

- 10) States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.