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## Information

### *Educator Preparation Committee*

### **Plan to Review and Update the *California Standards for the Teaching Profession***

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**Executive Summary:** This agenda item presents a plan to work with a Content Expert Work Group to provide recommended revisions/updates to the *California Standards for the Teaching Profession* (CSTP).

**Recommended Action:** For information only

**Presenters:** Cara Mendoza and Karen Sacramento, Consultants, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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## Plan to Review and Update the *California Standards for the Teaching Profession*

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### Introduction

This agenda item presents a plan to work with a Content Expert Work Group to provide recommended revisions/updates to the *California Standards for the Teaching Profession* (CSTP).

### Background

The [California Standards for the Teaching Profession](#) (CSTP) were originally developed and adopted in the 1990's, and were updated most recently in [October 2009](#). The CSTP describe accomplished professional practice characterized by the knowledge, skills, and abilities of effective teachers within six overarching domains of teaching. These six domains are:

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

These six domains have, over time, been used and applied in several foundational ways, including but not limited to:

- Driving the continuum of the learning to teach system in California;
- Serving as standards of practice for candidates in induction programs;
- Serving as the organizational and conceptual basis for the development of parallel sets of Teaching Performance Expectations (TPEs) for candidates for a variety of preliminary credentials, including but not limited to Multiple Subject, Single Subject, Education Specialist and Early Childhood Education, that express the key concepts of the six domains at the level of a *beginning* rather than a *veteran* practitioner;
- Serving as the basis for the development and scoring of all Teaching Performance Assessment models approved by the Commission, which are designed to assess candidate performance against the adopted TPEs, as applicable to the credential area; and
- Serving as the basis for individualized professional growth and development for teachers throughout the trajectory of their career in education.

### Use of the CSTP in Induction

The *California Standards for the Teaching Profession* embody the core expectations for beginning teachers participating in the teacher induction program through the [Teacher Induction Program Standards](#), and serve as the basis for the Individual Learning Plan (ILP) that all teacher induction candidates use as the roadmap during induction to demonstrate progress towards mastery of the CSTP. With mentor-based support, induction candidates develop their

ILP goals within the CSTP domains to address areas for professional growth and development. Within the ILP process, candidates practice and refine effective teaching practices through focused cycles of inquiry, professional support, and reflection on their practice.

### **Rationale for Updating the CSTP**

As noted above, the CSTP continue to serve as the conceptual framework for the continuum of professional teaching practice over the lifelong trajectory of an individual's teaching career. In addition, the domains of the CSTP serve as the organizing framework for adapting expected teaching practice to the level of a beginning teacher just starting a career in teaching, as expressed within the TPEs. Over time, however, the TPEs have been updated to reflect advances in professional knowledge, understanding, and instructional practices. Examples of these types of advances include social-emotional learning, culturally-relevant pedagogy, inclusion, advances in digital literacy, and working in the context of a Multi-tiered System of Support (MTSS) among others. In contrast to the TPE development work, the CSTP have not been updated since 2009. It is timely now to assure that the foundational document that expresses California's expectations of the teaching workforce is also brought up to date. This is critical in order to continue providing consistent expectations for teachers, guidance to teacher preparation programs, and a conceptual framework of teaching and learning to support the professional growth and development of all of California's teachers at each stage of their careers.

### **Plan to Convene a Work Group to Revise the CSTP**

The work to update the CSTP will be within the Professional Services Division work plan starting in 2020. This work is critically needed and supported by the induction community, which has the major responsibility for preparing clear credential candidates to meet the CSTP within the context of the candidates' individualized induction experience.

Beginning January 2020, staff will open an application process for a CSTP expert work group. The process will include a formal application for individuals who express interest in serving as a member of the panel that will make recommendations to the Commission. Applicants will be required to complete a short online application, submit a resume/vita, and provide brief written responses to supplemental questions. TK-12 teachers, induction program coordinators and directors, induction program mentors, administrators, and university faculty will be encouraged to submit an application to serve on the expert work group. It is anticipated that there would be approximately 20 members appointed to serve on the work group. Consistent with the Commission's Policy Manual, the expert group will also include liaisons identified by each of the following organizations to represent their respective organizations:

- California School Boards Association (CSBA)
- Association of California School Administrators (ACSA)
- California County Superintendents Educational Services Association (CCSESA)
- University of California (UC)
- California State University (CSU)
- Association of Independent California Colleges and Universities (AICCU)
- California Teachers Association (CTA)

- California Federation of Teachers (CFT)

After reviewing the applications for membership, the Commission's Executive Director will appoint qualified individuals to serve on the CSTP Expert Work Group.

Staff anticipates that once selected, the work group will meet four to five times during 2020. The group will use the recently revised TPEs as a key reference for the CSTP revisions. It is not anticipated that the six domains of the CSTP will change, but rather that the content included within each domain would be updated as appropriate to reflect current knowledge and practice at the level of veteran practitioners, and that this content would align with the content of the updated TPEs. For validity purposes the draft updated/revised CSTP would also undergo a field review to assure that this work remains job-relevant and appropriately descriptive of the knowledge, skills, and abilities of an effective, experienced practitioner.

### **Next Steps**

Staff will provide updates to the Commission as the work progresses. It is anticipated that the revised/updated CSTP would be brought to the Commission initially for information, and subsequently for adoption, in early 2021.