

RECOMMENDATIONS A - K

From: [Dover, Alison](#)
To: [execoffice](#)
Subject: WRITTEN COMMENT ON ITEMS 3A AND 4A AT CTC GENERAL MEETING APRIL 23, 2020
Date: Friday, April 17, 2020 3:08:47 PM

Dear Members of the California Commission on Teacher Credentialing,

As you are aware, COVID-19 has led to significant interruption of teacher candidates' ability to access the coursework, advising, and student teaching experiences necessary to successfully navigate standardized, externally administered credentialing assessments (such as CalTPA). Moreover, dramatic differences in school and university responses to COVID-19 render any equitable implementation of high-stakes standardized credentialing assessments impossible. I greatly appreciate the staff recommendations listed in *3A Consideration of Actions to Assist Applicants, Educators and Credential Candidates Impacted by the Emergency Health and Safety Conditions Related to the Covid 19* and ask that these be approved. I also ask for approval of all modifications suggested by the staff in *4A Action Flexibility for Commission-Approved Educator Preparation Programs Due to the Covid 19*, and specifically those modifications which leave the decisions in the hands of the commission approved educator/administrator/specialist preparation programs.

While these are important steps in responding to the crisis of COVID-19, additional action is necessary. In recent weeks, teacher education programs, including my own, have been working tirelessly to find ways to support candidates in navigating an ever-changing set of conditions related to student teaching and TPAs. In an effort to ensure candidates are eligible for credentialing, many student teachers have been offered illogical "solutions." To offer one example, this morning one of our partner districts advised student teachers to create fake virtual classes consisting of two (and only two) students and film those classes for the purposes of their TPA; they were then advised to write lesson plans after the fact to ensure they addressed the nuances of the TPA. While the district's intent was to find a way to help student teachers navigate credentialing mandates while also protecting the privacy of K-12 students, the absurdity of these suggestions illustrate the inherent risks of high-stakes, externally-regulated teacher performance assessment policies.

Especially in times of crisis, it is essential that teacher candidates – and school communities – are able to focus on the responding to the demands of teaching and learning in their local contexts, not finding ways to navigate (or circumnavigate) standardized assessments. Thus, **I am writing to request the CTC petition Governor Newsom and the California Legislature to eliminate statewide requirements related to TPAs, and empower teacher preparation programs to use locally-developed and controlled measures of teacher readiness.**

California's teacher education programs are good ones, and we have the local expertise necessary to prepare the teachers our communities need. The CTC has the opportunity and responsibility to provide visionary leadership in this time of crisis, by encouraging commonsense reforms that enable educational communities to respond nimbly to ever-changing local conditions.

Thank you,
Alison Dover

Dr. Alison G. Dover

Associate Professor

Coordinator, Combined Credential & Masters in Culturally and Linguistically Sustaining Teaching

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To: California Commission of Teacher Credentialing,

The need for thousands of new teachers of color in our K-12 public schools demands a cadre of skilled and experienced practitioners who mirror the culturally and linguistically diverse student population of California has been well-documented. As a teacher educator in Chicana/o Studies, I work hard to convince my predominately Chicanx/Latinx students to enter the teaching profession. As a result, my students work hard to complete their studies at the university often juggling a full-time job, supporting their families, suffering from food insecurities and more. They seldom complain and work hard to take the myriad of required exams thrust upon them, when they are close to completing their studies, but this year is different. The onset of COVID-19 has created even greater obstacles for my students. My students are also losing their jobs and temporary residences, facing the threat of catching coronavirus without health insurance, and are still required to complete their TPAs. While I can do very little to stop COVID-19, I can my voice to the many who are asking you to waive the EdTPA and CalTPA for all multiple and single subject candidates for the 2019-2020 academic year.

As noted in a statewide petition drafted by a few of my colleagues, "the COVID-19 pandemic has disrupted teacher education programs across the state. With schools being shut down, virtual instruction and work packets have replaced meaningful human interaction. This has disrupted the ability for student teachers in K-12 settings to complete the state required CalTPA or edTPA."

Like many others, I applaud Governor Newsom's quick action in the state of California and acknowledge that these interventions have facilitated in mitigating effects of the pandemic. Moreover, I applaud the staff recommendations listed in *3A Consideration of Actions to Assist Applicants, Educators and Credential Candidates Impacted by the Emergency Health and Safety Conditions Related to the Covid 19* and ask that these be **approved**. I also ask for approval of all modifications suggested by the staff in *4A Action Flexibility for Commission-Approved Educator Preparation Programs Due to the Covid 19* most specifically those modifications which leave the decisions in the hands of the commission approved educator/administrator/specialist preparation programs.

Nonetheless, I believe that the provisions fail to address the entirety of these unjust requirements. I continue believe that it is ludicrous to expect teacher candidates to complete and pass, when their education has been disrupted by distance learning, the inability to complete their field experiences because of school closures and cancelled placements, and the lack of the synchronous teaching experiences required by both CalTPA and edTPA. These extraordinary times require our education and government entities to do more, and to trust our committed and experienced group of teacher educators and school-based mentor teachers to accurately assess candidates' readiness to receive their preliminary teaching credentials.



During these perilous times, we call upon our leaders to provide our students humane, safe and just accommodations. Consequently, as the chair of the California Faculty Association's Teacher Education Caucus, a professor of Chicana/o Studies and a faculty member in the CSU, in addition to supporting the staff recommendations in 3A and 4A, I call for the CalTPA and EdTPA requirement to be waived for all candidates until distance learning is concluded. Until faculty can mentor, counsel and guide our students through the process face-to-face and our students have access to reliable technology, interactions and the technological literacy necessary to negotiate the TPAs, such a requirement is unjust.

Thank you, for the consideration.

Charles Toombs
President
California Faculty Association

Theresa Montaña
Chair, Teacher Education Caucus
California Faculty Association

RECOMMENDATION B



April 20, 2020

Dr. Tine Sloan, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

RE: Agenda Items 3A and 4A

Dear Chair Sloan and Commissioners:

The mission of Teach Plus is to empower excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success. We know that the decisions our state leaders must make in this time of crisis are incredibly challenging and the implications are far-reaching, none more so than those related to how we train and support our teachers. We appreciate the thoughtful analysis and guidance by the CTC staff on these complicated issues.

We are writing in regard to Agenda Items 3A and 4A as we know how critical the preparation and support are for new teachers, especially in this time of interrupted instruction for both teacher candidates and K-12 students.

Item 3A - Consideration of Actions to Assist Applicants, Educators, and Credential Candidates Impacted by Emergency Health and Safety Conditions Related to COVID-19

Overall we are supportive of the reasonable accommodations that the Commission staff are proposing. They reflect the need to balance reducing the negative impact of the COVID-19 crisis on teachers and teacher candidates, while also ensuring that our students do not bear the burden of underprepared and under-supported teachers. As we know, historically marginalized students are the ones who are most likely to be served by underprepared teachers.

While issuing Variable Term Waivers (VTW) seems necessary, many questions remain about the implementation of these waivers. First the question of cost to candidates is of serious concern. We look forward to learning more about the Commission's proposals to determine funding needs to ensure, to the extent possible, that candidates are able to complete their preparation without incurring additional costs.

We also recommend that the Commission identify funding and policy changes necessary to ensure that the induction infrastructure and coordination between induction and preservice programs are sufficient to support teachers who hadn't completed their preservice. With more underprepared teachers in classrooms working with students, and with many unique challenges due to their own interrupted instruction, the state must make this support a priority. This could include additional investments in creative incentives, support, and structure for mentors.

In research conducted by the 2018-19 Teach Plus Fellows, they interviewed directors of twenty induction programs throughout the state. The most significant variation between the design of

mentoring programs was in the time mentors had to devote to this work and the compensation provided. When asked if release time is provided for the mentors and/or the new teachers, seven of the programs (35 percent) said that they provided at least one hour per week for the mentor and new teacher. At the same time, five programs (25 percent) reported not providing any release time and five programs reported providing 1 to 5 instances per year of release time for the mentor or the teacher. While the leaders of many of these programs lamented the lack of release time for new teachers and mentors, they felt that limited resources tied their hands. The role of mentors is even more important as we recover from the impact of the COVID-19 crisis. We would love to work with Commission staff to explore policy or funding requests that can foster innovative solutions for creating more time and support for mentors.

Also in their VTW guidance, Commission staff elevated the role of the Individual Development Plans as a tool to meet the needs of these new teachers under waivers. Most induction programs reported clear visions for their mentoring program rooted in the new teachers' Individualized Learning Plans but they also found that it was difficult to determine if they were consistent with the transition plans that the candidates produced in their preparation programs. While the induction programs aimed to build a robust mentoring program that built on what candidates learned in their preservice preparation programs, many shared that it was often difficult to know because they did not see the transition plans that candidates were expected to produce in their pre-service programs. Two district programs cited only having ever seen one transition plan out of the hundreds of new teachers who had come through their program. As it is even more important that induction programs build on what candidates learned in their preservice, we would recommend that additional guidance be provided for the integration of robust transition plans into the Individualized Learning Plans

Finally, with so much uncertainty, it reinforces the need for more robust information about our teacher pipeline, so we can assess the impact of these measures. We recommend that the Commission identify key metrics to assess the effect of these accommodations, including the number and percentage of those to begin teaching under the VTW who completed their preparation and received a preliminary credential, the extent to which they are teaching in high-need subjects and locations, and retention rates. We appreciate the thoughtful guidance provided with the VTW but we suggest that the Commission explore what other strategies need to be implemented to mitigate the negative impact of more underprepared teachers entering the workforce - for both teachers and students. We would welcome the opportunity to be a part of that process.

Item 4A - Flexibility for Commission-Approved Educator Preparation Programs Due to the COVID-19 Crisis

On the staff suggestions that the Commission suspend some requirements from specific program standards, we are supportive of most of the staff recommendations. For the preliminary multiple and single subject credential, we support option b that would consider that if a candidate has passed a Commission-approved Teaching Performance Assessment AND that candidate has completed a specified minimum number of hours of clinical practice, the Commission could deem that these candidates have met the required clinical practice hours. These candidates would not be required to complete the full 600 hours of clinical practice and this would be noted on the Individual Development Plan (IDP) that the candidate and preliminary program develop for the new teacher to take to their induction program.

Thank you for the opportunity to comment. We would like to continue to work with the Commission as you move forward with this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'SL', is centered below the closing.

Sarah Lillis
Teach Plus California Executive Director
916.761.1385
slillis@teachplus.org

cc: Commission on Teacher Credentialing Commissioners
Erin Skubal, Director, Certification Division
Teri Clark, Director, Professional Services Division

RECOMMENDATION E

PEPPERDINE
Teacher Preparation Program

April 17th, 2020

Dear Commission,

I hope everyone on the Commission has been doing well. We at Pepperdine University are thankful for all of the tireless work you have put into finding solutions for our teacher candidates. Our candidates nearing program completion have found much relief in the options granted to them by the Variable Term Waiver, and we are grateful for the communication in this regard.

That being said, today we still have lingering concerns regarding completion of the Subject Matter Competence requirement. With the closure of testing centers, it has been difficult for candidates to register for their CSET exams. As such, this has severely hampered the ability to enroll in coursework for the coming terms – especially clinical experience courses involving whole-class instruction. We as a program and our candidates are worried about the lack of updates in this regard. We are especially concerned for a candidate in Art who was aiming to complete CSET testing this past March but is now out of options until August, where she will be unable to receive results in time to enroll in the coming Fall term.

Given these concerns, the Pepperdine Teacher Preparation Program would like to pose the following questions to the Commission for everybody's consideration:

1. What is the possibility of opening additional testing windows for the CSET to teacher candidates?
2. As other standardized tests have considered testing from home, is this a consideration for the CSET too?
3. What flexibilities might teacher preparation programs have in determining when in the program whole-class instruction begins without majorly disrupting the progression of a candidate's clinical experience?

We are hopeful that staging these questions will bring much-needed clarification not only for ourselves and our candidates but also educator preparation programs and teacher candidates throughout California. Thank you very much for your time.

Sincerely,



Terrance Cao, M.Ed. | Pepperdine University
Certification Manager
Terrance.cao@pepperdine.edu
310-568-5656

Ideas for commission in regard to COVID-19 Crisis

Thursday, April 23, 2020

General Session

9:00 a.m.

4A: Flexibility for commission-approved educator preparation programs due to the COVID-19 Crisis

A potential modification to commission standards and preconditions in regard to CSET assessments could be in lowering the passing score of subtests. Currently a passing score is 220 which out of 300 is 73%. If you lower it to 209 to be a passing score, it is still a 70% which would help many that are struggling.

Another possible modification could be that if the candidate scores high enough (over 200) in the CSET but does not achieve the required passing score and has substituted at least a determined quantity of days (year) in that particular subject or grade level then it could make up the points missed on CSET and qualify for a waiver.

Finally let the student teaching candidates do their CSET exams till after they do their student teaching.

RECOMMENDATION G

From: [Shannon Anido Bui](#)
To: [comments](#)
Cc: [Andy Garcia](#); [Clark, Teri](#)
Subject: Comments for April Commission Agenda Item 4A
Date: Thursday, April 16, 2020 3:18:22 PM

Dear Commission Members,

My name is Shannon Bui and I am the Induction Coordinator for Oak Grove School District.

First, I appreciate you engaging in conversation regarding how best to support our teachers and students during this unprecedented time. I hope that you and your loved ones are healthy and doing well.

I want to thank you so much for your consideration of recommendation G on Item 4A, which I fully support.

On behalf of Oak Grove School District, I am advocating strongly for all Induction teachers in California, that this school year is recognized as a full year of Induction for the following reasons:

During this time, our Induction teachers have continued to work on their ILP, as well as have met regularly, albeit virtually, with their mentors. Although school physically closed their doors in March, teaching and mentoring continued. All Induction work, including our monthly workshops continued, with the exception of our Colloquium Celebration due to social-distancing.

As they had no choice but to navigate quickly distance learning, our Induction teachers have shown tremendous growth towards mastery on all 6 of the CSTPs, but especially CSTP 6. Not only are they learning how to collaborate virtually, but how to conduct themselves professionally in an online environment with colleagues and students and families. Teachers are learning how to plan curriculum, adjust curriculum, assess, and then modify, all in a virtual environment (CSTPs 3, 4, and 5). Our Induction teachers have had to learn a whole new form of classroom management, engaging and managing students online. (CSTPs 1 and 2). One could argue that these teachers have had to become masters of a new craft very quickly.

Oak Grove is extremely grateful to our mentors who continue to provide regular (virtual) just-in-time support to our Induction teachers. Our mentors continue to turn in logs documenting this support, as they help teachers problem-solve how to support students in this new environment.

Every year, I am proud to say that our ECOs and 2nd year Induction teachers are well-prepared and ready to be recommended for a Clear Credential after finishing our Induction program. This year is no different. I am amazed at what they have been able to do with such limited time and training. They have been advocates for themselves and our students, and these efforts should be recognized.

Therefore, I am asking that the Commission designate the 2019-20 year to be recognized as a full year of Induction.

Thank you so much for your time and consideration,
Shannon

Shannon Bui

Coordinator, Educational Services

Oak Grove School District

(408) 227-8300 ext. 100275

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From: [Liliana Contreras](#)
To: [comments](#)
Cc: [Clark, Teri](#); [Viramontez, Shelly](#); [Whitney Holton](#)
Subject: Comments for April Commission Agenda Item 4A
Date: Friday, April 17, 2020 7:58:42 PM

Dear Commission Members,

My name is Liliana Contreras and I am the Induction Coordinator for Campbell Union School District. We serve several neighbouring districts, in addition to our own, as well private schools as a Consortium.

Thank you so much for your consideration of recommendation G on Item 4A, which I fully support.

On behalf of Campbell Union School District, I am advocating that this school year is recognized as a full year of Induction for all teacher candidates in California for the following reasons:

1. During our shelter-in-place, our candidates have been teaching through distance learning platforms and, therefore, teaching and mentoring has continued. Our candidates have shown tremendous growth towards mastery on all six of the CSTPs during this time. Not only are they learning how to collaborate virtually, but also are learning how to conduct themselves professionally in an online environment with colleagues, students and families (CSTP 6). Candidates are learning how to plan curriculum, adjust curriculum, assess, and then modify, in a virtual environment (CSTP 3, 4, and 5). Our candidates have also had to learn a whole new form of engaging and managing students online (CSTP 1 and 2). As you can see, our teacher candidates are quickly becoming fluent in distance learning.
2. Our candidates have been meeting weekly, by phone or via Zoom/Google Hangout, with their mentors. This can be observed in the logs that document their just-in-time, long-term and induction support with distance learning.
3. All Induction work, including our academy meetings have continued. Candidates are still working on reflecting on the CSTP Continuum and their ILPs. We did make minor modifications to Induction assignments with regards to their inquiries. Normally, our candidates complete 3 inquiries, one per ILP goal in a year, for a total of 3 ILP goals a year. One is completed in the Fall and two in the Spring. We have offered the option of completing one inquiry in the Spring as we researched and found that most induction programs have their

candidates complete two inquiries, one in the Fall and one in the Spring. We have guided our teachers individually depending on where they were with completing their inquiries. Some have already tweaked their ILP goals and started working on their third inquiry around distance learning as it is new to them.

4. Finally, every year, our ECOs and 2nd year candidates are well-prepared to be recommended for a Clear Credential after finishing our Induction program. This year is no different. They have advocated for their students and themselves during this difficult time, and with limited time and training, have been able to continue learning for their students. This current challenge of distance learning has further helped our teachers show growth across the CSTPs.

For all of these reasons, I request that the Commission recognize the 2019-20 school year as a full year of Induction.

Respectfully,

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Liliana Contreras
Induction Program Coordinator
Campbell Union Teacher Induction
South Bay Consortium
lcontreras@campbellusd.org
408-341-7270

RECOMMENDATIONS G & H

From: [Teacher Support](#)
To: [comments](#)
Subject: Upcoming April Agenda Meeting
Date: Sunday, April 19, 2020 5:26:13 PM

Dear Commission,

On behalf of Evergreen School District, we request that you continue to support new teachers participating in Induction throughout California by supporting recommendation g and h on agenda item 4A.

Our program has continued to provide support to our mentors and our new teachers, hosting mentor meetings to support mentor health and wellness so that they can continue to provide support to the teacher candidates. Our mentors have continued to meet weekly with their new teachers - whether by phone call, by email, and/or video chat. We have also held a digital meeting with all new teachers to let them know that we will continue to provide support for their program completion this year.

We thank you in advance for your continued support of our new teachers and our program by supporting recommendation g and h on agenda item 4A.

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Sincerely,

[Marena Doxie](#)

Coordinator, Teacher Support Programs
Evergreen School District
Monday - Tuesday - Friday

[Katherine Clemmensen](#)

Induction Leadership Team

**LETTERS THAT DO NOT SPEAK TO ANY OF THE
RECOMMENDATIONS**



April 16, 2020

Dr. Tine Sloan, Commission Chair
The Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

RE: April CTC Meeting Agenda Items 3A and 4A

Dear Chair Sloan and Commission Members:

Firstly, we hope you and your families are staying healthy!

On behalf of the EdVoice Board of Directors, I write regarding the Commission's consideration of proposed actions to assist current and future California teachers impacted by COVID-19 conditions and related school and institutional closures and social distance requirements.

Item 3A—Candidates Meeting Minimum Requirements

All teacher candidate assessments, including the basic skills requirement, serve as consumer protection for the millions of California students and families. Nonetheless, the current COVID-19 circumstance presents challenges for each candidate to objectively demonstrate they have met a uniform minimum competency and performance requirement. Therefore, EdVoice supports the Commission moving forward with deferrals, *but not permanent waivers*, of the CBEST and other examination requirements. With respect to the CBEST, the item background material appropriately notes the authority and requirements of Education Code 44252.8 that provide "any person granted a deferral pursuant to this section shall take the state basic skills proficiency test at the next available opportunity, or the deferral shall terminate." We believe it is reasonable for the Commission to require that all candidates pass the CBEST in an appropriate timeframe as exam modalities and COVID-19 social distancing rules permit. This is particularly important for the basic skills requirement, which serves as the only floor for minimum competency for a range of permits and waivers.

Items 3A and 4A—Taskforce on Clear Credential Requirements

EdVoice concurs with the Commission's consideration of COVID-19 conditions as "good cause" in offering extensions for induction and clearing credentials, particularly for preliminary credential holders. Further, we recommend the Commission take this moment to consider deeply the clear credential requirements moving forward. Evidence suggests there could be unintended and truly unnecessary structural barriers exacerbating the California teacher shortage even before the COVID-19 pandemic.

April 16, 2020

Page 2

While research shows that high-quality mentoring is critical for improving teacher effectiveness, it is not known whether the many permutations of induction programs across the state are still achieving the intended results. California data demonstrate that clear credential requirements are correlated with, if not outright creating, barriers to remaining in the teaching profession. Most beginning teachers leave the profession without clearing their credentials. According to CTC data of a single cohort that is not an outlier, only 710 early career teachers cleared their credentials in 2017-18. This represents less than five percent of the 15,669 candidates who earned preliminary credentials in 2015-16, two years earlier.

Teachers clear their credentials through an induction program provided by their district, county office of education, or as a result of obtaining a master's degree. While some induction programs are provided at low to zero cost, many districts charge more than \$2,500, and the master's degree option costs even more. Direct costs do not include the opportunity cost of time and other moonlighting income often needed for teacher candidates trying to live near the schools where they teach. Because many California districts will have fewer resources to subsidize induction in the coming years, we believe the Commission should convene a task force to reconsider the relevance and appropriateness of all clear credentialing requirements.

Thank you for your consideration of these comments. If you have any questions regarding our input on these items, please do not hesitate to contact me directly.

Stay well!

Respectfully,



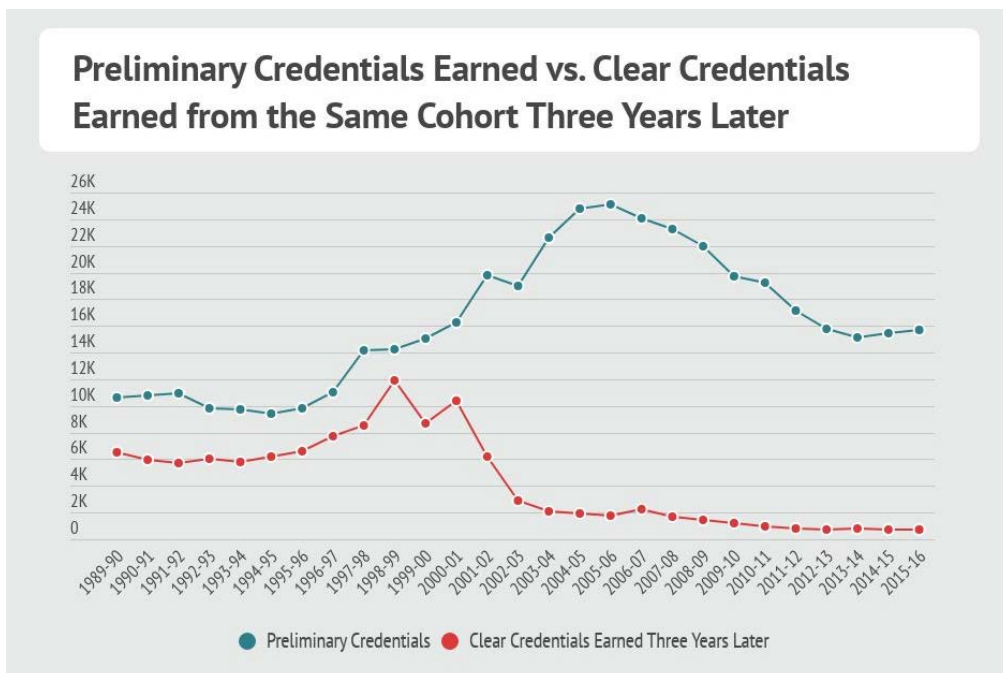
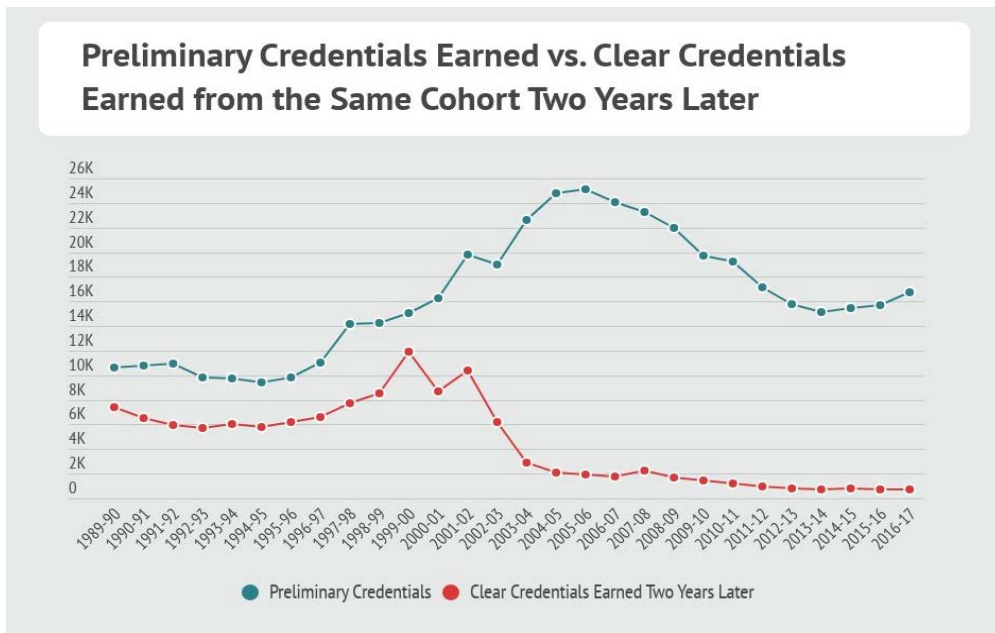
Bill Lucia
President

Cc: Members, Commission on Teacher Credentialing

Addendum to April 16, 2020 EdVoice letter on Agenda Items 3A & 4A

California’s Growing Teacher Retention Problem—Is it Structural?

Clear credential requirements appear to be correlated to obstacle(s) in retention. Thousands of new teachers earn “preliminary” credentials every year in California. Relatively few go on to “clear” their credentials (see charts below).



Hi everyone, my name is Olivier Castañeda; I am a graduate student in the bilingual program at SJSU.

I am advocating for the cancelation of the education TPA due to COVID-19 pandemic.

I feel it would be a deficient decision to require teacher candidates to complete a teaching assessment with the current situation especially if things are out of our control.

For example, my Mentor Teacher could not continue coaching me. So, as a bilingual Student Teacher, I lost 100% teaching opportunities with the students I had built relationships with.

This is only one critical reason why it would be unethical to require the compliance of the TPA assessment to obtain a preliminary teaching credential when finalizing it is out of our hands.

I hope you use your power to act with dignity, equity and justice to help promote potential educators. *Muchas gracias por su liderazgo.* Thank you for your leadership.

Hello, my name is Michael del Castillo, I am a current teacher candidate in the UC Davis credential program.

I am reaching out to ask if the CTC is considering waiving the edTPA/CalTPA. Student teachers are under immense stress, frustration, and anxiety in regards to the edTPA/CalTPA since we are being told we must still do the edTPA virtually.

For many people doing the edTPA is simply not possible and is a very inequitable solution to a problem that none of us can control. There are student teachers whose classrooms have a high percentage of low-income students who do not have access to virtual learning. It is inequitable how some will be able to complete the edTPA due to their classrooms/districts level of privilege and how some will not have the chance to even try. It is also inappropriate to ask students/families if we can record them when they are in the privacy and comfort of their own homes. We feel as if recording students in undisclosed settings in their own homes is an invasion of privacy. We should not have to ask our students and their parents to be put in such uncomfortable positions.

Student teachers have no control over what has happened which is why we should not be held accountable. If we do not receive our credential as originally planned before COVID-19 many of us will be getting extremely lowered salaries. In addition, we will be under a huge amount of stress having to deal with the past 6 months of trauma our students have just been dealing with as well as having to complete the edTPA if it is not waived. We understand that the edTPA is written into CA law/education code. However, this is why we urge you to request Governor Gavin Newsom to make an executive order to waive the edTPA. Governor Newsom made the wise choice of waiving all CA state testing, so students do not have to stress about taking them now or in the upcoming year. Student teachers are students also that are extremely affected by this crisis, and we feel Governor Newsom should do the same for the edTPA. Another issue with still requiring the edTPA is that many of us can no longer afford the edTPA \$300 fee since many of us are no longer working and neither is our families that support us. Under such harsh and unforeseen circumstances student teachers should not be held accountable for something we cannot control.

We feel the CTC should make the right decision and waive the edTPA. New York recently decided with a great amount of wisdom that their student teachers should not be held accountable for something they had no control over. We student teachers across CA are hoping CA will follow New York's lead and waive the edTPA/CalTPA. We simply want the opportunity to follow our dreams of being fully credentialed teachers in our own classrooms.

Another point I would like to make is that there is much support student teachers are receiving from the general public in CA & from all over. The support is evidenced by the 8K signatures in this petition that I will attach here: <https://www.change.org/p/university-students-remove-the-caltpa-as-a-requirement-for-teachers-in-current-educational-programs>

There is even another petition with 2k signatures: <https://www.change.org/p/ctc-waive-edtpa-caltpa-for-2020-ca-teaching-credential-renunciar-al-requisito-de-edtpa-caltpa-para-maestr-s>

All in all, we simply want the best decision to be made for our overall mental health and well-being. We hope the CTC will take into consideration requesting Governor Newsom to waive the edTPA. What the entire world is dealing with is something no one could have predicted or prevented. Please help the future teachers of CA in this desperate time of need.

Sincerely,
Michael del Castillo
UC Davis Credential/MA Program

From: [Tammra Detviler](#)
To: [execoffice](#)
Cc: [Tammra Detviler](#)
Subject: Action Item 4A of April's agenda
Date: Monday, April 13, 2020 2:42:37 PM

Ms. H Rodriguez, Committee Chair

I am writing to express my concerns over the CalAPA for the 2019-2020 school year due to the Covid-19 pandemic. I am currently enrolled in the Administrative Credential program with Cal Poly Pomona and have already submitted and passed my CalAPA cycle 1. As you may be aware there are detailed specifications for the tasks related to CalAPA. Due to schools being closed for the duration of the school year this now presents many new challenges.

When doing the required data analysis for CalAPA Cycle 1 each individual was to collect data related to California state indicators. Through this collection and analysis of data identify an equity pattern to investigate a structural factor further that may be contributing to the equity gap for the identified group of students. Once a problem of practice is identified, leading into Cycle 2 candidates are to work through a collaborative professional learning group with educators at our site. Once we determine an agreed upon area of education focus then work to address the problem of practice. This is to involve multiple meetings with agendas, minutes, group work progress and early results with the identified group of students which are to be videotaped. This can not be done with schools closed and moving to an online distance enrichment programs that most districts have now put in place, mine included.

There are portions of Cycle 2 which can be done but certainly not the entire process because we are unable to access these groups of students as a whole. I suggest that candidates be provided the opportunity to do Step 1 and Step 2 of Cycle 2 and reflect on parts that may have been addressed or implemented as a trial prior to the officially beginning of Cycle 2. The videoing of meetings in order for all members to be viewed and determine if the candidate is able to use adult learning strategies will be very different and difficult in the current change of practice for our schools.

Cycle 3 should be able to be accomplished with a few adjustments including the fact that these meetings will be conducted via an online format and not the typical face to face where teachers are able to show items to help in the discussion of the post evaluation.

Cal Poly Pomona has been doing their best to provide us with support and guidance since the March 13, 2020 closing of all school sites and even the college programs. We have been completing an intense program with Field Work that has given us the opportunity to learn and grow as potential administrators. My current school site has four administrators who have been on the job less than one year and most are brand new administrators with less than four years experience. They have viewed my fieldwork manual and am shocked at the type of learning we have been expected to do because they have not had a

similar experience. They feel that Cal Poly Pomona is doing an exceptional job at training us for the job of administration. The guiding principle to determining if candidates are prepared to be an administrator should rely on the preparation that Cal Poly has provided to its candidates.

I choose to affiliate myself with a university program in order to learn the most about being an administrator from those who have done so already. I have learned so much in the last seven months of class meetings and nine months of doing field work and CalAPA cycle 1. I know that I could have just taken the CPACE and/or a program through a county department of education and not been required to do this additional work. I believe one part of developing the educators to be competent administrators has been the learning occurring in our cohorts with Cal Poly.

Furthermore, the Variable Term Waiver will create undue financial burdens on candidates who will need to be enrolled with their college or university program in order to continue to be supervised and to complete these cycles of inquiry during the 2020-2021 school year.

I understand that the completion of the CalAPA is required by regulation for all preliminary administrator candidates but know that the commission along with the governor's office have the ability to change this regulation for this year.

Thank you for allowing me to express my thoughts.

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Tammra Dettviler-Velarde

From: [Julie Fiero](#)
To: [execoffice](#)
Subject: Current Administrative Credential Graduate Student
Date: Friday, April 17, 2020 4:32:45 PM

Dear Commission,

The COVID crisis has affected me as a teacher in ways that were never anticipated, As a special education teacher for middle school I have been working from 8 AM to 8:30 PM every day. I have had to learn to use many new technology programs, helped my students daily, worked with parent, created Distance Learning Plans for students, struggled with technology during the whole time. I take my job as a teacher seriously and I'm doing my best to continue to educate the students on my caseload. I have never worked harder.

The impact on my school and students has been shocking. Suddenly students and parents are expected to work from home and we are responsible for making sure that can happen. Administration has had us set up classrooms, take down classrooms, learn paddle, create hyperdocs, kahoot, clever, flip grid, and many other programs. We've had to develop new plans to help the students access their classwork and determine how we will deliver services as service providers.

There have been numerous staff, department and specialty meetings. My life has been turned upside down and so have the lives of my students, my school, the other faculty, and their parents. '

I had started holding my meetings for CALAPA Cycle 2 before the quarantine. I will NOT be able to finish that Cycle or Cycle 3 and be able to keep my job and provide teaching services. I believe the students should come first during this traumatic time.

Next fall, I expect to have a new position as an administrator. Finishing my CALAPA Cycles, hstarting a new job, and clearing my credential is too much to expect.

I need to earn more money. I am working hard to earn my credential and feel ready to move ahead as I have learned what I need to know this year at CSUEastBay.

I respectfully request that you excuse us from completing the rest of our CalApa Cycles considering these unusual circumstances. This would be the right thing to do not only for us, but also our students, because otherwise we will need to concentrate on our Cycles as well.

Thank you,

Juliet Judd Fiero

I am writing to highly recommend that the CTC to cancel the TPA requirement for all teacher candidates completing their student teaching during the semester of Spring 2020. As a teacher educator and university supervisor for student teachers, I have witnessed directly the immense stress and strain that this exam causes for teacher candidates. This stress was occurring before the COVID-19 pandemic, and now with remote learning mandates, the strain, stress, and anxiety has only intensified.

Teacher candidates in the state of California endure rigorous course work, field work experiences, writing assignments, and exams throughout their teacher education programs. Teacher candidates already exhibit their ability to learn from students, parents, and mentors through student teaching. In addition, teacher education programs conduct a total of six official observations by a qualified university supervisor, two formal evaluations where they demonstrate they have mastered the six Teacher Performance Expectations (TPEs), and they create an Individual Development Plan. These diverse assessments and documents should suffice in demonstrating candidates' ability to become teachers.

In working to meet the demands of the TPA exam, teacher candidates are currently attempting to record their lessons via diverse video technologies, collect artifacts, and answer lengthy exam questions in the middle of the COVID-19 pandemic. This chaotic and stressful experience will not lead to better prepared or equipped teachers. I ask the CTC to please cancel the TPA requirement for all teacher candidates during this semester, allowing them to immediately apply for an appropriate credential. We need to consider not only our state's need for highly qualified teachers, but the strain and stress we are putting teacher candidates through by asking them to complete this requirement. I encourage the CTC to consider what kind of trauma will be inflicted by the process of asking teacher candidates to complete this exam during a global pandemic. We have the power to transform this experience for the teacher candidates in our state; to allow them to use their time and resources during the remainder of the semester to support and uplift students, families, and communities.

I appreciate the committee's time in reading my statement and considering this possibility.

Sincerely,

Oona Fontanella-Nothom, Ph.D.
Assistant Professor of Curriculum and Instruction
California State University, Los Angeles
Ofontan@calstatela.edu

From: [Joseph, Rebecca](#)
To: [comments](#)
Subject: waive edTPA for spring 2020-spring 2021
Date: Thursday, April 16, 2020 10:55:38 AM

Dear CTC:

I train secondary teachers at Cal State LA and place all of them in their student teaching placements. Because of Covid-19, student teachers stopped in-person student teaching in mid-March when all public schools in California began shutting down in-person teaching.

Completing the edTPA is an undue hardship for our students for several reasons and postponing will continue those hardships. Just like the University of California and hundreds of other colleges are not requiring standardized tests for next year's applicants, the state of California should waive the edTPA requirement for all student teachers in the state of California for spring 2020 through spring 2021.

Our student teachers are

1. taking full time care of their own children and other loved ones
2. unable to reach many of their master teachers who are also in crisis taking care of their own children and loved ones and adapting themselves to remote teaching
3. unable to reach their students in their classrooms as the majority of public schools in our region are not allowing any synchronous teaching.
4. overwhelmed with financial concerns as their family members are laid off

The edTPA is a tragic hardship on our students. Delaying it is unfair as it will prevent students from starting tenure track jobs as they should. I want my students to love teaching. Right now, they are facing innumerable personal and professional challenges that are beyond their control, and the edTPA is a tragic weight affecting them when they should be focusing on completing their student teaching in meaningful ways.

Like many of your peer states, please waive the edTPA for spring 2020 through spring 2021 student teachers.



REBECCA JOSEPH

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From: [Kathrynn Kang](#)
To: [execoffice](#)
Subject: Agenda items 3A and 4A
Date: Saturday, April 18, 2020 9:38:16 PM

Kathrynn Kang
CSU East Bay PASC Program

Dear Governor Newsome,

I am respectfully requesting that you consider waiving the requirements of CalAPA Cycle 2 and Cycle 3 to receive our Preliminary Administrative Services Credential (PASC) for candidates in good standing during this school year due to the impact of the COVID 19.

Prior to the implementation of the CalAPA in 2018, the California Commission of Teacher Credentialing (CTC) authorized accredited programs to verify a candidate's completion of the requirements for the PASC. With due respect, I request that you consider returning this practice for candidates who will complete their credential requirements in Spring and Summer 2020.

CalAPA Cycle 2 requires teachers to gather to discuss a problem of practice and to implement solutions to the students. CalAPA Cycle 3 requires that candidates observe another teacher, providing a pre conference and a post conference, as well as recording of the lesson. As much as the CalAPA cycles provide a standard for the candidates to experience different requirements of the administrator job, completing the cycle is just simply not feasible during this time. During these unprecedented times, with school closures to the end of the school year, candidates cannot meet with teachers to discuss problems of practice or observe teachers teaching a lesson to their students. As full time teachers, we are struggling to provide distant learning to our students using unfamiliar platforms. We need to be caretakers for our own families as well as meet the academic and social well being needs for our students. We are inundated and struggling to find balance within these troubling times, yet trying our best to provide normalcy for our students.

I respectfully request a different approach to ensure that PASC candidates receive their credential this year without the additional burden of completing the CalAPA Cycles. I ask the CalAPA requirement be suspended for Spring and Summer 2020 PASC program graduates and plead a return to the practice of CTC accredited programs being authorized to recommend candidates who will complete their credential coursework and fieldwork in Spring and Summer 2020.

Thank you for your consideration.
Kathrynn Kang

April 15, 2020

Dear commission members:

I am in a credential program at San Diego State through the Department of Dual Language and English Learner Education. This is to request a modification to credential requirements, pursuant to Action 4A on your agenda for the April 2020 commission meeting.

I have finished most of my field work as part of the Cal TPA Cycle 2 assignments, with the exception of the last step — extension or “reteach.” I had scheduled my “reteach” for Thursday the week my assigned school, Eastlake Middle School in the Sweetwater Union High School District, closed because of the COVID-19 pandemic. It closed Monday the week of my scheduled “reteach” session.

I subsequently found out through our CalTPA coordinating professor that the CTC was still requiring not only the reteach, but an associated video that must depict synchronous instruction. This requirement is not feasible, because Sweetwater District schools will not be pursuing synchronous instruction. There’s no way for me to conduct a class simultaneously with students in a virtual classroom.

Moreover, my fellow student-teachers and I have not been made privy to the training necessary to conduct online instruction. Besides, many of our guide teachers have been overwhelmed enough trying to adapt to the new mode of instruction in time for the restart of instruction.

As it is, I have completed three of the four steps and four out of five videos that constitute Cycle 2. I’m willing to do a reteach, but it would have to be done asynchronously. As it is though, with all the difficulty and disruptions inherent in “lockdown,” I believe my coursework and practical training have sufficiently prepared me for the classroom. From talking to many other teachers about their initial credential experience, new teacher preparation has never been more rigorous than it is today.

Thank you for considering this.

Sincerely,

Brian E. LaMay
La Mesa

From: [Ogechi Ibeanusi](#)
To: [comments](#)
Subject: PUBLIC COMMENT ON ITEMS 3A AND 4A AT CTC GENERAL MEETING APRIL 23. 2020
Date: Monday, April 20, 2020 6:57:23 PM

GOOD MORNING. MY NAME IS Ogechi Ibeanusi AND I AM A Teacher AT Presidio Middle School. I support the commission taking action to waive the CalTPA and EdTPA given the challenges that the pandemic poses to their equitable completion but more importantly, research challenges both the validity and reliability of privatized teacher performance assessments and the CalTPA, edTPA, and CBEST disproportionately bar people of color from entering the teaching force. Therefore I ask that the CTC recommend Governor Newsom make an Executive Order to not only eliminate these assessments now, but permanently. California should follow Wisconsin's example and recommend the legislature permanently remove edTPA as a credentialing requirement. Let the university teacher education programs determine that student teachers master TPEs. Eliminate these assessments now, and permanently.

April 16, 2020

Nicholas Linnet
CSU East Bay PASC Program

Dear Governor Newsom,

I am writing you this evening to humbly request that you consider waiving the CalAPA assignments for this Spring semester 2020 at all PASC accreditation schools in California in response to the COVID-19 pandemic that has closed all public schools and essentially stopped daily economic and physical activities across the globe.

The requirements for PASC students working to attain a Preliminary Administrative Services Credential in California involve a complex research inquiry into an equity gap for Cal APA, cycle 1. Many PASC students have already completed this work in the Fall 2019 semester, but not all.

The requirements for Cal APA, cycle 2 involve candidates facilitating and recording a problem of practice with other educators at their site over multiple sessions. This work is time extensive, and works best when educators can meet in person to discuss the identified problem and work to create goals and improved practices into action over time at the site. This work is nearly impossible to complete in a distance learning format, when educators are now working to teach from home, support families with assignments, tech issues, and other inequities that can be avoided within the confines of the school setting. They are also working to support their own children's educational needs, and still take care of the daily necessities for living (food, shopping, exercise, etc.). It is highly impractical to expect PASC educators, and their staff, to continue this problem of practice virtually when everyone's schedules have been so greatly impacted by the shelter-in-place orders that have gone into effect all across California.

The requirements for Cal APA, cycle 3 involve candidates facilitating a pre-observation conference with a colleague, observing them teach a lesson, then conducting a post-observation conference with the colleague to share observations, ask questions, and make recommendations to help support and improve practices. This is an excellent task to help PASC candidates experience one of the essential roles Administrators are expected to participate in yearly as they coach, mentor, and support their educational staff. With that said, asking PASC candidates to complete this work remotely through Zoom conferences hardly seems an appropriate (or relevant) demonstration of the work Administrators will be expected to demonstrate when schools resume next school year. The personal connections of sitting down together, discussing current practices, listening to teacher's goals and educational needs, observing how said teacher engages, facilitates, and assesses the learning of her students in the classroom setting that she created, then sharing the results of the observation, hearing her thoughts on how the lesson went, and creating goals

for future learning within the classroom can scarcely be found when everyone is collaborating through computer screens and hoping their internet connections do not fail them. The CTC has identified that these tasks cannot possibly be completed to any quality level virtually, which is why they have chosen to offer PASC candidates a Variable Term Waiver, so that we may continue this work next year (without the support of our PASC professors or support coaches).

My PASC candidate colleagues and I believe that this is unfair of the CTC to ignore the global crisis and request us to somehow complete these expectations without providing adequate modifications in light of the changes the world has all had to make in response to COVID-19. We also know that we are not alone, as many new teachers are subjected to trying to satisfy the requirements to earn their teaching credential under a distance learning format. The truth of the matter is, schools all across California are going to need new teachers and administrators to help in the recovery from this crisis when they open up again sometime in the Fall. They should be able to begin that work without a cloud of expectations hanging over them from the CTC. I am humbly requesting that when you review Agenda items 3A and 4A, that you consider waiving the Cal APA tasks for this calendar year, or request that CTC accept our CAPE assignments in lieu of the Cal APA assignments for this year in response to COVID-19. The simple truth is that educators have worked so very hard this year, learning and facilitating learning in new ways built out of necessity and on the fly during this pandemic, and educational leadership has been demonstrated by all through this crisis. Please use your authority and consider an executive order that would allow us to earn the credentials we have worked so very hard to attain this year, so that we can have a clean slate when starting our new careers next year in helping restore our educational learning communities in schools all over this great state.

I thank you for your time and consideration.

-Nic Linnet, Educator & PASC Candidate
nicl@fsusd.org

From: [Tricia](#)
To: [execoffice](#)
Subject: Agenda Items 3A and 4A
Date: Friday, April 17, 2020 5:06:05 PM

Tricia Ouellette
CSU East Bay PASC Program

I respectfully request that you consider suspending the Cycle II and Cycle III requirements for this year. These requirements were intended to be completed during the PASC preparation program when you had the support of your PASC program instructor. Providing a waiver to complete the requirements the following year when schools are recovering from the COVID 19 closure creates a hardship that previous candidates have not had to endure. Completing the PASC program and passing the CALAPA Cycle 1 would be a fair and equitable requirement for a preliminary credential in the 2019-2020 year.

Thank you for your consideration in this matter.
Tricia Ouellette

Sent from [Mail](#) for Windows 10

From: [SueEllen Thomas](#)
To: [execoffice](#)
Subject: Agenda items 3A and 4a
Date: Friday, April 17, 2020 7:04:00 PM

SueEllen Thomas
CSU East Bay PASC Program

Good afternoon,

I am respectfully writing today to ask you to please consider waiving the requirements of CalAPA Cycle II and CALAPA Cycle III, for candidates in good standing during this school year (2020). The requirements for these cycles were based on the premise that, as educators, we would have access to students, teachers, and administrators as necessary.

During this time we have been drastically impacted by the COVID-19 virus and, as you are well aware, have had to completely create curriculum, instruction and methods with which we communicate with students, faculty and stakeholders. Equity has become an issue of the highest importance during this crisis. This pandemic alone has distanced students, teachers, administrators and stakeholders from the basics that are required to perform daily functions in and out of the classroom.

Teachers are overwhelmed with emails, questions, hand holding, acquiring internet access for students, locating online and physical texts for students, not to mention, in many cases helping to attain meals and safety for students. We are asking these same teachers to put these challenges aside and complete business as usual” for these Cycles in the PASC program? How does that seem fair and equitable in a time of pandemic and crisis?

Teachers (we) are barely treading water to keep our heads above water and get our students what they need, to not only survive this critical time, but to thrive in it! Asking peers to add more to their schedules and workload seems not only unfair, but counter productive, as we learn about equity and High Reliability in the school systems.

If we are able to acquire employment as administrators in the Fall, or even if we continue on in the teaching capacity, we will be playing “catch-up” in a system that will be struggling to serve ALL students. Asking candidates to pile additional requirements onto a work load that will be unprecedented, does not seem fair and equitable.

I strongly encourage you to consider it “fair and equitable” to pass student this semester that have already completed the requirements for CalAPA Cycle I and PASC program (2019-2020) requirements, and are in good standing, at this time.

Thank you for your time and consideration.
Stay well and safe during this time of crisis and upheaval.
SueEllen Thomas

From: mzaval44@calstatela.edu
To: [comments](#)
Cc: [Zavala, Miguel](#)
Subject: PUBLIC COMMENT ON ITEMS 3A AND 4A AT CTC GENERAL MEETING APRIL 23. 2020
Date: Friday, April 17, 2020 8:52:58 PM

GOOD MORNING. MY NAME IS MIGUEL ZAVALA AND I AM A DIRECTOR OF THE URBAN LEARNING PROGRAM AND ASSOCIATE PROFESSOR AT THE CHARTER COLLEGE OF EDUCATION AT CAL STATE LA.

I am responsible for over 400 urban credential candidates, and am drawing from research and first-hand experience working with our students, the vast majority of which are not able to pass standardized assessments imposed by the California Commission on Teacher Credentialing.

I support the commission taking action to waive the CalTPA and EdTPA given the challenges that the pandemic poses to their equitable completion but more importantly, research challenges both the validity and reliability of privatized teacher performance assessments and the CalTPA, edTPA, and CBEST disproportionately bar people of color from entering the teaching force. Therefore I ask that the CTC recommend Governor Newsom make an Executive Order to not only eliminate these assessments now, but permanently. California should follow Wisconsin's example and recommend the legislature permanently remove edTPA as a credentialing requirement. Let the university teacher education programs determine that student teachers master TPEs. Eliminate these assessments now, and permanently.

Miguel Zavala, Ph.D.

(he/his/him)

Director, Urban Learning Program

Associate Professor, Division of Curriculum & Instruction

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Author, *Raza Struggle and the Movement for Ethnic Studies* (Peter Lang)

Co-Editor, *Rethinking Ethnic Studies* (Rethinking Schools)

Co-Author with C. Sleeter, *Transformative Ethnic Studies in Schools* (Teachers College Press)