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# 4A

## Information/Action

### *Educator Preparation Committee*

### **Strengthening and Adapting Educator Preparation for Virtual Teaching and Learning: Issues and Options for 2020-21**

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**Executive Summary:** This agenda item presents considerations for the 2020-21 educator preparation year that have been gathered from program leaders to support a discussion of appropriate flexibilities and specificities for the Commission to consider.

**Recommended Action:** That the Commission review the issues and options identified in the item, provide direction to staff, and take action on any recommendations deemed necessary and appropriate for the 2020-21 academic year.

**Presenters:** Teri Clark, Director, Phyllis Jacobson, Administrator, Professional Services Division, and Erin Skubal, Director, Certification 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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# Strengthening and Adapting Educator Preparation for Virtual Teaching and Learning: Issues and Options for 2020-21

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## Introduction

This agenda item presents considerations for the 2020-21 educator preparation year that have been gathered from program leaders to support a discussion of appropriate flexibilities and specificities for the Commission to consider.

## Background

A number of flexibilities have been put in place for credential holders, applicants, candidates, and program completers impacted by the COVID-19 pandemic:

- At the April 2020 meeting, the Commission acted to identify modifications and options for credential candidates to support completion of preparation during school closures. These actions were summarized in a document posted to the Commission's website on May 5, 2020 titled ["Flexibilities Approved by the Commission on Teacher Credentialing at the April 2020 Commission Meeting in Response to COVID-19 Related School Closures"](#).
- On May 29, 2020 an Executive Order, N-66-20, was released that provided [additional pathways](#) for completing candidates and applicants for the 2020-21 year.
- The Budget Trailer bill provides additional flexibilities by extending the validity period for examinations from ten to 11 years between for individuals applying to credential programs between March 2020 and June 30, 2021. In addition, Pupil Personnel Services program completers will not be required to complete a minimum of 100 hours of clinical practice in two different grade level settings.

## Considerations for the 2020-21 Year

At the June 2020 meeting, an [agenda item](#) was presented that summarized all approved flexibilities and Commission guidance developed and shared with the field to date, and detailed the support and technical assistance provided to employers and educator preparation programs through the spring of 2020. All flexibilities adopted by the Commission focused on candidates who had completed over half to almost all of their educator preparation program in the planned program delivery model during the 2019-20 academic year. Candidates beginning preparation in 2020-21 will not have had the opportunity to complete the majority of their preparation as the program was originally designed, including completing clinical practice in the public schools. Although the majority of candidates enroll in educator preparation programs in summer or fall of the year, candidates begin their program at different points in the calendar year.

With the recent increase in COVID-19 cases, and in accordance with [the Governor's direction on July 17, 2020](#), most school districts will begin the 2020-21 school year with distance learning.

The flexibilities that were appropriate for the 2019-20 program completers may or may not be appropriate for the 2020-21 candidates. With the knowledge that clinical practice will not take place in school buildings for some or a majority of the 2020-21 school year, it is important and timely to consider the ways in which candidates will be able to learn and develop specific in distance learning settings. This agenda item identifies issues and options for Commission consideration in relation to preliminary teacher preparation, teacher and administrator induction, and preparation for the child development permit.

***Preliminary Teacher Preparation – Supporting Clinical Practice through Distance Learning***

Staff has continued to meet with a Preliminary Preparation Program Leader group on a weekly basis since June 9. This group has discussed the Commission’s adopted Program Standards and Teaching Performance Expectations (TPEs) and how clinical practice in distance learning settings will impact candidates’ ability to practice and demonstrate the TPEs.

**Preliminary Program Leaders**

<b>Segment</b>	<b>Member</b>	<b>Role and Institution</b>
CSU	Ernest Black	Statewide Director, Cal State TEACH
AICCU	Deborah Erickson	Dean, Point Loma Nazarene University
AICCU	Michael Hillis	Dean, California Lutheran University
LEA	Linda Liebert	Director, Sacramento County Office of Education
UC	Virginia Panish	Director of Teacher Education, UC Irvine
LEA	Patricia Pernin	Administrator Coordinator, Los Angeles Unified School District
UC	Elisa Salasin	Director, UC Berkeley
CSU	Pia Wong	Associate Dean, CSU Sacramento

Staff: Teri Clark and Cheryl Hickey

*Considerations identified by the Program Leader Group Related to the Adopted Program Standards*

The Program Leader group (PLG) discussed the various district plans that were emerging throughout the summer and the fact that it was becoming clear that, at minimum, some of the clinical practice for credential candidates would need to take place through virtual or online instruction this year. The PLG developed a survey for all Preliminary Multiple Subject, Single Subject, and Education Specialist program leaders, faculty, supervisors, and cooperating teachers to collect information on anticipated issues and challenges in teaching and supervising candidates online, what types of professional development are needed, and plans for the 2020-21 year. The PLG shared the survey within their segments and the survey was also shared through the PSD E-News. The information collected was reviewed by the PLG as they worked. The PLG identified the most essential components of teacher preparation and reviewed the adopted program standards to determine what continuing or additional flexibilities would be appropriate in the 2020-21 year.

The considerations developed by the PLG are provided below and are organized around each of the Commission's program standards. A link is provided to the adopted [Program Standards](#); Standards 1, 2, 4, 5 and 6 have minimal recommendations for additional flexibility. The full text of ***Program Standard 3: Clinical Practice***, is included in this item since the majority of the considerations identified are related to this standard. Language from the adopted standards is presented in *italics*. The analysis in this item is focused on the General Education program standards. The Special Education program standards currently include less specificity than the General Education standards, and staff proposes to apply the same flexibilities to the Education Specialist Standards as the Commission approves for the General Education standards.

***Standard 1: Program Design and Curriculum.*** The PLG believes that this standard can be implemented as written without adaptation or additional flexibility for virtual learning environments.

***Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs).*** The PLG believes this standard can be implemented as written without adaptation or additional flexibility, with the understanding that programs may need to modify how candidates complete clinical practice, specifically, how candidates learn, practice and demonstrate the TPEs and how programs monitor candidate development.

### ***Standard 3: Clinical Practice***

#### **A. Organization of Clinical Practice Experiences**

- *The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms.* PLG considerations: Clinical practice is where the candidate engages in the work of schools and classroom teaching at one or more school site placements (in-person or virtual), observing, supporting, and teaching TK-12 students under the guidance of an experienced educator. Preparation programs will need to work with candidates to secure virtual field placements, with focused attention to adapting these experiences to the virtual teaching and learning environment. Identifying and documenting aspects of clinical practice that have been required previously but cannot be adapted to the virtual environment will be necessary.
- *Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program.* PLG considerations: Clinical practice can involve synchronous, asynchronous, in-person and/or online/distance learning environments; each candidate must have some synchronous teaching experience as part of clinical practice. During the pandemic, candidates may have some opportunities for practice that are outside the public schools, such as tutoring or ad hoc work with small groups of students. These experiences should only be included as part of early field experience and the candidate should keep their program informed about these activities. Candidates need opportunities to implement differentiation strategies to meet the needs of all students in

the class, and programs need to work with candidates to ensure that online, synchronous and asynchronous work with students provide these opportunities. Programs should prioritize direct practice with TK-12 students. Practice beyond direct TK-12 student engagement within placement(s) could be supplemented with proxies for practice such as teaching simulations, practice teaching among candidate peers, using video of experienced educators to analyze practice. These proxies for clinical practice also require supervision/facilitation from mentors but do not replace experiences with TK-12 students. The target for clinical practice during 2020-21 continues to be 600 hours, but the focus should be on ensuring that candidates have sufficient experience to develop their teaching practice and demonstrate readiness for independent practice rather than a specific number of hours. Work on a Teaching Performance Assessment (TPA) or engagement in pre-TPA activities count toward meeting requirements for clinical practice. Programs are expected to make professional judgements about each candidate's demonstration of knowledge and skills prior to recommending them for a preliminary credential.

- *The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching.* PLG considerations: Candidates must have extensive/significant experience with the full cycle of teaching activities that include planning lessons and units of instruction, engaging students in effective learning experiences (i.e., instruction), assessing and analyzing student learning, and reflecting on the full cycle of instruction to plan future instruction. If the candidate is teaching a group of students that is smaller than the whole class, the program needs to support the candidate in analyzing how the experience would need to be modified for whole class instruction. The target goal is that all candidates have opportunities to lead full class instruction, supplemented with small group instruction and individual instruction as appropriate.
- *Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.* PLG considerations: Solo or takeover teaching is where the candidate has primary responsibility for sustained, connected teaching experiences enabling them to monitor student learning over time and build on student learning over the course of multiple interactions.
- *For interns, early field experience would take place in an experienced mentor's classroom.* The PLG believes this component of the standard can be addressed in virtual teaching and learning contexts.
- *Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.* The PLG believes this component of the standard can be addressed in virtual teaching and learning contexts.
- *Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting*

*where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population. Same as adopted Standard. The PLG believes this component of the standard can be addressed in virtual teaching and learning contexts.*

- *The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The PLG believes this component of the standard can be addressed in virtual teaching and learning contexts.*
- *The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. PLG considerations: Supervision by the program needs to meet the 4 times per quarter or 6 times per semester requirement. While supervision may “look” different in each of these environments, the purpose remains the same for each. As stated in Spring 2020 guidance, the purposes of support and supervision include ensuring that TK-12 students are receiving pedagogically sound instruction, that the candidate is receiving feedback on this instruction from experienced educators, and that the program is collecting data on how their candidates are performing for program improvement purposes. Supervision should occur within all of the environments candidates experience during clinical practice (i.e., synchronous, asynchronous, in-person).*
- *The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week. PLG considerations: In order to ensure that candidates are guided sufficiently and to allow local decision making and flexibility in how that guidance is provided to candidates, the minimum supervision per candidate remains 5 hours per week. Supervision may be provided by either district employed supervisors or program supervisors as long as the needs of the candidate are being met.*
- *Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated. PLG considerations: Programs may choose to use different evaluation protocols than were used during in-person clinical practice, but evaluations must still be based on the TPEs and the data gathered needs to be used in both program improvement and to guide/assess each candidate.*

## **B. Criteria for School Placements**

- *Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. PLG considerations: Video capture of synchronous instruction is needed for completion of a Commission-approved TPA.*

- *Clinical sites should also have a fully qualified site administrator* The PLG believes this component of the standard can be addressed in virtual teaching and learning contexts.

**C. Criteria for the Selection of Program Supervisors:** The PLG believes the following components of the standard can be addressed in virtual teaching and learning contexts:

- *The program selects individuals who are credentialed or who have equivalent experience in educator preparation.*
- *Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population.*
- *The program provides supervisors with orientation to the program’s expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program.*
- *In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.*

**D. Criteria for the Selection of District-Employed Supervisors:** The PLG believes the following components of the standard can be addressed in virtual teaching and learning contexts:

- *The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience:*
- *The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program:*
- *The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.*
- *The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.*
- *The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.*

**Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements:** The PLG believes this standard can be met in virtual teaching and learning contexts. Programs may need to modify how candidates “practice” some of the TPEs and consequently may modify how the program “assesses” candidates.

**Standard 5: Implementation of a Teaching Performance Assessment:** The PLG believes this standard can be met in virtual teaching and learning contexts. The TPA submission must include

the candidate conducting synchronous teaching. This maybe done through online/distance teaching if necessary.

***Standard 6: Induction Individual Development Plan (IDP):*** The PLG believes this standard can be met in virtual teaching and learning contexts. The IDP must identify the specific activities the candidate has completed and the areas that should be the focus of induction so that the induction program and mentor understand the candidate’s preparation.

*Additional Considerations Identified by the Program Leader Group*

The PLG is still reviewing the adopted Teaching Performance Expectations (TPEs) to identify aspects of the TPEs that could be especially difficult for a candidate to practice or be assessed on if the candidate is only engaged in virtual or distance instruction. If there are any such TPEs identified, they should be noted in the Individual Development Plan so that Induction programs can provide additional focused candidate support for that TPE.

The PLG expressed that meeting together regularly has been very helpful—to inform the Commission and this agenda item, but also to inform their thinking for their own programs. The suggestion was made that during the 2020-21 year it might be appropriate to create opportunities for Program Leaders to come together to share best practices and discuss issues they have encountered in preparing during a pandemic. Staff has agreed to establish collaborative sessions, through technology, where program leaders can share questions, insights and best practices. These collaborative meetings will parallel the ones that the Performance Assessment staff has held with Preliminary Teacher preparation programs implementing the CalTPA and with Preliminary Administrative Services programs and has begun holding with Clear Administrative Services Induction programs and Teacher Induction programs. The initial thinking for these program leader meetings is that there would be separate meetings for 1) Multiple and Single Subject programs, 2) Education Specialist programs, 3) Teacher Intern programs, and Teacher Induction programs. These collaborative meetings will be noticed in the weekly PSD e-News.

*Recommendations Related to Preliminary Teacher Preparation*

Staff recommends that the Commission discuss and then take action to approve the considerations recommended by the Program Leader group for preliminary teacher preparation in the 2020-21 year.

*Next Steps Related to Preliminary Teacher Preparation*

1. Based on Commission action, if any, staff will provide guidance to the field regarding the implementation of program standards for 2020-21.
2. In addition, staff will organize and facilitate additional program leader meetings as described above.
3. Finally, staff will continue to remain in close contact with the preliminary preparation community so that staff is poised to provide guidance and support as the 2020-21 year progresses.



**Teacher and Administrator Induction—Supporting Preliminary Credential Holders to Complete a Performance Assessment and the RICA**

Staff met with two groups of induction leaders during the month of June 2020, one group of Teacher Induction leaders and a second group of Administrative Services Clear Induction leaders, to discuss the types of support programs have identified as needed by new teachers and school administrators Preliminary program requirements yet to complete, including a performance assessment, during the new educator’s induction program.

**Teacher Induction Program Leaders**

<b>Member</b>	<b>Affiliation</b>
Dawn Aguila	Santa Ana Unified School District
Connie Best	Yolo Solano Center for Teacher Credentialing Consortium (Davis Joint Unified School District)
Riki Belshe	Capistrano Unified School District
Jessica Brown	Vallejo Unified School District
Mary Dolan	Tulare County Office of Education
Kristyn Loy	West Contra Costa Unified School District
Sean McCarthy	Murrieta Unified School District
Pat Murphy	University of California Los Angeles (UCLA)
Marisol Rexach	Santa Ana Unified School District
Jacqueline Sanborn	Orange County Department of Education
Dan Schaeffer	San Bernardino City Unified School District

Staff: Karen Sacramento, Gay Roby, Teri Clark, James Webb, Wayne Bacer, Amy Reising

**Administrator Induction Program Leaders**

<b>Member</b>	<b>Affiliation</b>
Doug Bartsch	Fresno Pacific University
LaVonne Chastain	Kings County Office of Education
Jason Lea	Sonoma County Office of Education
Ron Oliver	CSU Fullerton
Marco Nava	Los Angeles Unified School District
Nancy Parachini	University of California, Los Angeles (UCLA)
Melody Thorson	Placer County Office of Education
Nancy Watkins	CSU Fullerton

Staff: Gay Roby, Karen Sacramento, Teri Clark, Amy Reising

Both groups of program leaders discussed how the focus of induction is individualized for each candidate—working with the candidate to develop their knowledge and skills and to fine tune and apply the concepts gained in the preliminary preparation program. The program leaders identified the importance of understanding each candidate’s situation, including what, if any, preliminary program requirements remain to be met. To support programs, staff developed a flow chart for [Teacher Induction](#) and for Administrator Induction to assist induction leaders in guiding the mentors/coaches as they support candidates. Many of the program leaders shared

that they plan to educate specific mentors/coaches to support the candidates who have additional requirements to meet and have the candidate work with these mentors/coaches for work related to the performance assessment.

*Performance Assessment Support*

The Induction Program Leader groups agreed that the Preliminary Teacher Preparation and Administrative Services program standards addressing the performance assessments ([Program Standard 5](#) for Teachers and [Program Standard 8](#) for School Administrators) are appropriate for the induction programs to understand and guide the work with the induction candidate who still needs to complete a performance assessment. The following analyses of these two standards identify the most important aspects for use in guiding induction programs as they work with these induction candidates.

**Preliminary Teacher Preparation Program Standard 5**

<b>Component of the Preliminary Teacher Preparation Program Standard 5</b>	<b>Analysis of Importance for Teacher Induction Program to Understand this Component when a Candidate must complete a TPA</b>
5A: Administration of the Teaching Performance Assessment (TPA)	Not applicable to the Induction Program
5B: Candidate Preparation and Support	Important for the Induction Program to be aware of this standard component.
(1) Defines required forms of support, acceptable, but not required support, and unacceptable forms of support	Essential for the Induction Program to understand this standard component as it identifies appropriate supports for the candidate.
(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).	Essential for the Induction Program to understand when a candidate must complete the TPA.

<p>(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.</p>	<p>Important for the Induction Program to be aware of this standard component but probably more important for candidates to contact their Preliminary Program and/or the Commission’s Performance Assessment staff for support in the event that a candidate is not successful on the assessment. For candidates teaching on a Program Sponsor-Variable Term Waiver (PS-VTW), the Preliminary Program will assist the new teacher if remediation is necessary.</p>
<p>5C: Assessor Qualifications, Training, and Scoring Reliability</p>	<p>Not applicable to the Induction Program</p>

**Preliminary Administrative Services Program Standard 8**

<p align="center"><b>Component of the Preliminary Administrative Services Program Standard 8</b></p>	<p align="center"><b>Analysis of Importance for the Administrator Induction Program to Understand this Component when a Candidate must complete an APA</b></p>
<p>8A: Administration of the Administrator Performance Assessment (APA)</p>	<p>Not applicable to the Clear Administrative Services Induction (CASC) Program.</p>
<p>8B: Candidate Preparation and Support</p>	<p>Important for the CASC Program to be aware of this standard component.</p>
<p>(1) The program implements as indicated below the following support activities for candidates: Defines required forms of support, acceptable, but not required support, and unacceptable forms of support</p>	<p>Essential for the Induction Program to understand this standard component as it identifies appropriate supports for the candidate.</p>
<p>(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the APA. The feedback includes information relative to candidate demonstration of competency on the domains of the California Administrator Performance Expectations (CAPEs).</p>	<p>Essential for the Induction Program to understand when a candidate must complete the APA.</p>

<p align="center"><b>Component of the Preliminary Administrative Services Program Standard 8</b></p>	<p align="center"><b>Analysis of Importance for the Administrator Induction Program to Understand this Component when a Candidate must complete an APA</b></p>
<p>(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to prepare them to retake the assessment. The program only recommends candidates who have met the passing score on the CalAPA for a preliminary administrative services credential and have met all credential requirements.</p>	<p>Important for the CASC Program to be aware of this standard component but probably more important for candidates to contact their Preliminary Program and/or the Commission’s Performance Assessment staff for support in the event that a candidate is not successful on the assessment. For candidates serving on a PS-VTW, the Preliminary Program will assist the new administrator if remediation is necessary.</p>
<p>8C: Assessor Qualifications, Training, and Scoring Reliability</p>	<p>Not applicable to CASC Programs</p>

The leaders confirmed that all induction programs and the mentors/coaches working with the educators who still need to complete a performance assessment need to be aware of these aspects of the performance assessment standard and be supported in applying the standard in the induction context. Performance Assessment staff has developed plans to provide information for induction programs through introductory webinars, sharing of assessment handbooks, office hours, and meetings throughout the year.

Additionally, preliminary administrative services candidates self-select a school site in which to complete their performance assessment during the preliminary preparation program. The preliminary program approves the school site. [Program Standard 7](#) outlines criteria for the selected school site. The leaders who met with staff emphasized the importance of induction program leaders knowing and supporting the candidate to follow the criteria because if the criteria are not met, it will be necessary for the induction program to assist the candidate to locate an alternative setting for the assessment.

*RICA Support*

There will be new Multiple Subject and Education Specialist teachers who still need to meet the RICA requirement while in their Induction program. Induction programs do not usually address the fundamentals of teaching reading; this content is addressed in the Preliminary preparation programs. There are some county office/preliminary preparation program partnerships that have or are developing resources for candidates who still need to meet the RICA requirement. Two that have been identified at this time are the San Diego County Office of Education working with Point Loma Nazarene University, and the Tulare County Office of Education. Information on these resources are posted on the Commission’s [Teacher Induction program webpage](#).

In conclusion, the induction leaders understand the need for additional support for these candidates, that the Commission will provide additional resources, and see induction as the appropriate avenue to support the candidates due to Induction's individualized nature.

#### *Recommendation Related to Teacher and Administrator Induction*

Staff recommends that the Commission endorse the Preliminary Program Standard (Standard 5 for Teacher Induction and Standard 8 for Administrator Induction) as presented in the tables above for use by Induction programs to guide the support of candidates who need to complete a performance assessment during Induction.

#### *Next Steps Related to Induction Programs*

Based on Commission action, if any, staff will communicate with Induction programs the Commission action. In addition, staff will continue to remain in close contact with the induction programs so that staff is poised to provide guidance and support as the 2020-21 year progresses.

### ***Early Care and Education: Child Development Permit***

#### ***Background***

The field of early care and education is currently experiencing challenges due to COVID-19, with programs serving families and children uncertain of funding, staffing, resources, and, if operational, whether in-person services will be provided. In this context, Child Development Permit candidates and higher education entities preparing this workforce are concerned about candidates' ability to meet the practicum and field experience requirements of Early Childhood Education (ECE) coursework, as well as the experience requirement for qualifying for specific levels of the Child Development (CD) Permit.

The field has been meeting to discuss and problem solve around the issue of candidate access to placements for gaining practicum and field experience. Commission staff have been participating in these meetings to gain a better understanding of current conditions in the field, identify potential areas of flexibility that can be adopted during the COVID-19 crisis, and to provide guidance on the CD Permit.

To further the field's discussion and enable stakeholders to provide information to the Commission regarding needed flexibilities, Commission staff convened a small group of experienced ECE faculty and program directors. This approach was similar to that taken for identifying and addressing TK-12 preparation program flexibilities. This input process is described below.

#### ***Input and Suggested Flexibilities from the ECE Field***

Commission staff obtained input in late June and early July 2020 during two meetings with a small group of faculty and program personnel primarily from ECE Child Development Permit preparation programs at two-year and four-year institutions. The individuals who participated in the input group are identified below.

Name	Affiliation
Anthony Ayala	Solano College
Kathryn Browne	Skyline Community College/ Academic Senate President/CTC Commissioner
Lucia Garay	San Diego County Office of Education
Nancy Hurlbut	Cal Poly Pomona/PEACH
Renee Marshall	CA Community Colleges Teacher Preparation Programs
June Millovich	Saddleback Community College/Curriculum Alignment Project (CAP)
Kathleen White	Child Development and Family Studies Department, City College of San Francisco
Randi Wolfe	Early Care & Education Pathways to Success (ECEPTS)

Staff: Phyllis Jacobson, Teri Bixler, Erin Skubal

Two zoom meetings were held with the ECE input group. During the first meeting, the group reviewed the Commission’s prior actions relating to COVID-19 flexibilities for K-12 teachers and administrators, and began the discussion of how these types of flexibilities might apply to CD Permit candidates who are also having difficulty obtaining fieldwork and practicum hands-on experience under current conditions. The group also shared their knowledge and experience regarding current conditions in the field, as well as results from several informal surveys done by the larger ECE Practicum of Community Practice that highlighted difficulties being experienced by both candidates and programs. The group members were asked to identify flexibilities they wished the Commission to consider that would support CD Permit candidates during the 2020-21 year and to send these to staff in advance of the second input group meeting.

Shortly after the group’s initial meeting, PSD staff surveyed the ECE stakeholder community. Information from that survey was collated by PSD staff and provided to the ECE input group in advance of the July 10, 2020 meeting.

Based on a combination of the flexibility suggestions initially discussed at the June 25, 2020 meeting, the information from the several ECE field surveys, a list of potential flexibilities derived from the group’s initial discussion, and additional flexibility suggestions sent to PSD staff following the June 25 meeting, a list of all potential flexibilities was organized by Commission staff and sent for the group’s consideration ahead of the July 10, 2020 meeting. As the information on the list of potential flexibilities was discussed by the group, the discussion was informed by Certification staff with regard to applicable Title 5 regulations and the Commission’s statutory authority regarding the Child Development Permit.

At the second meeting, the group reviewed and came to consensus on the following list of proposed flexibilities:

- A. *Recommended flexibilities that are either currently in place or in development at this time:*
  1. **Accept electronic transcripts for Child Development (CD) Permit applications in addition to paper transcripts.** This is already possible if transmitted directly to the CTC.

Information will be released in coming months as regulations are submitted to the Office of Administrative Law for approval.

2. ***Provide flexibility for programs offering the 3-unit supervised field experience to use a variety of implementation options to accommodate current COVID-19-related conditions in the field.*** This approach would be consistent with current Title 5 regulations, which only require this to be instruction in an ECE or CD setting, and be supervised by an instructor, and be three semester units or more. This is within the purview of ECE preparation programs. It would be advantageous to leave the options flexible and not specified at this time so that programs have maximum flexibility to use whatever approaches/combinations of approaches best meet local contexts.
  3. ***Translate and make the CD Permit application form available in Spanish.*** Commission staff has agreed to do this and will be working on a Spanish translation for both the CD Permit application and the leaflet on the CTC website.
  4. ***Establish an extension of time after expiration of the permit for renewal – i.e., a grace period.*** COVID-19 extensions were approved at the April 2020 Commission meeting- see [Agenda Item 3A](#).
  5. ***Provide video and webinar updates on COVID-19 permit provisions on the Child Development Training Consortium (CDTC) and CTC sites.*** Commission staff are considering holding an update webinar for ECE preparation programs. Staff will post any ECE flexibilities adopted by the Commission on the Commission's website but does not have control over what is posted on other institution or agency websites.
  6. ***Modify observation hours for practicum classes during COVID-19 to include specialized (intentional) online content for program participants that are in a 100% distance learning model (and not able to engage face to face with children).*** ECE preparation programs already have the authority to structure their coursework and fieldwork appropriately to meet local contexts and needs. Regulations do not have required observation hours.
  7. ***Add Zoom or phone assistance for application completion and multi-lingual support.*** Phone support can be provided on request, however, assistance with application completion is within the purview of preparation programs.
- B. *Recommendations that are currently in planning, but will take more than a year to implement:*
1. ***Add the Child Development Permit to the Commission's online electronic application and recommendation system.*** The Commission could approve submission of recommendation via CTC Online. TBD how long this would take the Commission's Information Technology (IT) division to add to the system, but it would not be for the 20-21 year.
- C. *Recommendations that are not possible due to data security, Education Code provisions, or Title 5 Regulations:*
1. ***Pre-review of transcripts when there is a concern.*** The Commission cannot provide evaluations without an application and fee.

2. **Add a separate way to accept application fees online or by mail if applications can be submitted electronically.** The Commission cannot accept application fees online or by mail separately from the application itself.
3. **Accept the entire CD Permit application via email.** The Commission cannot accept CD Permit applications via email, because the applications contain confidential candidate information; there is also no way to process payments via email.
4. **Allow the use of payment systems that are commonly used by applicants such as Venmo and PayPal.** The Commission cannot accept payments via Venmo and PayPal. The Commission can accept payments from third parties such as institutions of higher education and the Child Development Training Consortium if they are submitting the application on an educator's behalf.
5. **Provide financial support or waive permit fees during this emergency period - due to lack of CDTC stipend.** Historically, the Child Development training Consortium has assisted permit candidates by paying for their permit application fees. However, the CDTC budget and timing for availability of funds for this purpose is less certain at this point in time. However, the Commission is a fee-supported special fund agency and is not supported by general funds for its operations. The Commission's funding is derived primarily from the fees that candidates pay for credentials and permits. Statute and regulations require a fee. The Commission would need statutory authority to waive the application fee. The Commission does not provide financial aid to any candidates for a credential or a permit.
6. **Extend the five-year renewal requirement for those due to renew in 2020/2021 and/or modify the number of professional growth hours required for renewal for those due to renew in 2020/2021.** This would require a change to regulations. The Commission cannot do this on its own authority.

*D. Recommendations that would require Commission action to implement:*

1. **Allow ECE preparation programs that are participating in piloting the implementation of the TPEs and the Program Guidelines to directly recommend candidates via paper application for the CD Permit (similar to the current Verification of Completion/VOC process), for as long as the programs are participating in the pilot, and until such time as a new program review and approval process is developed and in place.** The Commission has the authority to do this based on Commission action and regulatory authority.
2. **Allow ECE preparation programs that have earned NAEYC accreditation to directly recommend candidates via paper application for the Permit.** The Commission has the authority to do this based on Commission action and regulatory authority.
3. **Add a Waiver process for Child Development Permits.** The Commission might consider approving LEA employer-requested waivers for ECE candidates, providing additional time to meet requirements for the permit.



### *Recommendation Related to ECE Teacher Preparation*

Staff recommends that the Commission discuss and approve the suggested ECE flexibilities in Section D above.

### *Next Steps Related to Early Care and Education: Child Development Permit*

Staff will work to implement any direction provided by the Commission regarding the ECE flexibilities indicated in this agenda item. In addition, staff will continue to:

- participate in ongoing discussions with the field with both the ECE Practicum Community of Practice and the EDU Practicum Community of Practice and bring any additional information as appropriate to inform the Commission;
- move forward with implementing the provisions of the Professional Development Grant-Renewal (PDG-R) as provided in the terms of the grant; and
- monitor the information as it may become available about the work of the Governor's Master Plan Committee and the applicability of this plan to the work of the Commission relative to the Child Development Permit.

### **Summary**

This agenda item has addressed a number of types of teacher preparation: Preliminary Teacher preparation, Teacher and Administrator Induction, and Early Childhood Education and the Child Development Permit. There are recommendations for the Commission's consideration in each of the sections of the agenda item.

### **Staff Recommendations**

#### ***Preliminary Teacher Preparation***

1. Staff recommends that the Commission approve the considerations recommended by the Program Leader group for preliminary teacher preparation in the 2020-21 year.

#### ***Teacher and Leader Induction***

2. Staff recommends that the Commission endorse the Preliminary Program Standard (Standard 5 for Teacher Induction and Standard 8 for Administrator Induction) as presented in the tables above for use by Induction programs to guide the support of candidates who need to complete a performance assessment during Induction.

#### ***Early Care and Education: Child Development Permit***

3. Allow ECE preparation programs that are participating in piloting the implementation of the TPEs and the Program Guidelines to directly recommend candidates via paper application for the CD Permit (similar to the current Verification of Completion/VOC process), for as long as the programs are participating in the pilot, and until such time as a new program review and approval process is developed and in place.
4. Allow ECE preparation programs that have earned NAEYC accreditation to directly recommend candidates via paper application for the Permit.
5. Add a Waiver process for Child Development Permits.

**Next Steps**

Based on Commission action, if any, staff will implement the appropriate next steps as identified in this item.

## Appendix A

### Preliminary Multiple Subject and Single Subject Program Standard 5

#### ***Standard 5: Implementation of a Teaching Performance Assessment***

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

#### *5A: Administration of the Teaching Performance Assessment (TPA)*

- (1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.
- (2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.
- (3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.
- (4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.
- (5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- (6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.
- (7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.
- (8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

### *5B: Candidate Preparation and Support*

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates.

These activities constitute required forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute acceptable, but not required forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute unacceptable forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).

- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

*5C: Assessor Qualifications, Training, and Scoring Reliability*

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

## Appendix B

### Preliminary Administrative Services Program Standard 7: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the [Performance Expectations](#). Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Candidates must complete a range of activities in educational settings. The settings must:

- 1) support the candidate's ability to complete the CalAPA;
- 2) demonstrate commitment to collaborative student-centered practices and continuous program improvement;
- 3) have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
- 4) create a learning culture that supports all students;
- 5) understand and reflect socioeconomic and cultural diversity;
- 6) support the candidate to access data, work with other educators, and observe teaching practice; and
- 7) permit video capture, where designated, for candidate reflection and CalAPA task completion.

### Preliminary Administrative Services Program Standard 8

#### ***Program Standard 8: Guidance, Assistance and Feedback***

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

The institution identifies individual program staff responsible for:

- 1) implementing the CalAPA, and
- 2) documenting the administration processes for all CalAPA activities/cycles.

The program requires all faculty and staff providing instructional and/or supervisory services to candidates within the program to become knowledgeable about:

- 1) the CalAPA cycles, rubrics, and scoring, and
- 2) how the CalAPA is implemented within the program, so that they can appropriately prepare candidates for the assessment and also use CalAPA data for program improvement purposes.

## ***8A: Administration of the California Administrator Performance Assessment (CalAPA)***

### **Video**

- 1) For purposes of implementing any video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
- 2) The program assures that each school or district where the candidate is completing fieldwork has a media release for all who are videotaped on file.
- 3) The program requires candidates to affirm that the candidate has followed all applicable video policies for any CalAPA task requiring a video and maintains records of this affirmation for a full Accreditation cycle.

### **Materials and Data**

- 4) The program assures that candidates understand the appropriate use of materials submitted as part of their CalAPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- 5) The program maintains program level and candidate level CalAPA data, including individual and aggregate results of candidate performance over time, and retains the data for one Accreditation cycle. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

### **Retake Appeal Process**

- 6) All programs have a clearly defined written appeal policy regarding CalAPA retakes and informs candidates about the policy prior to enrollment in the program.

### **Local Scoring Option**

- 7) The program may choose to have their candidate's submission scored by their own calibrated faculty through the CalAPA centralized scoring structure.
- 8) If the program participates in the CalAPA local scoring option, the program coordinates with the assessment developer to identify the local assessors who train and calibrate, who may then score CalAPA submissions from the program's candidates.

## ***8B: Candidate Preparation and Support***

The administrator preparation program assures that each candidate receives clear and accurate information about the nature of the tasks within the CalAPA and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the CalAPA activities/cycles. The program assures that candidates understand that all responses to the CalAPA submitted for scoring must represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting cycle components to the assessment developer.

(1) The program implements as indicated below the following support activities for candidates.

These activities constitute **required** forms of support for candidates within the CalAPA process:

- Providing candidates with access to assessment guides and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment.
- Explaining CalAPA cycles and scoring rubrics.
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the CalAPA process:

- Guiding discussions about the CalAPA cycles and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using CalAPA scoring rubrics on assignments outside of the ones the candidate will submit for scoring.
- Asking probing questions about the candidate's draft CalAPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting the candidate in understanding how to use the program's electronic platform in connection with the assessment platform.
- Arranging technical assistance for any video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the CalAPA process:

- Editing a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of the candidate's responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling a candidate which video clips to select for submission.
- Uploading candidate CalAPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences in preparation for the CalAPA. The feedback includes information relative to the candidate's demonstration of competency on the domains of the California Administrator Performance Expectations (CAPE).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, to prepare them to retake the assessment. The program recommends only candidates who have met the passing score on the CalAPA for a preliminary administrative services credential and have met all credential requirements.



***8C: Assessor Qualifications, Training, and Scoring Reliability***

The preliminary programs identify potential assessors for the CalAPA centralized scoring option who are then trained, and when calibrated, selected by the Commission’s assessment developer to participate in scoring the CalAPA. For programs electing to use the CalAPA local scoring option, the program identifies potential assessors based on selection criteria established by the assessment developer. The assessment developer is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass the assessment developer’s initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

**Appendix C**  
**Teacher Induction Flowchart**

## Teacher Induction Pathways to a Clear Teaching Credential

