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Information

Educator Preparation Committee

Update on the Work of the California Standards for the Teaching Profession Workgroup

Executive Summary: This agenda item presents an update on the California Standards for the Teaching Profession (CSTP) workgroup, the workgroup members, and summarizes the work to date.

Recommended Action: For information only

Presenters: Cara Mendoza, Administrator, and Karen Sacramento, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Update on the Work of the California Standards for the Teaching Profession Workgroup

Introduction

This agenda item presents an update on the content expert workgroup composed of stakeholders, program personnel, and teachers to review and recommend revisions to the [California Standards for the Teaching Profession](#).

Background

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

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

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

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

Workgroup Timeline

In [November 2019](#), staff presented an agenda item that shared a plan to work with stakeholders, program personnel, and teachers to review and propose updated revisions to the CSTP and an application process followed.

Application Process and Selection

In January 2020, the Commission published an application to seek individuals to serve as part of a workgroup to review and provide recommendations to refresh the current CSTP. Applicants were required to submit an online survey application, a resume, and short answers to two open-ended questions to the Commission initially by Friday, February 28, 2020. In an effort to ensure that California educators had ample time to submit applications, the due date was extended to March 10, 2020. The application was posted on the Commission's website, shared in the Professional Services Division's weekly newsletter (PSD e-News), and sent to Teacher Induction program representatives.

A total number of eighty-three applications were submitted by the due date. After thorough review, twenty-six individuals were notified on April 10, 2020 that they had been appointed by Commission Executive Director Mary Vixie Sandy to the CSTP Workgroup. Of the twenty-six workgroup members, six are liaisons from the following partner state affiliations: Association of Independent California Colleges and Universities (AICCU), California County Superintendents Educational Services Association (CCSESA), California State Universities (CSU), California Federation of Teachers (CFT), California Teachers Association (CTA), and University of California (UC). A full list of the workgroup members and liaisons from partner organizations can be found in [Appendix A](#).

Data Summary of the Workgroup Members

In order to assure representation from educators from across California, Commission staff analyzed the data collected from the survey application responses which requested the following:

- Self-identified gender;
- Self-identified ethnicity;
- Employer Information; and
- Geography/County of work.

Self-Identified Gender and Ethnicity

Of the workgroup members, seventeen self-identified as female, six self-identified as male, and three individuals declined to state.

In addition to gender, workgroup members were asked to self-identify their ethnicity. Workgroup members could identify more than one ethnicity, if applicable. Individuals self-identified their ethnicity as follows: fourteen (14) white, four (4) Latin American, Latino, Puerto Rican, or other Hispanic, two (2) Mexican American or Chicano, four (4) African American, two (2) Asian American, one (1) North Indian, one (1) Filipino, one (1) mixed race, and five (5) declined to state.

Workgroup Members Employer Information and County of Work

The CSTP Workgroup members work in a range of PK-16 education settings. Of the workgroup members, twenty are from Local Education Agencies (LEAs); specifically, eleven are from districts and nine are from county offices of education. Institutions of higher education (IHEs)

are represented by six individuals three of whom represent private colleges, two who are from California State University (CSU), and one from the University of California (UC).

CSTP Workgroup members also work in a range of counties across California; eighteen different California counties are represented by CSTP Workgroup members. Of the workgroup members, five are from Los Angeles County and two each are from Santa Clara, San Diego, Riverside, Contra Costa, and Orange counties. The other represented counties include Yolo, Tulare, Stanislaus, Santa Cruz, San Francisco, Placer, Kern, Alameda, Ventura, Fresno, Sacramento, and San Joaquin.

Workgroup Efforts to Date

The initial workgroup meeting was scheduled for April 2020; however, due to the COVID-19 crisis, the April meeting was postponed. The first workgroup meeting took place virtually on June 23, 2020 and was co-facilitated with staff from the Commission, the California Department of Education (CDE), and the Region 15 California Comprehensive Center. Education Code section 44279.4(b) states that “beginning teachers shall be governed by standards adopted by the Commission in consultation with the Superintendent and the state board,” thus, the CDE is a thought partner in work surrounding the CSTP. Additionally, in keeping with their mission to provide capacity-building technical assistance to state education agencies, the Region 15 Comprehensive Center has partnered with the Commission for the CSTP refresh work.

The CSTP Workgroup is charged with making expert recommendations to the Commission for the purpose of updating and refreshing the CSTP. In carrying out this work, the CSTP Workgroup members are expected to:

- Be present at each scheduled meeting and contribute fully as an expert member of the CSTP Workgroup;
- Share knowledge and beliefs in a professional manner; and
- Respect others’ views.

During the June meeting, members engaged in an introductory team building activity. As this group will meet over time, and most likely will meet in an online virtual setting only, it was important to begin with an activity that will assist workgroup members to begin building relationships and community.

Staff shared that the main purpose for the workgroup is to update and refresh the CSTP. A key component of updating and refreshing includes maintaining the existing CSTP Standard domains to continue to serve as the conceptual framework for the continuum of professional teaching practice in California. Within the domains the descriptors and expectations will be under review by the workgroup as are the indicators, which are the questions a teacher may ask as they develop within the six standard domains. Also during the June meeting the work focused on the alignment of the CSTP with the [Teaching Performance Expectations](#) (TPEs). Information was presented on the various lenses through which the CSTP are utilized, from the adapted expectations for beginning teaching practice, to professional growth and development, throughout the path of a teaching career.

The workgroup members shared their reflections on the impact of the CSTP, their vision for the CSTP, and areas considered to be the most important updates needed for the CSTP. They began to discuss and highlight necessary areas for CSTP updates in advancing teaching practice. These included the areas of social-emotional learning and an emphasis on cultural competency and culturally responsive teaching, equity, inclusion, alignment to the TPEs, and the need for relevant, specific, and concrete language that reflects all learners whether the learners be in person and/or in distance learning settings.

Next Steps

The next CSTP Workgroup meetings are scheduled in September and November 2020. The workgroup will continue to analyze the current CSTP and provide draft revisions for field input and additional workgroup review and incorporation. Staff will bring draft CSTP revised standards to the Commission when these are ready for Commission review and discussion.

Appendix A

California Standards for the Teaching Profession Workgroup Members

Workgroup Members Identified by Key Stakeholder Groups and Appointed by Commission Executive Director

Name	Affiliation	Current Position
Edwards, Denise	University of California	University of California, Riverside Graduate School of Education, Supervisor of Teacher Education
Golden, Tanya	California Federation of Teachers	ABC Unified School District
McPeters, Chandra	California Teachers Association	Stockton Unified School District
O'Hara, Karen	California State University	California State University, Sacramento
Singh, Manjit	California County Superintendent Educational Services Association	Fresno County Superintendent of Schools Director, Teacher Induction
Wesley, Tymika	Association of Independent California Colleges and Universities	Cal Lutheran University Chair, Department of Learning and Teaching

Workgroup Members Appointed by Commission Executive Director

Name	Affiliation	Current Position
Aguila, Dawn	Santa Ana Unified School District	Program Specialist, Training, Induction, and Professional Support
Almeida, Tonya	Riverside County Office of Education	Director II, Center for Teacher Innovation
Barnhart, Tara	Chapman University	Assistant Professor, Attallah College of Educational Studies
Bryant, Malaika	Kern County Superintendent of Schools	Director II, Educator Development & Data Support
Cervantes-Gonzalez, Adriana	California State University, Bakersfield	Lecturer, Representative for Center for Leadership, Equity, and Research (CLEAR)
Courtney, Thomas	San Diego School District	Teacher
da Silva, Nyere	Contra Costa County Office of Education	Program Coordinator, Teacher Induction
DeCoito, Charise	Contra Costa County Office of Education	Coordinator, Teacher Induction

Name	Affiliation	Current Position
Delgado, Kenan	San Francisco Unified School District	Peer Coach
Jones, Sheiveh	San Diego County Office of Education	Director, Teacher Effectiveness and Preparation
Lilienthal, Kimberly	Placer County Office of Education	Senior Director
McKee, Patrick	Foothill Consortium/West Covina Unified School District	Director, Foothill Consortium Induction Program
Ramos, Minluvi	Compton Unified School District	Administrator, Teacher Induction Program and Support
Rivas, David	Antelope Valley Union High School District	Secondary English Teacher, Induction Mentor, Adjunct Lecturer
Roberts, Melissa	Santa Cruz/Silicon Valley New Teacher Project	Director
Schwartzfarb, Jodie	New Haven Unified School District	Teacher
Sheldon, Julie	Walnut Valley Induction Consortium	Coordinator
Sikes, Julianna	Davis Joint Unified School District/Yolo Solano Center for Teacher Credentialing	Director, Teacher Intern Program
Sisco, Christine	Stanislaus County Office of Education	Assistant Superintendent, Instructional Support Services
Williamson, Peter	Stanford University	Faculty Director, Stanford Teacher Education Program (STEP)

Region 15 Comprehensive Center Partners

Name	Current Position
Mattson, Heather	Deputy Director, Region 15 Comprehensive Center
Rognier, Libby	Senior Research Associate, Quality Schools and Districts

California Department of Education Partners

Name	Current Position
Bennet Brown, Terra	Education Programs Assistant, Educator Excellence and Equity Division
Cruz Allen, Kristen	Administrator, Educator Excellence and Equity Division

Commission Staff to the Workgroup

Name	Division
Mendoza, Cara	Professional Services Division
Sacramento, Karen	Professional Services Division