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# 4E

## Information/Action

### *Educator Preparation Committee*

### **Request to Extend Specific Flexibilities Due to the COVID-19 Pandemic through Academic Year 2021-22**

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**Executive Summary:** This agenda item requests consideration of extending, through academic year 2021-22, Commission-approved flexibilities previously granted to preparation programs for 2020-21 due to the COVID-19 pandemic.

**Recommended Action:** That the Commission review and discuss the recommendations and take action to extend the flexibilities related to the program standards.

**Presenters:** Sarah Solari-Colombini, Consultant, and Cheryl Hickey, Administrator, Professional Services Division

#### **Strategic Plan Goal**

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

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

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## **Request to Extend Specific Flexibilities Due to the COVID-19 Pandemic through the Academic Year 2021-22**

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### **Introduction**

This agenda item requests that, due to the continuing impact of the COVID-19 pandemic, the Commission continue, for the 2021-22 academic year, the flexibilities afforded to programs and candidates as outlined in this agenda item.

### **Background**

Over the past fifteen months, the COVID-19 pandemic and its impact upon TK-12 schools, colleges and universities, educator preparation programs, as well as testing centers, has necessitated a series of adjustments to credential and program requirements to ensure that candidates can continue their progress towards earning a credential and that schools can continue to be staffed by educators who are well prepared. Some of these flexibilities represent actions taken by and under the purview of the Commission, while others were the result of legislative and/or gubernatorial action. Tables with some of the current flexibilities are included as Appendices A and B.

### *Looking Forward: Challenges and Opportunities for Academic Year 2021-22*

As the state prepares for reopening on or after June 15 and a return to a more “normal” school year in the fall, many of the state’s educational leaders have been cautioning that significant challenges due to the pandemic’s lingering effects remain and are anticipated to continue long into the fall 2021 semester and throughout the next academic year. Commission staff continues to monitor the changing situation, particularly as many TK-12 schools have reopened and are planning for the next academic year.

Staff continues to facilitate virtual office hours to hear from programs about the challenges they are facing and provide technical assistance. In addition, in spring 2021, the Commission participated in multiple virtual conferences where program personnel had numerous opportunities to share their experiences. Commission staff has continued to rely upon conversations held throughout the pandemic with a collaborative group of educators, educator preparation program leaders, and employers from throughout the state to help identify areas within the Commission’s purview where the Commission could work to help mitigate or eliminate challenges while upholding standards and quality preparation for candidates. The list of participants in this group is provided in Appendix C of this item.

In a recent meeting with the collaborative group, educational leaders shared their optimism for the upcoming academic year as a result of the more positive health indicators that are allowing for a return towards a more “normal” school year. Many educational leaders have been reflecting on the lessons learned these past two academic years during the pandemic and many have indicated a desire to use these lessons in more permanent ways to improve educational

opportunities. All individuals participating in the collaborative group were cautious about the next academic year, and many described next year as a “transition” year where they anticipate a number of challenges and a variety of situations that could complicate a full return to normalcy as they enter into the summer of 2021 and prepare for the fall term. Some of the anticipated challenges include:

- Unprecedented number of retirements of veteran teachers in some districts, making student teaching placements with mentor/master teachers more challenging.
- Large numbers of (and sometimes unexpected) retirements of school administrators in some districts, exacerbating the potential shortage of support that new teachers and administrators may get on school sites as a result.
- Health situations (e.g., positive COVID test results, vaccination rates) that vary significantly from one community to the next, thereby exacerbating inequities.
- Continued need to temporarily quarantine teachers and students for two weeks at a time when there are one or more outbreaks of COVID in a classroom or school.
- Direction from district leadership that all professional development must take place outside of the normal school day in an attempt to maximize the time students spend with their teachers because of the significant time spent away from the classroom over the past 15 months.
- A continued, significant substitute teacher shortage, often impacting other classroom teachers who are given extra duties to fill in where substitutes are not available.
- Variation from district to district on policies related to distance learning with some establishing more permanent virtual academies, others incorporating distance learning into independent study only, and some districts allowing only face-to-face on campus attendance.
- More use of temporary contracts as employers navigate the fluid workforce demands and a potentially insufficient supply of fully credentialed teachers.
- Worsening of the teacher shortage that already existed for Education Specialist credentialed teachers.
- Policies that limit the number of individuals in a given educational setting that in some cases have limited student teachers’ ability to be in the classroom in person with the TK-12 students.
- Preference of some candidates who are uncomfortable with face-to-face placements and would like to continue their clinical practice online.
- The risks faced by candidates who have health concerns or live with family members who have health issues or are at greater risk, which may require that the candidates have an online clinical experience.
- The variety of hybrid instructional situations that may continue to exist and the program’s ability to continue to manage those disparate approaches from district to district, site to site, and classroom to classroom.

Because of the issues listed above and those that may arise unanticipated in the near future, the field has identified a continuing need for extended flexibility and support for programs and candidates next academic year.

*Governor's May Revision Proposal for Budget Year 2021-22*

The Governor's May Revision contained several proposals that, if passed by the Legislature and signed by the Governor, would impact candidates and prospective candidates for the upcoming 2021-22 academic year. In particular, the May Revision would extend the previously adopted windows of time when candidates for a teaching or administrative credential could defer certain required tests because access to the test was limited by COVID-19 school site or testing center closures. These provisions are as follows:

- **Teaching Performance Assessment (TPA)** – The current flexibility suspends the requirement to complete the TPA prior to earning a Preliminary Credential if the candidate is unable to complete it during the 2020-21 school year. Candidates must complete the requirement prior to earning a Clear Credential. The May Revision would extend this flexibility through the 2021-22 school year.
- **California Administrator Performance Assessment (CalAPA)** – The current flexibility suspends the requirement to complete the APA prior to earning a Preliminary Credential if candidates are unable to complete it during the 2020-21 school year. Candidates must complete the requirement prior to earning a Clear Credential. The May Revision would extend this flexibility through the 2021-22 school year.
- **Reading Instruction Competence Assessment (RICA)** – The current flexibility suspends the requirement to complete the RICA prior to earning a Preliminary Credential if the candidate is unable to complete it between March 19, 2020 and August 31, 2021 due to testing center closures related to COVID-19. The May Revision would extend this flexibility for candidates through December 31, 2021. Candidates must complete the requirement prior to earning a Clear Credential. The May Revision would also give the Commission authority to extend this flexibility to June 30, 2022, if necessary, due to testing center closures or capacity issues related to COVID-19.
- **Basic Skills/California Basic Educational Skills Test (CBEST)** – The current flexibility suspends the requirement to demonstrate basic skills (CBEST exam or other available options) prior to enrollment in a teacher preparation program if the candidate is unable to complete the CBEST between March 19, 2020, and August 31, 2021, due to testing center closures related to COVID-19. The May Revision would extend this flexibility for candidates through December 31, 2021. Candidates must complete the requirement, through any of the allowable options prior to earning a Preliminary Credential. The May Revision would also give the Commission authority to extend this flexibility to June 30, 2022, if necessary, due to testing center closures or capacity issues related to COVID-19.

- **Subject Matter/California Subject Examination for Teachers (Interns)** – The current flexibility suspends the requirement to demonstrate subject matter (CSET exam or other available option) for Interns if the candidate was unable to complete the CSET between March 19, 2020, and August 31, 2021, due to testing center closures related to COVID-19. The May Revision would extend this flexibility through December 31, 2021. Candidates must complete the requirement prior to earning a Preliminary Credential. The May Revision would also provide the Commission with the authority to extend this flexibility to June 30, 2022, if necessary, due to testing center closures or capacity issues related to COVID-19.

*Proposed Changes in Options for Demonstrating Basic Skills and Subject Matter Competence*

In addition, trailer bill language for the 2021-22 state budget and additional legislation propose new options for the demonstration of basic skills and subject matter competence. The agenda item that proposes emergency regulation language for Commission consideration at this meeting contains more information on these proposed new pathways.

**Proposed Extension of Flexibilities Related to Program Standards**

In August 2020, the Commission took action to allow flexibilities related to the program standards for Preliminary Multiple Subject and Single Subject credential programs, particularly related to clinical practice. The proposals for flexibility recommended by the collaborative group and included in [Agenda item 4A from the August 2020 meeting](#) were approved by the Commission. Subsequently, Commission staff communicated this information to the field through [PSA 20-10](#). The collaborative group unanimously affirmed their need to continue to have these flexibilities available through academic year 2021-22 in light of the anticipated continuing challenges. As noted above, the Commission has heard from program personnel, the collaborative group, and other stakeholders that many of the flexibilities afforded in this current academic year are still needed for the 2021-22 academic year. It is important to note that over the past year the need for these flexibilities was widespread across the state due to the state of the pandemic. It is anticipated that in 2021-22 as most schools return to face-to-face instruction, the need for programs to employ these flexibilities will be more limited and that programs will use them judiciously as the situation requires.

The list below summarizes those flexibilities relating to program standards. The full text of the program standards may be found at this link: [Preliminary MS/SS Program Standards](#).

**Preliminary Multiple and Single Subject Program Standards**  
**Analysis of Standards and Areas Approved for Flexibility for 2020-21**  
Proposed to be Extended for 2021-22

***Standard 1: Program Design and Curriculum***

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)***

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.**

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.**

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 of California public schools, such as tutoring or ad hoc work with small groups of students, or experiences within schools outside of California. These experiences should only be included as part of early field experience, and the candidate should work with their program to ensure advanced approval of these activities as acceptable to the program. Candidates need opportunities to implement differentiation strategies to meet the needs of all students in a 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, or 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 under the guidance of experienced educators may also count toward meeting requirements for clinical practice. Programs are expected to make professional judgments 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.**

Candidates must have extensive/significant experience with the full cycle of teaching activities that includes 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.**

The program may determine that a candidate has completed a sufficient number of weeks of solo or co-teaching teaching even if the individual has not completed the required four weeks. Solo or co-teaching occurs when the candidate assumes 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.**

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.**

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.**

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.**

This component of the standard can be addressed in virtual teaching and learning contexts.

**The minimum amount of program supervision involving formal evaluation of each candidate must be four times per quarter or six times per semester.**

This requirement of program supervision involving formal evaluation four times per quarter or six times per semester is still in place. While “supervision” may look different in synchronous, asynchronous, in-person, and/or online/distance learning environments, the purpose remains the same for each. 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.

**The minimum amount of district-employed supervisors’ support and guidance must be five hours per week.**

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 five 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.**

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.**



- **Clinical sites should also have a fully qualified site administrator.**

These components of the standard can be addressed in virtual teaching and learning contexts. Video capture of synchronous instruction is needed for completion of a Commission-approved teaching performance assessment.

### ***C. Criteria for the Selection of Program Supervisors***

**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.**

These components of the standard can be addressed in virtual teaching and learning contexts. Video capture of synchronous instruction is needed for completion of a Commission-approved TPA.

### ***D. Criteria for the Selection of District-Employed Supervisors***

- **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.**

These components of the standard can be addressed in virtual teaching and learning contexts. Video capture of synchronous instruction is needed for completion of a Commission-approved TPA.

## ***Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements***

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 components of the standard can be addressed in virtual teaching and learning contexts.

***Standard 6: Induction Individual Development Plan (IDP)***

The components of the standard can be addressed 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.

**Staff Recommendation**

Staff recommends that the Commission extend its previously approved flexibilities as described in this agenda item through academic year 2021-22. The flexibilities described in this agenda item will provide additional relief for candidates who have been, and continue to be, impacted by the COVID-19 pandemic.

**Next Steps**

If the action proposed in this agenda item is approved by the Commission, staff will issue a Program Sponsor Alert to notify programs of this extension. Staff will continue to work with the collaborative group and the larger education and educator preparation communities to monitor the impact of the pandemic on programs and candidates and to seek solutions where appropriate.

## Appendix A

### COVID Flexibilities (as of June 2021)

	Summary of Flexibility	Eligible for Use	Authority and Conditions
<b>TPA/APA</b>	<b>Move performance assessment requirement (TPA/APA) to the Clear Credential</b> if impacted by COVID. The performance assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO N-66-20 and <a href="#">SB 820 (Chap. 110, Stats. 2020)</a> <b>Conditions:</b> Enrolled in program, met all requirements other than the performance assessment, COVID prevents completion
<b>RICA</b>	<b>Move RICA requirement to the Clear Credential</b> if impacted by COVID. The assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO N-66-20 and <a href="#">SB 820 (Chap. 110, Stats. 2020)</a> <b>Conditions:</b> Unable to take RICA due to COVID
<b>CBEST</b>	<b>Waive requirement of CBEST for Program Entry</b> and the requirements for programs to use the CBEST data to support candidates. Basic Skills must be met prior to recommendation for the credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO N-66-20 and <a href="#">SB 820 (Chap. 110, Stats. 2020)</a> <b>Conditions:</b> For prospective candidates unable to take the exam
<b>Subject Matter - Interns</b>	<b>Waive Subject Matter Requirement for Interns</b> to enter the Intern program. The subject matter requirement must meet be met prior to recommendation for the preliminary credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO N-66-20 and <a href="#">SB 820 (Chap. 110, Stats. 2020)</a> <b>Conditions:</b> Unable to take CSET due to COVID
<b>Subject Matter - Student teaching</b>	<b>Waive Subject Matter Requirement prior to Daily Whole Class Instruction.</b> All candidates must satisfy the subject matter requirement prior to recommendation for the preliminary credential.	2020-21 school year	<b>Authority:</b> Commission action, April 2020, Agenda item 4A <b>Conditions:</b> Unable to take CSET due to COVID

	<b>Summary of Flexibility</b>	<b>Eligible for Use</b>	<b>Authority and Conditions</b>
<b>PS-VTW</b>	<b>Program Sponsor Variable Term Waiver (PS-VTW)</b> allows candidates who were on track to complete an educator preparation program to have an additional year to complete the credential requirements.	March 19, 2020-August 31, 2021	<b>Authority:</b> Commission Action, April 2020 and October 2020 <b>Conditions:</b> Almost all requirements met, need more time, and impacted by COVID
<b>PPS -2<sup>nd</sup> Placement</b>	<b>Waives the Requirement for 2 Placements for Pupil Personnel Credentials.</b> The Title 5 regulations require candidates to complete placements in at least two grade level bands for a minimum of 100 hours in each placement. This requirement is waived. Candidates are still subject to the minimum number of total required clinical practice hours.	March 19, 2020-June 30, 2021	<b>Authority:</b> SB 98 (Chap. 24, Stats. 2020) <b>Conditions:</b> Impacted by COVID
<b>CBEST</b>	<b>Defer CBEST for one year</b> if the candidate who has not previously failed the assessment (used most often by out of state candidates).	March 19, 2020-August 31, 2021	<b>Authority:</b> Commission Action, April 2020 and October 2020 <b>Conditions:</b> Not previously failed CBEST
<b>Length of Validity of Scores</b>	<b>Examination Scores are Valid for eleven (11) years</b> rather than the ten years in Regulations due to the COVID pandemic.	March 19, 2020-June 30, 2021	<b>Authority:</b> SB 98 (Chap. 24, Stats. 2020) <b>Conditions:</b> Impacted by COVID
<b>Extension of Credentials</b>	<b>COVID has been defined as a Good Cause</b> for a one-year extension to a credential or permit. (PIPS and STSPs do not qualify for this extension)	Through the 2020-21 School Year	<b>Authority:</b> Commission, April 2020 Agenda Item 3A <b>Conditions:</b> Impacted by COVID
<b>PIP/STSP</b>	<b>Individuals who have served on a PIP or STSP</b> can downgrade to an employer requested Variable Term Waiver (VTW).	Through the 2020-21 School Year	<b>Authority:</b> Commission Action, April 2020 <b>Condition:</b> Impacted by COVID
<b>VTW</b>	<b>Individuals serving on a VTW</b> may, through an employer, request an additional issuance of the waiver even if the criteria for renewing the waiver has not been met.	Through the 2020-21 School Year	<b>Authority:</b> Commission Action, April 2020 <b>Condition:</b> Impacted by COVID

**Appendix B**  
**(As of June 2021)**

**Documents the 2020-21 Teacher Preparation Programs Can Recommend Completers**

<b>Document</b>	<b>Remaining Preliminary Program and Credential Requirements</b>	<b>Authorization to Teach</b>	<b>Validity Period</b>	<b>To Renew or move toward the Clear Credential</b>
Preliminary Credential (P5)	None	Yes	5 years	<ul style="list-style-type: none"> <li>• Complete Teacher Induction Program</li> </ul>
Preliminary Credential with a TPA renewal code (P5 TPA) and/or a RICA renewal code (P5 RICA)	One or both of the following: <ul style="list-style-type: none"> <li>• Passage of a Teaching Performance Assessment</li> <li>• Passage of the RICA</li> </ul>	Yes	5 years	<ul style="list-style-type: none"> <li>• Pass remaining assessments (TPA and/or RICA) <b>and</b></li> <li>• Complete Teacher Induction Program</li> </ul>
Program Sponsor Variable Term Waiver (PS-VTW <sup>1</sup> )	One or both of the following: <ul style="list-style-type: none"> <li>• Basic Skills</li> <li>• Subject Matter</li> </ul> Candidate may also need to complete the TPA and/or the RICA.	Yes	1 year	<ul style="list-style-type: none"> <li>• The Preliminary program may request an additional year for the waiver if the candidates makes progress on the remaining requirements, <b>or</b></li> <li>• Complete the remaining requirements so the preliminary program recommends for a Preliminary credential.</li> </ul>

<sup>1</sup> a letter accompanies the PS-VTW and will identify the remaining Preliminary requirements

**Appendix C**  
**Collaborative Work Group on COVID-19 Impact on Educator Preparation**

<b>Segment</b>	<b>Member</b>	<b>Role and Institution</b>
Teacher Induction	Constance Best	Executive Director, Yolo/Solano Center for Teacher Credentialing (Davis Joint Unified)
CTA	Danette Brown	Teacher, LaHabra City School District
CSU	Ernest Black	Statewide Director, Cal State TEACH
Employer	Paul Deal	Manager, Solano County Office of Education
AICCU	Deborah Erickson	Dean, Point Loma Nazarene University
ACSA	Doug Gephart	ACSA Liaison to the Commission
Teacher Induction	Melissa Meetze-Hall	Administrator, Center for Teacher Innovation (Riverside County Office of Education)
AICCU	Michael Hillis	Dean, California Lutheran University
Employer	Bryan Johnson	Director, Certificated Workforce Management, Los Angeles Unified School District
AICCU	Ira Lit	Associate Professor, Stanford University
LEA	Linda Liebert	Director, Sacramento County Office of Education
UC	Virginia Panish	Director of Teacher Education, UC Irvine
Employer	Denise Payne	Manager, Human Resources, San Bernardino Superintendent of Schools
LEA	Patricia Pernin	Administrative Coordinator, Los Angeles Unified School District
UC	Elisa Salasin	Director, UC Berkeley
CSU	Pia Wong	Associate Dean, CSU Sacramento
Teacher Induction	Jacquelyn Sanborn	Coordinator, Orange County Department of Education
Commission Liaison	David Simmons	Assistant Superintendent, Goleta Union School District