



## **PRESS RELEASE**

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### **Commission on Teacher Credentialing Re-Elects Chair and Vice-Chair for 2016 and Adopts New Teacher Preparation Standards at December Meeting**

SACRAMENTO-The Commission on Teacher Credentialing re-elected Linda Darling Hammond and Kathleen Harris to lead the Commission for another year. Dr. Linda Darling-Hammond was elected as chair, while Commissioner Kathleen Harris will continue serving as vice-chair after receiving unanimous support from their fellow commissioners. Both were originally appointed to the Commission in August of 2011.

Linda Darling-Hammond is Professor Emeritus at Stanford University and recently launched a new think tank, the Learning Policy Institute, which seeks to link the worlds of academic research and practical public policy. She is a former president of the American Educational Research Association, member of the National Academy of Education, and served as executive director of the National Commission on Teaching and America's Future from 1994-2001, during which time the panel issued a report, What Matters Most: Teaching for America's Future, which led to sweeping policy changes affecting teaching in the United States. In 2006, this report was named one of the most influential affecting U.S. education and Darling-Hammond was named one of the nation's ten most influential people affecting educational policy over the last decade. In 2008-09, she headed President Barack Obama's education policy transition team.

Kathleen Harris has been a teacher in the Piner-Olivet Union School District for 29 years and is currently an Instructional Coach at Jack London Elementary School in Santa Rosa. From 1998 to 2009 she served as the Regional Director of the California Reading and Literature Project at Sonoma State University. In 2009 she became involved with the Common Core State Standards Development work as a member of the National Council of Teachers of English Review Panel. In 2010 she served as a member of the California Academic Contents Standards Commission, and has provided professional development in English Language Arts and English Language Development for K-12 teachers and administrators throughout the state as well as within the eight county region of the Sonoma/North Coast region of the California Reading and Literature Project.

In other exciting news, at its December meeting the Commission adopted new Teacher Preparation Program Standards, the culmination of a yearlong effort to ensure that all general education teachers are well-prepared to teach all student populations.

The Teacher Preparation Program Standards define the curriculum that must be provided to all candidates, the types of field experiences candidates must complete, as well as preparation program responsibility for implementing a teaching performance assessment. The new standards increase attention to the use of technology and the arts in teaching and learning and strengthen the preparation offered to general education teachers in order to equip them to work with special education students who participate in general education classrooms.

The Commission also approved updated standards for new teacher induction. New teacher induction is designed to support new teachers as they transition from a credentialing program into their own classroom. The focus in creating these new standards was ensuring that induction provides close and supportive mentoring for new teachers, as well as opportunities for thoughtful reflection on their experiences in the classroom. The Commissioners believe that these new standards, combined with the updated Teacher Preparation Program Standards, will provide a valuable continuum of training and professional development for new teachers.