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Update

Webinar

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PRELIMINARY TEACHER PREPARATION PROGRAMS

# Welcome and Introductions

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- Amy Reising: Director, Performance Assessment Development
- Cheryl Hickey: Administrator, Professional Services Division (PSD)
- Erin Sullivan: Administrator, PSD
- William Hatrick: Consultant, PSD
- Bob Loux: Consultant, PSD
- Jake Shuler: Consultant, PSD
- Sarah Solari Colombini: Consultant, PSD
- Ing Lindsey: Manager, Certification

# Webinar Norms

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1. Your microphone has been muted upon arrival. Should you be called on to speak, the moderator will unmute your microphone.
2. Use the question and answer feature to post questions.
3. Keep questions to a general focus rather than program or candidate specific inquiries.
4. Avoid multi-tasking during the webinar to ensure that you hear all information that is presented.
5. Honor time for both participants and presenters.

# Agenda

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- Basic Skills Requirement/Extensions and Renewals of Credentials
- Program Sponsor-Variable Term Waivers
- Interns
- Commission's Authority & Flexibility Provisions
- Program Responsibility
- Candidate Responsibility
- Employer Responsibility
- Induction Responsibility
- Mentor Responsibility
- Additional COVID Resources
- Questions and Answers

# So Many Candidate Questions!

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Candidate questions are pouring into the CTC email boxes. To assist with getting answers to candidates as soon as possible, we ask programs to please:

- Share the CTC's COVID-19 resources with your candidates
- Share your program's internal communications with your candidates
- Instruct your candidates to contact **YOU** (their program director) for questions pertaining to the impacts of COVID-19 on completion of their program

# COMMISSION ACTION

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APRIL 23-24, 2020

# Basic Skills Requirement

## Agenda Item 3A

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- The Commission acted to defer the BSR examination for applicant, candidates, and credential holders impacted by the health and safety restrictions related to COVID-19.
- The deferral is for one year.
- Pursuant to statute, this deferral would not be available to any individual who has previously taken all three subtests and failed one or more of them.

# Extensions and Renewals of Credentials

## Agenda Item 3A

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- Applicants are able to use COVID-19 as “good cause for requesting an extension of time to complete requirements”
- This extension of time is available to the following document types
  - Intern
  - Preliminary
  - GELAP or SELAP
  - CLAD or BCLAD Waivers



# Credentials and Permits, Not Eligible for Extensions

Agenda Item 3A

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- Clear Teaching Credentials, including Multiple Subject, Single Subject, Education Specialist, Career Technical, and Adult Education Credentials
- Clear Credential holders who only need to maintain fingerprint clearance, submit an application and pay fees (No renewal requirements to extend)
- Title 5, CCR section 80496: *may petition the Commission for a new preliminary, postponement, emergency, or clear credential*
- Eligible to submit an application for a five-year clear document renewal without having a lapse in validity of their credential

# What is the PS-VTW?

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- Initial educator preparation programs will submit the waiver application and required documentation for each of their candidates.
- Once the PS-VTW is issued, it will give the candidate one year of additional time to complete the remaining credential requirements, while also authorizing the individual to teach or provide the services associated with their respective credential.
- The program may request a single renewal with appropriate verification of candidate progress.

# Interns

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- Still employed by the same employer
  - Need to complete TPA
  - Need to pass RICA
- Preliminary Program will need to develop an IDP just as if the intern were to receive a PS-VTW.

# Interns (continued)

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- Completed everything but TPA or RICA, but not employed by their intern employer (retained employment)
  - Preliminary program recommends the candidate for a PS-VTW so that the candidate will be able to finish their preliminary requirements.

# Layers of Authority

## Agenda item 4A

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- Requirements in statute may not be modified by the Commission
- Only two types of actions may modify a statutory requirement
  - through legislative action
  - an executive order enacted by the Governor
- Regulations clarify or interpret statute and are adopted by action of the Commission
- Regulations may be changed by
  - promulgating new regulations or
  - may be superseded by an act of the legislature or Governor
- Requirements or policies put in place by the Commission, can be modified through formal action of the Commission
  - such as the educator preparation program standards

continued...

# Layers of Authority (continued)

Agenda item 4A

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- Program standards define what the program needs to offer and what the candidate needs to know and be able to do
- Educator preparation programs have broad latitude to design their programs
- Areas where programs may not make modifications are requirements that are in the Education Code and/or Title 5 Regulations

# Requirements that the Commission Cannot Modify

Agenda item 4A

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- Examinations: CBEST, CSET, RICA, TPA and CalAPA
- Requirements in Education Code or Title 5 Regulations
  - The provided number of hours of support and supervision required for teaching interns
  - The Early Completion Option for MS and SS intern candidates as well as for Teacher Induction candidates

# Credential Expectations that the Commission Did Modify

## Agenda item 4A

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1. Programs have the authority to determine that a candidate has satisfied the clinical practice hours requirement, even if the candidate has not completed all 600 hours.
2. Programs may take the passage of a Commission-approved TPA into consideration. A candidate who has passed a complete Commission-approved TPA would not be required to complete as many hours of clinical practice as candidates who have not.
3. Programs have the authority to determine that a candidate has satisfied the formal observations requirement, even if the candidate has not completed six observations/semester or four observations/quarter.
4. Programs have the authority to determine that a candidate has satisfied the 'solo' teaching experience, even if the candidate has not completed four (4) weeks of solo teaching.



# Documenting Program Modifications

Agenda item 4A

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- Commission-approved programs must develop and maintain a summary document for each program that made modifications
- All program modifications must be aligned with the adopted-program standards and in accordance with the Commission's COVID-19 flexibilities
- This document must be retained at the institution and may be reviewed during future accreditation activities

# Special Education Programs

Agenda item 4A

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- Education Specialist Preparation programs must ensure that each candidate has had sufficiently broad experiences with students (grade levels, disability categories, and settings).
- This modification would be noted on the Individual Development Plan (IDP) that the candidate and preliminary program develop for the new teacher to take to their induction program.

# Candidates and Subject Matter Requirements

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- The Commission-adopted Precondition that requires a candidate to have met the subject matter requirement ***prior to beginning whole class daily instruction*** has been waived by the Commission for candidates beginning teacher preparation programs in Fall 2020.
- Student teachers may begin clinical practice prior to meeting the subject matter requirement during the 2020-21 year.

# Individual Development Plan

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- All preliminary programs who have candidates who are receiving PS-VTW or who have completed a modified educator preparation program must note the modifications on the Individual Development Plan (IDP) for the new teacher to take to their induction program.

# Enhanced IDP Required for PS-VTW candidates

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- Initial program personnel and candidates meet to identify the credential requirements each candidate still needs to complete to meet all program requirements as well as information on program modifications that were put in place for the candidate. This information is documented on the Individual Development Plan (IDP).
- Once employed, candidates provide their IDP to the Induction program in which they have enrolled and it is used to support the induction experience.

# Commission will do the following

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- Maintain a COVID-19 webpage with updated information for all Commission stakeholder groups
- Provide webinars and support for CalTPA
- Respond to questions from program leaders and faculty

# Support from Preliminary Program

## Develop and share with candidates the plan to provide support :

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- Identify faculty/supervisor(s) who will hold an in person or virtual office hour at least bi-weekly for candidates that have questions about the performance assessment that are best answered by the preliminary program. OR
- Identify faculty/supervisor(s) who will respond to questions in a timely manner from preliminary candidates who have received a PS-VTW and may have questions about their progress towards program completion. Provide access to the credential analyst who will provide guidance on how to complete requirements and apply for the PS-VTW or the preliminary credential once all preliminary requirements are met. OR
- Set up a technology based professional learning community for candidates to interact synchronously or asynchronously to share questions, support each other, and problem solve.

# Program Responsibilities

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Preliminary preparation programs shall do the following:

1. Maintain a connection to your candidate
2. Form a connection with employer and induction candidate where your candidates are employed
3. Inform induction programs about the modifications that have occurred with each candidate so the induction program can properly support each candidate
4. Prepare an IDP that outlines exactly what the candidate needs to complete their preparation program

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# Program Responsibilities- MS/SS only

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- Ensure that the candidate has the knowledge to complete the TPA.
  - ❑ Candidate has registered for the TPA
  - ❑ Understand the instructions for the remaining parts of the assessment
  - ❑ Knows the rubrics/expectations for passing
  - ❑ Aware of the program's resources for TPA

# Program Responsibilities

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## Education Specialist – Field Experience Modifications

Inform induction programs through the IDP about any modifications that have occurred with each candidate so the induction program can properly support each candidate

# Candidate Responsibilities

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1. Maintain an affiliation with the preliminary program
2. Look for a job and when employed, enroll in induction
3. Complete remaining requirements of preliminary preparation program as part of Teacher Induction

# Employer Responsibilities

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1. Ensure that PS-VTW candidates are enrolled in induction
2. Establish and maintain a partnership with PS-VTW preliminary programs

# Induction Program Responsibilities

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1. Remaining TPA requirements are supported by induction
2. Support for the candidate is around what the candidate needs at that point in time
3. Consult the IDP for each new teacher
4. Connect back with preliminary program in case there are questions or for additional support
5. RICA/exams should be supported by preliminary program

# Induction Mentor Responsibilities

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1. Be familiar with the TPA their candidate needs to complete
2. Understand that there are rubrics and the target rubric
3. Be able to discuss with the teacher how the rubrics apply to the teacher's practice
4. Understand how to appropriately support the candidate as the candidate is completing the TPA (MS/SS PS 5)

# Candidates who have not completed the program

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- Move Out of state – Hired out of state – What to do?
- Problem-solve around how you currently serve candidates who have not passed the TPA and have left the state. What virtual support do you provide as he/she is completing their cycles?

# COVID- 19 Resources

For ongoing, updated information from the Commission, please consult:

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1. Dedicated [COVID-19 webpage](#) on the Commission website with links to specific areas
2. [Covid-19 Commission Action](#)—Information and Guidance
3. [Subscribe to PSD-News](#) each Friday to receive updated information
4. As new direction from state Public Health officials is announced, we will update our guidance and post it in the COVID-19 section on our website



# Additional COVID- 19 Resources

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[Learning in the Time of COVID-19](#)

[Online Learning Resources for Educators](#)

[Online Learning Resources for Parents](#)

[Social-Emotional Learning Resources](#)

[Resources for Supporting Students With Exceptional Needs](#)

[Resources for Supporting English Learners](#)

# Contact Information

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General or COVID-19-related Policy questions:

[psdinfo@ctc.ca.gov](mailto:psdinfo@ctc.ca.gov) or [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)

For performance assessment related questions:

[Performanceassessment@ctc.ca.gov](mailto:Performanceassessment@ctc.ca.gov)

For general education program questions:

[MultipleSingle@ctc.ca.gov](mailto:MultipleSingle@ctc.ca.gov)

For special education program questions:

[specialeducation@ctc.ca.gov](mailto:specialeducation@ctc.ca.gov)

# Questions and Answers

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Please note: Questions specific to your program design or to any specific candidate are not appropriate at this time.



Questions regarding the general application of this guidance are welcomed.