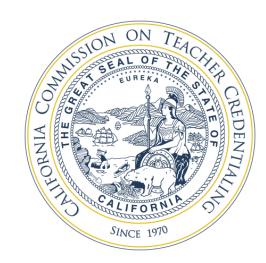# Program Update Webinar

FOR TEACHER INDUCTION PROGRAMS

Welcome and Introductions

- Teri Clark: Director, Professional Services Division (PSD)
- Sarah Solari Colombini: Consultant, PSD
- Karen Sacramento: Consultant, PSD
- Gay Roby: Consultant, PSD
- Britnie Tjie: Manager Certification
- Amy Reising, Director, Performance Assessment Development

Webinar Norms

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. We will respond to questions at the end of the presentation. If all questions do not get answered orally, the question and response will be posted on the web page.

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

- Candidates need to work with Program Personnel

- Commission Action-April 2020

- Enhanced Individual Development Plan

- Roles and Responsibilities to Support Candidates

- Resources

- Questions and Answers

So Many Candidate Questions!

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 communications with all candidates

◦ Instruct your candidates to contact **YOU** (their program director) for questions pertaining to the impacts of COVID-19 on completion of their program or their year of participation

General Guidance

The CTC continues to:

- closely monitor the status of the Coronavirus (COVID-19) and the impact of school and university closures on candidates enrolled in educator preparation programs

- Be particularly concerned about candidates' ability to complete educator preparation programs during this academic year

- look for ways to mitigate this situation

COMMISSION ACTIONS

APRIL 23-24, 2020

Basic Skills Requirement
Agenda Item 3A

Mainly OOS, OOC prepared teachers

- The Commission acted to defer the BSR examination for applicants impacted by the health and safety restrictions related to COVID-19

- 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.

- RC code

Extensions and Renewals of Credentials
Agenda Item 3A

- 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 of Preliminary Teaching Credentials
  - California
  - out-of-state
  - outside the United States

Credentials and Permits, Not Eligible for Extensions

Agenda Item 3A

- 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)

- Eligible to submit a paper application for a five-year clear document renewal without having a lapse in validity of their credential

Program Sponsor-Variable Term Waiver (PS-VTW)
Agenda Item 3A

Eligibility Criteria

- Making appropriate progress towards completion

- On track to complete their preparation program by Sept. 1, 2020

- Not able to complete one or more of the following

  - Required clinical practice hours

  - Required coursework

  - Required examinations

  - Required performance assessment

It is possible that the PS-VTW may be renewable for an additional year, if appropriate progress has been made

What is the PS-VTW?

- 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.

Layers of Authority

Agenda item 4A

- 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

- 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

Areas that the Commission Cannot Modify
Agenda item 4A

- Examinations: CBEST, CSET, RICA, TPA and CalAPA

- Requirements in Education Code or Title 5 Regulations

  o The provided number of hours of support and supervision required for teaching interns

  o The Early Completion Option for MS and SS intern candidates as well as for Teacher Induction candidates

Commission Action

Documenting program modifications :

- 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

Commission Action-1

Credential Expectations that the Commission Did Modify

- Designate the 2019-2020 year of induction program participation to be a full year so no need for this year's candidates to complete an additional 3-4 months of induction in 2020-21 to satisfy the 2019-20 year.

- Programs still maintain the ability to not recommend a 2nd year candidate for the Clear credential if the individual had not been participating in the program and making satisfactory progress at the time of the COVID crisis

Commission Action-2

Credential Expectations that the Commission Did Modify

- The Commission temporarily amended preconditions that specify a teacher who enrolls in a Commission-approved induction program must hold a preliminary credential

- The Commission temporarily amended preconditions thereby allowing candidates to begin their induction program while working to complete their preliminary credential requirements

Enhanced IDP Required for PS-VTW candidates-1

- 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

Enhanced IDP Required for PS-VTW candidates-2

- Induction program personnel collaborate with the candidate to develop the candidate's initial Individual Learning Plan (ILP) with the preliminary program requirements as a key focus.

- Induction program processes and procedures occur according to the program's program design, with the preliminary program requirements as the focus of the candidate's professional growth until all requirements are met and the candidate is recommended for the preliminary teaching credential.

- The candidate is excused from any inquiry cycles as they work to complete the Preliminary credential requirements. Once the credential requirements have been completed, the teacher participates fully in the Induction program.

Support from Preliminary Program

Develop and share with candidates the plan to provide support :

- 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.

Support from the Commission

- Provide, archive, and post explanatory webinars regarding CalTPA. Webinars will be posted on the Commission's YouTube channel and information will be provided through the weekly PSD News.

- Establish a weekly Zoom office hour, outside of the school day, for candidates to ask questions about the CalTPA.

- Establish a weekly Zoom office hour, for Induction Directors and Coaches/Mentors to ask questions about how the CalTPA and how to best support candidates.

- Maintain the dedicated email box CalTPA@ctc.ca.gov for candidates, faculty, employers and program directors to submit questions, responding in a timely manner or directing questions to the technical contractor Evaluation Systems group of Pearson (ES), as appropriate.

- For general TPA policy questions unrelated to a specific model contact TPA@ctc.ca.gov.

Program Support for Candidates

Induction Program Responsibilities:

- Follow the guidance provided to Induction program leadership regarding how to provide support for candidates who still have to complete the teaching performance assessment, clinical practice, or other preliminary program requirements while also participating in induction.

- Provide a trained mentor to support the PS-VTW candidate in the completion of the TPA by focusing the work of the initial Individual Learning Plan (ILP) on the candidate's needed preliminary program requirements within the context of their job assignment as a new teacher.

- Provide clear expectations to mentors regarding their key role in supporting the new educator to complete the performance assessment, clinical practice, or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.

continued….

Program Support for Candidates-1

Induction program responsibilities:

- Guide mentors to provide timely job-embedded "just in time" support to their candidates as part of the Induction program, while improving their long-term professional practice through the completion of the PA.

- Count the work done as part of the initial ILP as part of their two-year participation in a job-embedded induction program. Once the PA is completed and passed, additional IIP and induction supports will continue, based on the needs of the candidate.

Program Support for Candidates-2

Induction program responsibilities:

- Maintain the expectation of a two-year induction program participation for the PS-VTW holder. The only individuals who would need to extend induction beyond two years would be those candidates whose practice requires additional support and guidance or if the candidate had not participated fully in the program.

- Maintain partnerships with each PS-VTW employee's preliminary program to ensure adequate support and accurate information is provided to these candidates.

Mentor Support for Candidates-1

Mentor responsibilities:

- Participate in professional development to understand their key role in supporting the new educator to complete the performance assessment, clinical practice, or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.

- Provide "just in time" support to induction candidates, while improving candidates' long term professional practice through the completion of the remaining components of their preliminary preparation program.

Mentor Support for Candidates-2

Mentors responsibilities:

- Individualize the support that a candidate needs based upon the candidate's Individual Development Plan (IDP) that the candidate has brought from his/her preliminary preparation program.

- Assist the candidate with the transition from their IDP to their Individual Learning Plan (ILP) for Induction, while maintaining the goal of supporting candidates' growth in the profession.

COVID- 19 Resources

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

1. Dedicated COVID-19 webpage on the Commission website with links to specific areas

2. COVID-19 Commission Action—Information and Guidance

3. PSD-News each Friday (subscribe to E-News)

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

LEARNING POLICY INSTITUTE
Research. Action. Impact.

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

General or COVID-19-related Policy questions:
psdinfo@ctc.ca.gov or accreditation@ctc.ca.gov

General Education Induction Program questions:
ksacramento@ctc.ca.gov

Special Education Induction Program questions:
ssolari@ctc.ca.gov

Administrative Services Induction Program questions:
Groby@ctc.ca.gov

Questions and Answers

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.