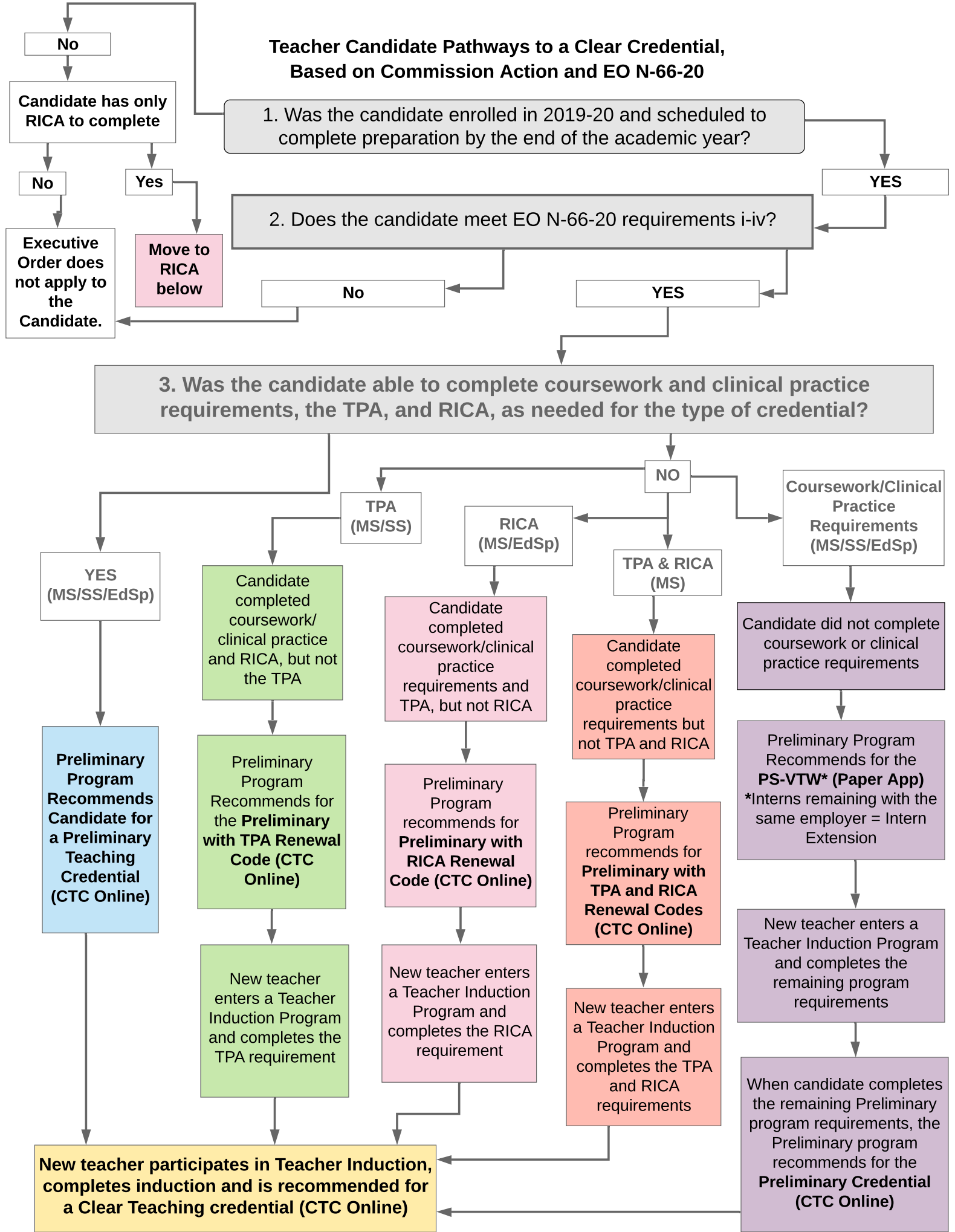


Teacher Candidate Pathways to a Clear Credential, Based on Commission Action and EO N-66-20





Preliminary Preparation and Induction Program Support for General Education and Education Specialist Candidates Holding a Program Sponsor-Variable Term Waiver (PS-VTWs) or a Preliminary Credential with a TPA and/or RICA Renewal Code Based on Executive Order N-66-20

Updated: August 13, 2020

Introduction

This guidance document addresses the support that preliminary preparation and induction programs are expected to provide to candidates who have been affected by the COVID-19 crisis and will be serving in 2020-21 on either a Program Sponsor-Variable Term Waiver (PS-VTW) or on a Preliminary credential, based on flexibilities provided by the Governor's Executive Order N-66-20. These are candidates who will be completing preliminary Multiple Subject, Single Subject, and Education Specialist program in spring/summer 2020.

The Commission provides guidance and support to preliminary teacher preparation programs to effectively work with candidates seeking a teaching credential in California, and once credentialed, these candidates are then supported by job-embedded induction programs for newly employed teachers. Teaching performance expectations, professional standards, and program standards outline programmatic requirements and candidate competencies that must be fulfilled prior to a candidate being recommended for a Preliminary or Clear credential, respectively. However, given the present circumstances as a result of the COVID-19 pandemic, there are two new pathways for 2019-20 candidates to earn their Preliminary teaching credential and then their Clear teaching credential—the Program Sponsor-Variable Term Waiver (***PS-VTW***) and the pathway authorized by the recent Executive Order N-66-20 signed by Governor Newsom known as the ***Preliminary with TPA and/or RICA Renewal Code***. The distinctions between these two groups of document holders and their respective pathways are explained below.

PS-VTW

At its April 2020 meeting, the Commission took several actions to modify certain programmatic requirements within its purview and clarify program flexibility in implementing other requirements during the COVID-19 school closures. Of particular note, the Commission

authorized the issuance of a [Program Sponsor-Variable Term Waiver \(PS-VTW\)](#) that will enable teacher candidates who were on track to complete their program during 2019-20, to secure employment and complete requirements such as clinical practice, TPA, RICA, and/or other program requirements as part of their Induction program. Teacher candidates who were, as of March 19, 2019, on track to earn a Preliminary teaching credential but were unable to complete preparation in the spring or summer of 2020 will need to work with their programs to complete their credential requirements in 2020-21. The PS-VTW is designed for candidates who were on track to complete the program between March 19, 2020 and August 31, 2020 but have not completed credential or program requirements in addition to the RICA and TPA.

Preliminary Credential with TPA and/or RICA Renewal Code

The Governor signed [Executive Order N-66-20](#) to provide flexibility for candidates completing programs in 2019-20 who were impacted by COVID-19. Executive Order N-66-20 postpones the requirement that candidates must pass a Teaching Performance Assessment (TPA) and/or the Reading Instruction Competency Assessment (RICA) in order to earn a Preliminary credential and instead makes these requirements applicable to earning a Clear credential. New teachers will have five years (the period of validity of a Preliminary credential) to pass the TPA and/or the RICA. The Executive Order only applies to candidates who have the RICA and/or the TPA to complete from their preliminary program and who meet the criteria specified within the Executive Order.

Candidate Support

This document outlines the unique support that will be needed for candidates who:

- 1) Are working to earn their Preliminary teaching credential while serving on a PS-VTW; or
- 2) Candidates who earned a Preliminary with TPA and/or RICA Renewal Code and are completing specific credential requirements to earn their Clear teaching credential.

Preliminary Multiple Subject, Single Subject, and Education Specialist Preparation Program Responsibilities:

PS-VTW Candidates

- Provide clear guidance to candidates regarding options to complete the [remaining requirements for the Preliminary teaching credential](#) prior to August 31, 2020.
- Apply for a [Program Sponsor-Variable Term Waiver \(PS-VTW\)](#) on behalf of affected candidates—those who have not fulfilled the performance assessment, credential requirements, clinical practice, and/or coursework required by their preliminary preparation program. The PS-VTW will allow candidates to seek and obtain employment prior to the issuance of a Preliminary credential while they complete the requirements of the Preliminary Multiple Subject, Single Subject or Education Specialist program during Induction.

- Establish the responsibilities of the candidate and the program during the time in which the candidate is teaching on a PS-VTW. Share these responsibilities with the candidate prior to the end of the spring 2020 term.
- Determine and provide clear expectations to program and district-employed supervisors in understanding their respective roles in supporting and guiding candidates as they complete their performance assessment (PA) or other requirements necessary to complete the program.
 - For CalTPA: [CalTPA Support Policy](#), click on *Acceptable Support*.
 - For edTPA: Provide edTPA orientation webinar and access to handbooks and key documents to get started (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.
- Develop and share with candidates the plan to provide support to new teachers who are completing credential requirements. Options that should be considered include the following:
 - 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.
 - 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 assist the completer in applying for the PS-VTW or the Preliminary credential once all preliminary requirements are met.
 - Set up a technology based professional learning community for candidates to interact synchronously or asynchronously to share questions, support each other, and problem solve.
- Maintain communication with leadership in districts where the preliminary program's PS-VTW candidates are employed. This relationship will allow coordination of the ongoing support for the candidate between the Preliminary program and the Induction program.

Preliminary Credential with TPA and/or RICA Renewal Code:

Once a candidate is recommended for a Preliminary credential, the preliminary teacher preparation program does not have any requirement to support or maintain affiliation with the former candidate. The Commission suggests, however, that it is appropriate for preliminary programs to be available to completers who hold a Preliminary credential based on the Executive Order, also known as a Preliminary credential with a TPA and/or RICA Renewal Code, in the event that the completer has a question about the TPA and/or the RICA. Many of the

activities described above for PS-VTW candidates would also be appropriate for a Preliminary program to maintain with those who have been recommended for a Preliminary teaching credential with a TPA and/or RICA Renewal Code.

Staff Responsibilities Regarding the TPA:

For Commission Staff:

- Maintain a COVID-19 webpage with updated information for all Commission stakeholder groups.
- Provide support for general TPA policy questions unrelated to a specific model via a dedicated email box: TPA@ctc.ca.gov.
- Collaborate with edTPA and California State University, Fresno to offer candidate supports including responding to registration questions, submission clarification, video supports, and other system issues as well as faculty and supervisor support and information.
- For CalTPA programs:
 - 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 e-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.
 - Continue to offer a weekly Zoom office hour for CalTPA program coordinators and faculty supporting candidates as they engage with the CalTPA.
 - 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.
 - Direct ES to continue to offer candidate supports including registration questions, submission clarification, video supports, and other system issues as well as faculty and supervisor support and information, posted on the Commission's examinations website. In addition, the Commission will ensure (as needed) that ES offers additional scoring submission dates, extends registration dates, and provides assessor training to support online learning settings.

For Staff of Other TPA Models:

- For edTPA programs, [SCALE](#) recommends:

- Programs may:
 - Contact SCALE: stanfordscale@stanford.edu.
 - Post questions and examine the FAQ on the edTPA [online community](#).
 - Consult the edTPA Educator Preparation Program (EPP) support website: edTPA.AACTE.org.
 - Consult the candidate support website: edTPA.com.
- SCALE will continue to work with ES to offer candidate supports including registration questions, submission clarification, video supports, and other system issues, as well as faculty and supervisor support and information, posted on edTPA.com.
 - Programs may direct queries to edtpaeppsupport@pearson.com.
 - Candidates may direct queries to edtpa-customer-support@pearson.com.
- In addition, SCALE will ensure (as needed) that ES offers additional scoring submission dates, extends registration dates, and provides assessor training to support online learning settings.
- For FAST, CSU Fresno advised Commission staff that all completing candidates for spring 2020 were able to complete the TPA requirement.

Candidate Responsibilities:

- All Candidates: Enroll in a Commission-approved Induction program upon employment in a public school as a beginning teacher.
- All Candidates: Contact the Preliminary program's TPA coordinator for information regarding access to resources provided for their TPA model (CalTPA, edTPA, or FAST).
- PS-VTW Candidates (Multiple Subject/Single Subject candidates only): Maintain an affiliation with the preliminary preparation program until the completion of all preliminary program requirements and passage of the TPA in order to meet the requirements for the recommendation for the Preliminary credential.
- PS-VTW Candidates: Complete the remaining requirements of the preliminary teacher preparation program during the first year of employment while participating in the Commission-approved Induction program with guided support from an Induction mentor, working with both Preliminary and Induction programs to ensure that work completed during the Induction program will incorporate the remaining Preliminary program requirements.
- PS-VTW Candidates: Contact the Preliminary program credential analyst with questions regarding the application process for the PS-VTW and/or Preliminary credential.

- All Candidates: Be recommended by the Induction program for Clear credential when induction has been completed and the remaining assessments (TPA and/or RICA) have been passed.

Employer Responsibilities:

- Ensure that, upon employment in a teaching position, PS-VTW candidates and Preliminary credential holders with the TPA and/or RICA Renewal Code candidates are enrolled in a Commission-approved Induction program and are receiving appropriate support.
- Maintain partnerships with each PS-VTW employee's Preliminary program to ensure adequate support and accurate information is provided to candidates.

Induction Program Responsibilities:

- Follow the Commission guidance provided to Induction program leadership regarding how to provide support for candidates who still have to complete the teaching performance assessment, clinical practice, RICA or other preliminary program requirements while also participating in induction.
- Provide a trained mentor to support the PS-VTW candidate and the Preliminary credential holders with the TPA and/or RICA Renewal Code 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. Access trainings and information provided by model sponsors as needed:
 - For CalTPA: Training for Mentors will be available via online webinars by the commission starting summer of 2020. For CalTPA: [CalTPA Support Policy](#), Click on *Acceptable Support*.
 - For edTPA: edTPA orientation webinar for mentors, handbooks and key documents (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.
- Provide clear expectations and time to mentors regarding their key role in supporting the new educator to complete the performance assessment, clinical practice, RICA or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.
- Guide mentors to provide 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 TPA.
- Count the work done under the initial Individual Learning Plan (ILP) as part of candidates' two-year participation in a job-embedded induction program. Once the TPA is completed and passed, work under the ILP and induction supports will continue, based on the needs of the candidate.

- Maintain the expectation of a two-year induction program participation for the PS-VTW holder and the Preliminary credential holder with the TPA and/or RICA Renewal Code. 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 holder's Preliminary program to ensure adequate support and accurate information is provided to candidates.

Mentor Responsibilities:

- Provide “just in time” support to induction candidates to complete preliminary program requirements, while improving candidates’ long term professional practice through the completion of the remaining components of their preliminary preparation program.
- Participate in professional development to understand their key role in supporting the new educator to complete the performance assessment, clinical practice, RICA or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.
 - For CalTPA: The Commission’s performance assessment staff will provide a Zoom office hour for Q and A as well as ongoing online training webinars to provide information about how to support candidates as they complete the assessment.
 - For edTPA: Mentors may contact the EPP and/or SCALE. Mentors will receive an edTPA orientation webinar and access to handbooks and key documents to get started (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.
- 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 candidates with the transition from their Individual Development Plan (IDP) to their Individual Learning Plan (ILP) for Induction while maintaining the goal of supporting candidates’ growth in the profession.

The next page provides a flowchart for Commission-approved Teacher Induction programs to use in planning how to serve each new teacher based on the path into Teacher Induction.”

Teacher Induction Pathways to a Clear Teaching Credential

