Program Update Webinar

FOR CASC INDUCTION PROGRAMS

Welcome and Introductions

- Teri Clark: Director, Professional Services Division (PSD)

- Cheryl Hickey, Administrator, PSD

- Amy Reising, Director Performance Assessment Development

- Gay Roby: Consultant, PSD

- Britnie Tjie: Manager, Certification

- James Webb: Consultant, 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 chat 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 by moderating your participation.

Agenda

- Welcome, Introductions, Agenda, General Guidance

- Commission Action on April 23-24, 2020

- Individual Development Plan (aka Transition Plan)

- Program Supports for Leadership Candidates

- Resources and Contact Information

- 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 internal communications with your candidates.

◦ Instruct your candidates to first 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:

Agenda Items 3A and 4A

APRIL 23-24, 2020

Commission Items:
April 23, 2020

3A Action Appeals and Waivers

Consideration of Actions to Assist Applicants, Educators, and Credential Candidates Impacted by Emergency Health and Safety Conditions Related to COVID-19

4A Action Educator Preparation Committee

Flexibility for Commission Approved Educator Preparation Programs Due to the COVID-19 Crisis

Staff Recommendations:
Agenda Item 3A

1) Authorize the Deferral of the Basic Skills Requirement

2) Identify Hardships Related to COVID-19 as "Good Cause" for Extensions

3) Authorize Renewals of Clear Credentials

4) Authorize the Issuance of Variable Term Waivers for Credential Candidates.

Additionally, authorize the options for Commission-Approved institutions to submit one-time requests for reissuance of such waivers when candidates have shown continued progress towards completion of the preparation program.

Basic Skills Requirement

Mainly for OOS, OOC prepared teachers

- The Commission acted to defer the basic skills requirement (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.

- Renewal Code

COVID-19 Qualifies as "Good Cause"

Applicants are able to use COVID-19 as "good cause for requesting an extension of time to complete requirements"

Extensions & Renewals of Credentials

- This extension of time is available to the following document types of Preliminary Teaching Credentials

- Clear Credential holders who only need to maintain fingerprint clearance (no renewal requirements to extend) may submit an application and pay fees

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

What is the PS-VTW? Slide 1
Agenda Item 3A

- New name, established document!

  "Program Sponsor-Variable Term Waiver"

- Preliminary ASC preparation programs will submit the waiver application and required documentation for each of their candidates. However, the application requires candidate participation and signature.

- Institutions sponsoring **induction** programs for teachers or administrators do not need to apply for a PS-VTW at this time.

What is the PS-VTW?

Slide 2

- Once the PS-VTW is issued, it gives the candidate one year from time of issuance to complete the remaining credential requirements, while also authorizing the individual to provide administrative services associated with their baseline credential.

- The preliminary preparation program may request a single renewal of the PS-VTW with appropriate verification of candidate progress toward completion.

PS-VTW Eligibility

Eligibility Criteria

- In good standing with the program
- Making appropriate progress towards completion
- On track to complete their preparation program by Sept. 1, 2020
- Due to COVID-19 crisis, not able to complete one or more of the following

  - Required clinical practice hours

  - Required coursework

  - Required performance assessment

Layers of Authority

1. Requirements listed in statute/written laws 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
2. 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
3. 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

Layers of Authority (continued)

4. 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

1. Examinations: CBEST, CSET, RICA

2. Performance Assessments: TPA and CalAPA

3. Requirements in Education Code or Title 5 Regulations

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

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

Required Documentation

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 Actions

Credential Expectations that the Commission Did Modify

- Designate the 2019-2020 year of induction program participation to be a full year resulting in 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

Credential Expectations that the Commission Did Modify

- The Commission temporarily amended preconditions that specified an administrator 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

Questions and Answers:
Details of the Commission's Actions

Administrative Services Credentialing (ASC) Preparation Program Support for Leadership Candidates Employed on a Program Sponsor Variable Term Waiver (PS-VTW)

This document outlines the unique support that will be needed for PASC candidates to earn their preliminary ASC while serving on a PS-VTW

A Partnership Effort

- Preliminary ASC Program Responsibilities

- The Commission Responsibilities

- Candidates Responsibilities

- Employer Responsibilities

- Clear Induction ASC Program Responsibilities

- Coach Responsibilities

Required IDP for PS-VTW candidates #1

- Preliminary program personnel and candidates meet to identify the credential requirements each candidate needs to complete PASC program requirements. Candidate are to be provided with a copy of these requirements, to be used as the basis for the Individual Development Plan (IDP) or transition document between the PASC and CASC programs.

- Once employed, candidates provide their IDP to the Induction program in which they have enrolled and collaboratively use it with their coach to write their initial Individualized Induction Plan.

Required IDP for PS-VTW candidates #2

- The initial Individualized Induction Learning Plan (IIP) has the unmet preliminary program completion requirements as its focus, translating the CA Administrator Performance Expectations (CAPE) into the California Professional Standards for Education Leaders (CPSEL) for induction use.

- Induction program processes and procedures (e.g., coaching, meetings) occur according to the program's program design, with the remaining preliminary program requirements as the focus of professional development until all requirements are met and the candidate is recommended for the preliminary teaching credential.

Required IDP for PS-VTW candidates

- Once the candidate is recommended for the preliminary teaching credential, the IIP is revised or rewritten to address induction components.

- The candidate continues in Administrator Induction for the remainder of their expected two years of participation. Additional time may not be added on solely due to a candidate's PS-VTW status in fall of 2020.

PASC Program Support for Candidates #1

Preliminary Program Responsibilities:

- Provide clear options to candidates regarding how to complete the remaining requirements necessary for completion of the preliminary program. If a candidate does not have a job as an administrator, the candidate does not need to be recommended for a PS-VTW.

- Apply for a Program Sponsor Variable Term Waiver (PS-VTW) on behalf of each affected candidate—those who have not fulfilled the performance assessment, clinical practice/fieldwork, or coursework of their preliminary program requirements and need additional time. 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 PASC program.

continued….

PASC Program Support for Candidates #2

Preliminary Program Responsibilities:

- Clearly outline the responsibilities of the candidate and the program during the time in which the candidate is serving as an administrator on a PS-VTW.

- Provide clear guidance to program supervisors, induction directors and induction coaches to assist everyone to understand their respective roles in providing support and guidance as candidates complete their performance assessment (PA) or other requirements necessary to complete the program

PASC Program Support for Candidates #3

Preliminary Program Responsibilities:

- Develop and share the plan with candidates for the support to new administrators who are completing credential requirements. Options that should be considered include:
  - Identify a faculty/supervisor who will hold an in-person or virtual office hour at least twice a month for candidates who have questions about the performance assessment that are best answered by the preliminary program.
  - Identify a faculty/supervisor who will respond to questions from preliminary candidates who have received a PS-VTW and may have questions about their progress towards program completion.
  - Set up a technology-based professional learning community for candidates to interact synchronously or asynchronously to share questions, support each other, and problem solve as they complete the APA.

PASC Program Support for Candidates #4

Preliminary Program Responsibilities:

- Maintain communication with leadership in districts where your 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.

Commission Support for Candidates #1

Commission Responsibilities:

- Provide, archive, post explanatory webinars on the Commission's [YouTube channel](#), sharing information through the PSD e-News and on the Commission's [website at Evaluation Systems](#) regarding
  - the CalAPA tasks and rubrics,
  - the role of preliminary and induction programs in supporting the candidate
  - what the preliminary and induction programs must avoid as they support the candidate in developing their CalAPA.
- Identify a weekly office hour, outside of the school day, for PASC candidates, employers and program faculty/staff to ask questions of a Commission staff member familiar with the CalAPA.

Commission Support for Candidates #2

Commission Responsibilities:

- Maintain the dedicated email box for candidates, faculty, employers, and program directors to submit CalAPA questions, responding in a timely manner or directing questions to Evaluation Systems (ES).

- Collaborate 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 the [Evaluation Systems website](#).

Support for Candidates #1

Candidate responsibilities:

- Maintain affiliation with their PASC program….
- Enroll in a Commission-approved induction program….
- Complete the remaining requirements of the PASC program….
- Access the resources provided by Evaluation Systems….

Support for Candidates   #2

Employer Responsibilities:

- Ensure that...the PS-VTW candidates are enrolled in an induction program.

- Identify a program staff member to maintain records ....

- Maintain partnerships with...PASC program to ensure adequate support and accurate information is provided to these candidates.

Program Support for Candidates #1

Clear Induction ASC program responsibilities:

- Follow the Commission guidance provided to Induction program leadership regarding how to provide support for candidates who still have to complete the CalAPA, clinical practice/fieldwork, or other PASC requirements while also participating in induction and serving as a new administrator.

- Provide a trained coach to support the PS-VTW candidate in the completion of the CalAPA by focusing the work of the initial Individualized Induction Plan (IIP) on the candidate's needed PASC program requirements within the context of their job assignment as a new administrator.

Program Support for Candidates #2

Clear Induction ASC program responsibilities:

- Count the PASC work completed as part of the initial IIP as part of the candidate's two-year participation in a job-embedded induction program. Once the CalAPA is completed and passed, additional IIP and induction supports will continue, based on the needs of the candidate, for the two years of the induction program.

continued…

Program Support for Candidates #3

Clear Induction ASC program responsibilities:

- Guide coaches to provide timely job-embedded support to their candidates as part of the Induction program and to support the new administrator in improving their long-term professional practice through the completion of the CalAPA.
- Provide clear expectations to coaches regarding their key role in supporting the new educator to complete the performance assessment, clinical practice/fieldwork, or other outstanding PASC program requirements including participation in webinars regarding the requirements of the CalAPA provided by Commission staff.

Program Support for Candidates #4

Clear Induction ASC program responsibilities:

- Maintain the expectation of a two-year induction program participation, unless evidence suggests participation in induction beyond two years would improve the candidate's professional practice. The outstanding PASC requirements become part of the Induction experience and are not "added on" to the program.

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

Coach Support for Candidates #1

Coaches Responsibilities:

- Participate in training/informational webinars regarding the requirements of the CalAPA provided by Commission staff.

- Support the new administrator in completing the performance assessment, fieldwork, or other outstanding PASC program requirements

- Provide timely job-embedded support to their candidates as part of the Induction program, while improving their long-term professional practice through the completion of the PA

Coach Support for Candidates #2

Coaches Responsibilities:

- Coach the candidate in the development of the initial IIP which identifies the remaining portions of the preliminary program needing completion. Once the PA is completed and passed, subsequent IIP and coaching will continue, based on the needs of the candidate and the requirements of the CASC program.
- Contact the candidate's preliminary program to obtain guidance about the CalAPA and credential requirements.
- If the preliminary program information is not sufficient, contact Commission staff though the office hours identified above to ask questions and obtain guidance regarding preliminary program and CalAPA requirements.

Questions and Answers:
Candidate Supports Document

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](#)

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

Clear Induction Administrative Services Program questions:

- Groby@ctc.ca.gov

Final Questions and Answers