
1C

Information/Action

General Session

Approval of the December 2024 Consent Calendar

Executive Summary: The Commission will review and approve the December 2024 Consent Calendar.

Recommended Action: That the Commission approve the December 2024 Consent Calendar. After review, the Commission may approve or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
 - E. Provide clear information and guidance about how to enter in the education profession
- **Goal 3.** California's educators reflect the diversity of the students they serve.
 - F. Administer grant programs that expand pathways to credentialing

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
 - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- **Goal 6.** Educators are of high moral character and act accordingly.
 - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time. The following recommendations are presented for the Commission's adoption:

1. **AGUILAR, Robert**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

2. **ALVARADO, Andrew**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

3. **ANGELES, Bernadette**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

4. **APARICIO, Yvonne**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

5. **ATKINSON, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

6. **BARLOW, Noah**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

7. **BEACH, Robert**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

8. **BELTRAN, Bryan**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
9. **BENS, Henry**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
10. **BRISBANE-RYAN, Lee**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.
11. **BUCKLEY, Emily**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.
12. **CARRILLO, Juan Humberto**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
13. **CARSON, Kino**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.
14. **CARVAJAL, Yesenia**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** and the pending application is **granted** as a result of misconduct pursuant to Education Code 44421.
15. **CARY, Christopher**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
16. **CECIL, Christopher**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

17. **COBB, Susan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty five (35) days** as a result of misconduct pursuant to Education Code 44421.

18. **COURTOIS, Amelia**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

19. **DASWANI, Amrit**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

20. **DEARAUJO, Constance**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

21. **DORIAN, Jasmen**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

22. **EITNER, Deborah**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

23. **GEBHARD, Curt**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

24. **GLASS, Courtney**

The Administrative Services Credentials under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

25. **GONZALES, Jon**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

26. **GONZALEZ, Ricardo**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

27. **GUZMAN, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

28. **HELLER, Stewart**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

29. **HENRY, Flovonne**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

30. **HERNANDEZ PEREZ, Alejandro**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

31. **HERSHBERGER, Jacob**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. **HOLGUIN, Francisco**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

33. **HOLLAND, Elise**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

34. **HORNE, Devin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

35. **HUTCHINSON, Robert**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** and the pending application is **granted** as a result of misconduct pursuant to Education Code 44421.

36. **JEFFREYS, Jeremy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

37. **JENKINS, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

38. **KAISER, Jennifer**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

39. **KRUTE, Stanley**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

40. **LAVERY, Mary Ann**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code 44420.

41. **LEE, John**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

42. **LIZAMA, Bianca**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy five (75) days** as a result of misconduct pursuant to Education Code 44421.

43. **LOUVIERE, Lori**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code 44421.

44. **MALLIN, Gary**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

45. **MARTIN, Xochitl**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

46. **MCGIFFEN, Amber**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

47. **MCMILLEN, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

48. **MEDELES, Joshua**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

49. **MONTALVO, Hector**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

50. **NASSAR, Ramzi**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

51. **OGUNRINOLA, Omolola**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

52. **OLMOGUEZ, Danielle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44420.

53. **OURIQUE, Jared**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

54. **PETTINARI, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

55. **PLUMMER, Kyle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

56. **QUEVEDO, Nancy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

57. **RAMIREZ, Josefina**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44420.

58. **RETANA, Kira**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

59. **RIVAS-BASILIO, Marcos**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

60. **RUDIN, Barbara**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of eighty (80) days** as a result of misconduct pursuant to Education Code 44421.

61. **SANCHEZ, Monica**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

62. **SHAFSKY, Kelly**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

63. **SMITH, Michelle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

64. **THOME, Tara**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

65. **THORNLEY, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

66. **TORRES, Guy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

67. **TORRES, Guy**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

68. **TRAN, Stephanie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

69. **TRUJILLO, Darlene**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421 and the pending application is **granted**.

70. **TUNG, Ann**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

71. **URBANO, Carlos**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

72. **VALDEZ, Adrian**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

73. **VALDEZ, Sonia**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

74. **VANDERZEE, Christine**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

75. **VARTANYAN, Adersin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

76. **WINEMAN, Clayton**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

77. **WU, Brandon**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

78. **WYLIE, Kyle**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred (300) days** as a result of misconduct pursuant to Education Code 44421.

79. **YASSINE, Youssef**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

80. **ZOLNOSKI, Debora**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **(3)** private admonition(s) for the Commission's approval.

CONSENT DETERMINATIONS

The following consent determinations have been recommended by the Committee of Credentials for the Commission's adoption, pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

81. COBURN, Rosanne

The Attorney General's Consent Determination allows her to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

82. GROSH, Christine

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**, the revocation is **stayed**, and **placed on probation with terms for a period of three (3) years and suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

83. HERRERA, Martin

The Attorney General's Consent Determination stipulates **extending probation for an additional one (1) year** as a result of misconduct pursuant to Education Code 44421.

84. LASTRA, Christina

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

85. SHARKEY, Erin

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

86. STARKS, Steven

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

87. VALDOVINOS DIAZ, Stephanie

The Attorney General's Consent Determination allows her to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

DEFAULT DECISIONS AND ORDERS FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

88. HUTCHINSON, Robert

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

89. **RANZIERI, Carlene**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

90. **TORRES, Guy**

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

PROPOSED DECISION FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decision for the Commission's adoption.

91. **BECK, Christine**

The Administrative Law Judge's Proposed Decision imposes that she is subject to a **public reproof** as a result of misconduct pursuant to Education Code section 44421.

FINAL DECISION AND ORDERS

The following Final Decision and Orders are presented for the Commission's adoption:

92. **BARQUISSAU, Christophe**

In accordance with the provisions of Government Code section 11517, all certification documents are **revoked, the revocation is stayed, and is placed on a three (3) year probation with terms**.

93. **BARRERA Sanchez, Roberto**

In accordance with the provisions of Government Code section 11517, **all certification documents are revoked**.

94. **BELL, John Andrew**

In accordance with the provisions of Government Code section 11517, all certification documents are **revoked, the revocation is stayed, and is placed on a three (3) year probation with terms**.

95. **CORNWELL, Keri**

In accordance with the provisions of Government Code section 11517, **all certification documents are revoked**.

96. **HAYES, Andre**

In accordance with the provisions of Government Code section 11517, **probation is revoked, the stay is lifted, and all certification documents are revoked**.

97. **PENCA, Brook**

In accordance with the provisions of Government Code section 11517, **the pending application is denied**.

98. **POUDEL, Regina**

In accordance with the provisions of Government Code section 11517, **the accusation is dismissed.**

99. **WAGNER, Tamara**

In accordance with the provisions of Government Code section 11517, **all certification documents are suspended for a period of one hundred eighty (180) days.**

Division of Professional Practices Information Items

For your information only, the following items have been placed on the Consent Calendar for the December 12-13, 2024 meeting of the California Commission on Teacher Credentialing:

SELF-REVOCAION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

100. **DEWITT, Donald**

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

101. **LAUTZ, David**

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law. These items are presented for information only.

102. **BUSALACCHI, Alex**

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 245(a)(1) (assault with deadly weapon: not firearm) (one count) and 245(a)(4) (assault with force likely to produce great bodily injury) (one count).

103. **CHANOVE, Conner Isakc**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288(a) (lewd act upon a child) (two counts), 288.3(a) (contact of a minor with intent to commit a sexual offense) (one count) and 288.4(b) (attending an arranged illicit meeting with a minor) (one count); for which she is required to register as a sex offender pursuant to Penal Code section 290).

104. **COOPER, Leonard Ottice**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288.7(b) (engage in oral copulation or sexual penetration with child under 10 years) (one count) and 288(b)(1) (lewd act with child under 14 years with force) (one count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

105. **JOHNSON, Matthew Lin**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(c)(1) (lewd or lascivious acts with child 14 or 15 years) (two counts); for which he is required to register as a sex offender pursuant to Penal Code section 290.

106. **KEANE, Steven Joseph**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 647.6(a)(2) (annoy/molest victim believed to be under 18 years of age) (one count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

107. **MARTINEZ, Daniel Christian**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Penal Code section 311.11(a) (possess matter depicting a minor in sexual act) (one count), with admitted enhancement of Penal Code section 311.11(c)(1) (images of minor under 12 years); for which, as a term of his probation, his ability to associate with minors is limited.

108. **PEREZ, Tristan Dario**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(a) (possess matter depicting a minor in sexual act) (one count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

109. **RAINES, Robert Patrick**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating Penal Code section 647.6(a) (annoy/molest victim under 18 years of age) (one count); for which, as a term of his probation, his ability to associate with minors is limited.

110. **RIOS, Aaron Daniel**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his

felony conviction for violating California Penal Code sections 243.4(a) (unlawfully touch private part) (one count), 288(c)(1) (lewd and lascivious act with a child 14/15 years) (six counts), and 289(a)(1)(c) (unlawfully caused penetration) (one count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

111. RODRIGUEZ, Beatriz Elvia

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 243.4(a) (unlawfully touch private part) (one count), 288(c)(1) (lewd and lascivious act with a child 14/15 years) (six counts), and 289(a)(1)(c) (unlawfully caused penetration) (one count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

112. SHAFFER, Emma Blanche

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating Penal Code section 261.5(c) (unlawful sexual intercourse with minor: more than three years younger) (one count); for which, as a term of her probation, her ability to associate with minors is limited.

113. STEVENSON, Sean M.

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Title 18, United States Code section 2422(b) (attempted enticement of a minor) (one count); for which, as a term of his probation, his ability to associate with minors is limited.

114. VANDERHULST, Tracy Jayne

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating Penal Code section 261.5(c) (unlawful sexual intercourse with minor: more than three years younger) (one count); for which, as a term of her probation, her ability to associate with minors is limited.

115. WALKER, Stacy Michelle

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 288.3(a) (contact of minor with intent to commit a sexual offense) (one count), 289(h) (sexual penetration by foreign object) (one count) and 288a(b)(1) (oral copulation of a person under 18) (one count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

116. WRAITH, William Edmund

Pursuant to Education Code sections 44424 and 44346.1, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and all applications for certification are **denied** following his felony conviction for violating Vehicle

Code section 23153(a) (driving under the influence of alcohol causing injury), with admitted enhancement of Penal Code section 12022.7(a) (inflict great bodily injury), a serious felony.

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d). These items are presented for information only.

- 117. **BERLET, Ariel Elaine**
- 118. **BORGES, Joseph Anthony**
- 119. **BREWER III, Leon Sylvester**
- 120. **JADRICH, Richard Joseph**
- 121. **KWON, David Young Nok**
- 122. **RICO, Marina**
- 123. **RISDON, Stephen Nathaniel**
- 124. **ROJAS, Juan Carlos Gerardo**
- 125. **SCHAPANSKY, Steve Carl**
- 126. **YBARRA, Richard Ray**

TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review. These items are presented for information only.

- 127. **BLACK, William Edward**
- 128. **PADILLA, Noah C.**

Committee of Credentials Vacancies for FY 2025-26

Introduction

The Commission makes appointments to the Committee of Credentials (Committee) pursuant to Education Code section 44240. This item presents information concerning the availability of reappointment of the Committee Chair and Vice Chair and an expected vacancy for one position.

Background

The Committee is comprised of seven members appointed by the Commission and consists of one elementary teacher, one secondary teacher, one school board member, one school administrator employee, and three public representatives. Terms of appointment of statutory committee members shall commence on July 1, or the date of the appointment, whichever is later, and shall expire on June 30. (CTC Policy Manual section 505.) No member shall serve more than four successive two-year terms. (CTC Policy Manual section 512.)

Committee of Credentials Members

The terms of Secondary Teacher and Chair Kevin Kung and School Administrator and Vice Chair Tammy Patten expire on June 30, 2025.

The current composition of the Committee and the terms are as follows:

Name	Date First Appointed	Current Term Expires
VACANT Public Member	---	---
Odette Christensen Public Member	08-30-2024	06-30-2026
Bryan Astrachan Public Member	04-19-2024	06-30-2025
EBONY BATISTE Elementary Teacher	10-14-2022	06-30-2026
SUZAN SOLOMON School Board Member	10-14-2022	06-30-2026
TAMMY PATTEN School Administrator	11-16-2021	06-30-2025
KEVIN KUNG, CHAIR Secondary Teacher	07-01-2021	06-30-2025

Commission Action

Chair Kevin Kung and Vice Chair Tammy Patten are available for reappointment for another two-year term. By approval of this Consent Calendar item, the Commission reappoints both members effective July 1, 2025 – June 30, 2027.

Public Member Bryan Astrachan is not available for reappointment and will complete his term effective June 30, 2025. By approval of this Consent Calendar item, the Commission declares an additional public member vacancy, effective July 1, 2025.

Division of Professional Practices Workload Report

Introduction

Updates on the Commission's Division of Professional Practices (DPP) workload is presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the period of August through October 2024.

Background

The Commission's dashboards report on six key measurements in line-graph form, showing both current year numbers as well as prior year numbers for comparison purposes.

The "Total Cases" are the number of open cases within DPP, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of October, DPPs caseload was at 3,367.

"Cases Opened" are new cases opened during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In October, DPP opened 605 cases.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal three-day meeting in October. This two-step review process is required by statute. There were 64 Initial Review cases prepared in October. DPP continues to expect this number to fluctuate as cases move through the Committee process.

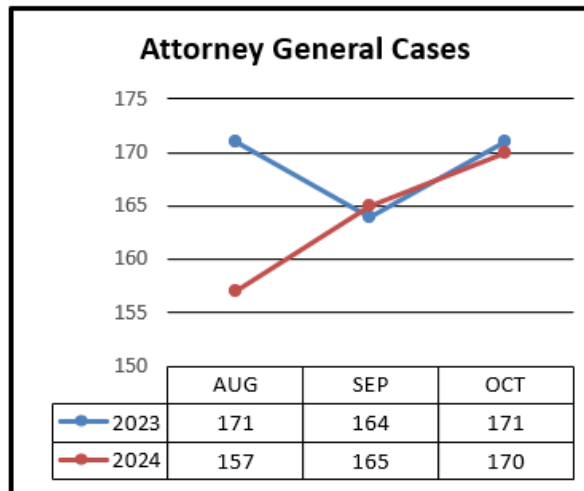
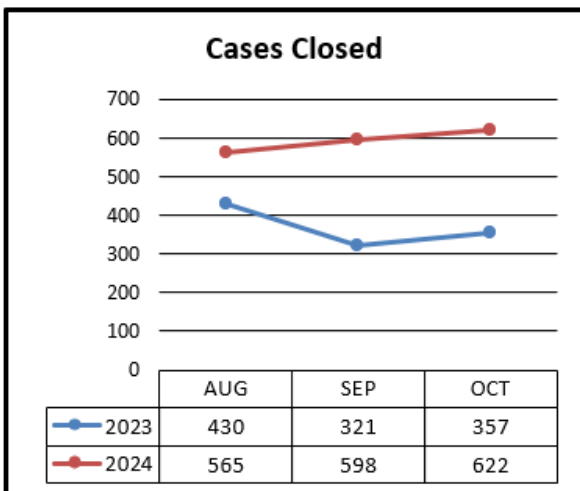
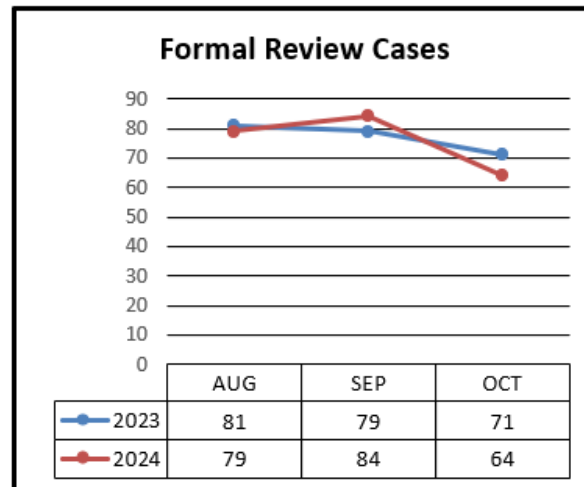
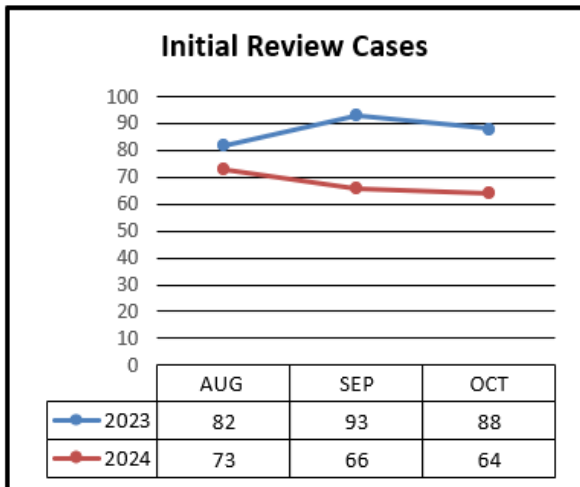
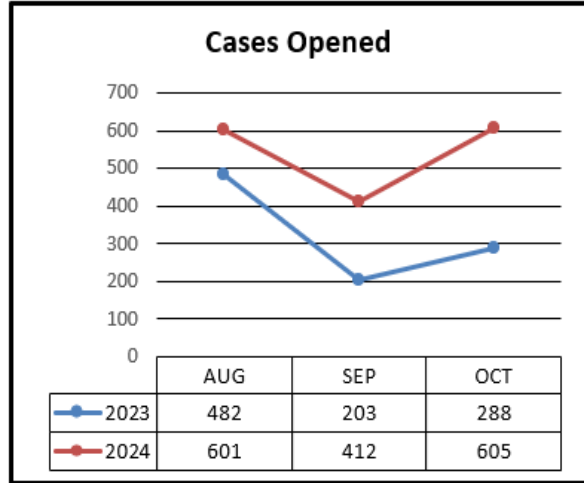
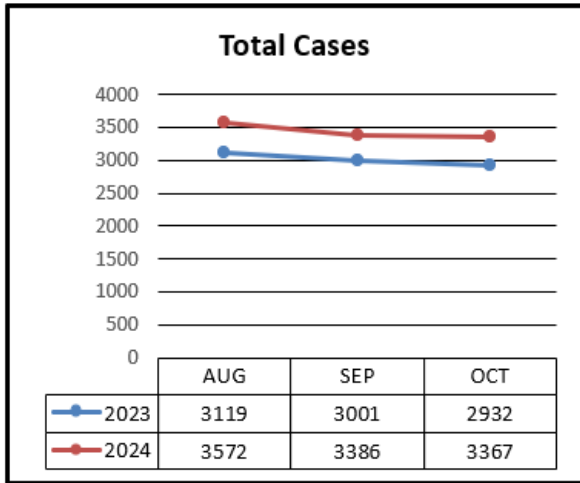
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In October, 622 cases were closed.

"AG Cases" refers to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented in these hearings by the Office of the Attorney General (AG). The number of cases where the AG is representing the Commission is shown in the last graph. The number of cases currently at the administrative hearing stage is 170.

Next Steps

DPP is committed to work that is critical to public service and the Commission's mission. DPP continues to maintain a steady case production, while at the same time ensuring quality case preparation for the Committee.

DPP Monthly Dashboard Reports – October 2024



Validation of Service Rendered Without A Credential

The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036.

<i>Name</i>	<i>School District/Charter</i>	<i>County</i>	<i>Period of Services</i>
Christina Alonso	Hillsborough City SD	San Mateo	10/02/2024-10/06/2024
Ricardo Araiza	Kerman Unified SD	Fresno	09/02/2024-09/16/2024
*Janet Arbuckle	Placentia-Yorba Linda Unified SD	Orange	09/01/2024-09/18/2024
Muriel Banda	Merced City SD	Merced	10/01/2024-10/23/2024
Jan Benner	Irvine Unified SD	Orange	07/01/2024-10/28/2024
Jenice Bissonnette	Fresno COE	Fresno	09/03/2024-09/06/2024
Joseph Brick	Saddleback Valley Unified SD	Orange	08/01/2024-08/22/2024
Jennifer Buchanan	Sequoia Union High SD	San Mateo	10/02/2024-10/14/2024
Kimberly Cantua	Imperial COE	Imperial	06/02/2023-11/02/2023
Gregory Carroll	Windsor Unified SD	Sonoma	09/02/2024-09/04/2024
Gary Cheek	Sanger Unified SD	Fresno	09/01/2024-09/22/2024
Crystal Cline	Atwater Elementary SD	Merced	06/02/2024-08/21/2024
Jhalister Corona	Perris Union High SD	Riverside	09/02/2024-09/19/2024
Jessica Costa	Merced City SD	Merced	08/08/2024-08/19/2024
Kelly Davidson	Saddleback Valley Unified SD	Orange	08/01/2024-08/26/2024
Guadalupe Davila	Merced City SD	Merced	09/03/2024-09/19/2024
Maya Davis	Merced City SD	Merced	09/03/2024-09/06/2024
*Diana Dewall	Merced City SD	Merced	08/08/2024-08/22/2024
Melissa Dickinson	Merced City SD	Merced	08/08/2024-08/19/2024
Marlene Didierjean	Las Virgenes Unified SD	Los Angeles	06/01/2024-06/18/2024
Jennifer Divine	Sanger Unified SD	Fresno	09/01/2024-09/22/2024
Candice Duerksen	San Mateo Foster City SD	San Mateo	08/13/2024-08/20/2024
David Dunbar	Merced City SD	Merced	08/08/2024-08/20/2024
Sibyl Felts	Pacifica SD	San Mateo	09/02/2024-09/09/2024
Rebekah Finocchi	Del Norte Unified SD	Del Norte	06/02/2024-10/24/2024
Catherine Fitzwilliam	South Bay Union SD	San Diego	09/01-2024-09/06/2024
Thomas Fullerton	Merced City SD	Merced	08/08/2024-08/19/2024
*Alexis Gold	Las Virgenes Unified SD	Los Angeles	06/01/2024-09/25/2024
Solomon Granillo	Le Grand Union High SD	Merced	07/01/2023-08/15/2024
Jennifer Heh	Saddleback Valley Unified SD	Orange	08/01/2024-08/20/2024
Zang Her	Merced City SD	Merced	10/01/2024-10/18/2024
Susan Hook	Temple City Unified SD	Los Angeles	11/01/2024-11/12/2024
Russell Lawrence	Merced City SD	Merced	08/08/2024-08/19/2024
Gregory Lewis	Kings Canyon Unified SD	Fresno	09/01/2024-09/19/2024
Jessica Lewis	Merced City SD	Merced	08/08/2024-08/19/2024

Name	School District/Charter	County	Period of Services
Casey Lyon	Temecula Valley Unified SD	Riverside	09/02/2024-09/03/2024
Kristin Mack	Pleasant Ridge Union SD	Nevada	10/01/2024-10/20/2024
Leslie Mazon	La Habra SD	Orange	08/12/2024-09/19/2024
Tracie McDaniel	Coalinga-Huron Unified SD	Fresno	09/02/2024-09/21/2024
Marcella Mejia	Weaver Union SD	Merced	08/01-2024-08/19/2024
Ashley Melberg	Saddleback Valley USD	Orange	08/01/2024-08/21/2024
Bao Moua	Merced City SD	Merced	10/01/2024-10/18/2024
Laurie Olson	Merced City SD	Merced	08/08/2024-08/19/2024
Julia Ortega	Downey Unified SD	Los Angeles	09/01/2024-09/24/2024
Lilia Ortiz De Garcia	Perris Elementary SD	Riverside	10/01/2024-10/23/2024
Eric Pearson	Alvord Unified SD	Riverside	09/01/2024-09/02/2024
Ann Pendergast	San Mateo Foster City SD	San Mateo	09/02/2024-09/04/2024
Eric Plunkett	Placentia-Yorba Linda Unified SD	Orange	10/01/2024-10/17/2024
Douglas Pool	Parlier Unified SD	Fresno	10/02/2024-10/23/2024
Nikki Portnoff	Saddleback Valley Unified SD	Orange	08/01/2024-08/21/2024
Cecile Quezada	Garvey SD	Los Angeles	09/01/2024-09/25/2024
Madison Quiroga-Perez	Banning Unified SD	Riverside	09/02/2024-09/23/2024
Melissa Ramos	Perris Elementary SD	Riverside	09/01/2024-09/23/2024
Patricia Reddick	Saddleback Valley Unified SD	Orange	08/01/2024-08/22/2024
*Richard Rideout	Murrieta Valley Unified SD	Riverside	09/02/2024-09/23/2024
Roseanne Riebs	La Habra SD	Orange	08/01/2024-08/20/2024
Melissa Robinson	Ocean View SD	Orange	09/01/2024-09/25/2024
Jessica Rojas	South Bay Union SD	San Diego	09/01/2024-09/06/2024
Lo Saechao	Merced City SD	Merced	08/08/2024-08/19/2024
*Brian Snyder	Merced Union High SD	Merced	09/02/2024-09/09/2024
Irma Gigi Sanchez	Glendale Unified SD	Los Angeles	09/01/2024-09/30/2024
Timothy Sarter	Old Adobe Union SD	Sonoma	09/01/2024-09/04/2024
Tyler Sherman	Anaheim Union High SD	Orange	06/01/2024-06/14/2024
Shannon Smith	Saddleback Valley Unified SD	Orange	08/01/2024-08/23/2024
Sue Soliman	Riverside Unified SD	Riverside	09/01/2024-09/02/2024
Jade Staples	Merced City SD	Merced	07/01/2024-08/01/2024
Stephen Szary	La Habra SD	Orange	09/01/2024-09/19/2024
*Edward Taylor	Delhi Union SD	Merced	10/01/2024-10/18/2024
Rebecca Thao	Fresno COE	Fresno	09/03/2024-09/06/2024
Monette Thomas	Las Virgenes Unified SD	Los Angeles	07/01/2024-09/06/2024
Silvia Tirado Sanchez	Cajon Valley Union SD	San Diego	08/02/2024-09/01/2024
Michael Tomasulo	Temple City Unified SD	Los Angeles	11/01/2024-11/12/2024
*Ryan Tukua	Murrieta Valley Unified SD	Riverside	09/02/2024-09/19/2024

Name	School District/Charter	County	Period of Services
Sirena Van Epp	Capistrano Unified SD	Orange	09/01/2024-09/18/2024
*Jazmina Villalta	Perris Elementary SD	Riverside	10/01/2024-10/24/2024
Micah Wallace	Murrieta Valley Unified SD	Riverside	09/02/2024-09/19/2024
James Welch	Temecula Valley Unified SD	Riverside	08/01/2024-08/12/2024
Camille Wong	San Marino Unified SD	Los Angeles	10/02/2024-10/23/2024
Mandy Xiong	Merced City SD	Merced	07/01/2024-08/01/2024
Michael Zervic	Santa Rosa Academy	Riverside	09/01/2024-09/20/2024

*Holds more than one credential

Proposed Regulatory Amendments Pertaining to the Child Development Associate Teacher Permit

Introduction

This consent item presents information related to the proposed amendments to Title 5 of the California Code of Regulations (CCR), §80111 to change the renewal requirement for the Child Development Associate Teacher Permit to align with all other Child Development permits. This change is necessary due to statutory amendments.

Background

The Commission issues six levels of Child Development Permits, which authorize the holder to provide service in the care, development, and instruction of children in childcare and development programs. Renewal of the Child Development Associate Teacher Permit currently requires the holder to complete 15 semester units toward earning the Child Development Teacher Permit, and the permit may only be renewed one time. The legislative intent of both parameters is to encourage holders to advance to the next permit within 10 years. However, if these requirements are not met, the Associate Teacher permit expires. In this case, qualified Associate Teacher permit holders who could be providing instructional support in programs at an Associate Teacher level are not able to maintain their Associate Teacher positions. The Associate Teacher permit is the only Child Development permit that requires college coursework instead of 105 hours of verified professional growth to renew. Additionally, this is the only Child Development permit that has a limitation on the number of renewals the Commission can grant.

Assembly Bill 1930 was chaptered on September 27, 2024, adding Education Code §8305.1 and Welfare and Institutions Code §10383.5, and resulting in changes to the renewal requirements for the Child Development Associate Teacher Permit. The changes include removing the limitation on the number of times this permit can be renewed and aligning renewal requirements to all other Child Development Permits. The bill allows for an individual to renew the permit via 105 professional growth hours, eliminating the renewal requirement of 15 semester units from the initial issuance date of the permit. These changes apply to all previously and currently issued Associate Teacher Permit holders. The bill requires the Commission to update regulations to reflect this change in statute no later than April 30, 2025. This agenda item proposes these amendments in [Appendix A](#).

Staff Recommendation

Staff recommends approval of the proposed amendments to Title 5 of the CCR to require that educators are eligible to renew their Associate Teacher permit via completing 105 professional growth hours, eliminating the renewal requirement of 15 semester units. To mirror the regulatory language of the other five Child Development permit types, the amendments to §80111 use substantially the same language already established providing uniformity with all six permit levels. If approved, staff will submit the Notice of Rulemaking to the Office of Administrative Law to begin the rulemaking process.

Appendix A

Proposed Amendments to Title 5 CCR, Section 80111

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type.

§ 80111. Child Development Associate Teacher Permit

a) Requirements. Each applicant for a Child Development Associate Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:

(1) All of the following:

(A) Completion of a minimum of 12 semester units of coursework in early childhood education/child development (exclusive of field work used to satisfy Section 80111 a. 1. B) including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family relations; programs/curriculum; and

(B) Fifty days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last two years.

(2) Completion of the Child Development Associate (CDA) Credential.

(3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.

(b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.

~~(c) Term and Renewal. A Child Development Associate Teacher Permit shall only be renewed once, and may only be held for a total of ten years. Upon expiration of the renewed Child Development Associate Teacher Permit, the applicant must qualify for the Child Development Teacher Permit.~~

~~(1) In order to renew the Child Development Associate Teacher Permit, the applicant must have completed at least fifteen (15) semester units toward the Child Development Teacher Permit.~~

~~(2) At the end of the five year renewal period, the applicant must meet all requirements for a Child Development Teacher Permit. The Child Development Associate Teacher Permit may not be renewed a second time.~~

~~(3) An application for renewal must be accompanied by the required fees and verification that all renewal requirements have been met.~~

(c) Term and Renewal. The Child Development Associate Teacher Permit shall be issued for five years and renewed for successive five-year periods upon submission of:

(1) an application for renewal;

(2) required fee; and

(3) verification of completion of 105 hours of professional growth.

(d) The renewal requirement outlined in subsection (c) shall be applicable to all Child Development Associate Teacher Permits, regardless of issuance date.

(e) Authorization.

(1) A Child Development Associate Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program and supervise a Child Development Assistant Permit holder and an aide.

(2) The Child Development Associate Teacher Permit With School-age Emphasis authorizes the holder to provide all of the services authorized for the Child Development Associate Teacher Permit holder as well as provide services in the care, development, and instruction of children in before-school, after-school and other school age child care programs.

Credits

NOTE: Authority cited: Section 8305.1, Education Code.

Update on the 2021 California Classified School Employee Teacher Credentialing Program

Introduction

This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2024 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program as required by statute (Education Code §44393(f)).

Background

The 2021-22 state budget appropriated \$125 million one-time funds, available for five years through June 30, 2026, to expand the previous California Classified School Employees Teacher Credentialing Program (Classified Grant). The Classified Grant provides grants to TK-12 local educational agencies (LEAs) to recruit and support non-certificated school employees to become certificated classroom teachers. This 2024 state report includes information on the 2021 Classified Grant Program and reflects the second year of program participant data. The report includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees. All Round One (June 2022), Round Two (January 2023), Round Three (July 2023), and Round Four (December 2023) LEAs successfully submitted the annual data reporting requirements.

As with the earlier Classified Grant Program, eligible applicants are local education agencies (school districts, county offices of education, or charter schools) interested in securing grant funding to recruit and support classified staff who already hold an associate or higher degree to complete a bachelor's degree and earn a California teaching credential. The program is designed to address the state's teacher shortages in math, science, special education, and bilingual education, and provide those classified school employees who are familiar with and already working in school settings an opportunity and incentive to complete their undergraduate education and teacher preparation to become a credentialed California teacher.

Per authorizing legislation, the 2021 Classified Grant funds increased the annual grant award per participant from \$4,000 to \$4,800 (for up to five years), capped program administration costs to ten percent of the grant award, and required program completers to complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that the participant received assistance for books, fees, and tuition while attending an institution of higher education (IHE) under the Classified Grant Program. The local education agencies (LEAs) that successfully applied to this competitive grant program use these funds to support tuition, fees, books, other related services for participating classified staff, and use up to ten percent of this funding for program administration purposes.

Staff Recommendation

Staff recommends that the Commission approve the 2024 Annual Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Next Steps

Commission staff will continue to implement the renewed rounds of California Classified School Employee Teacher Credentialing Program and present annual data reports at future Commission meetings. The Commission will submit the 2024 Annual Report of the Classified Grant Program to the Legislature no later than January 1, 2025.

Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program

December 2024

Introduction

Education Code §44393(f) requires the Commission on Teacher Credentialing (Commission) to annually report to the Legislature regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include, but not limited to, the following:

- The number of classified school employees recruited.
- The academic progress of the classified school employees recruited.
- The number of classified school employees recruited who are subsequently employed as teachers in the public schools.
- The degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education.
- The ethnic and racial composition of the participants in the program.

Background

The 2021-22 state budget appropriated \$125 million one-time funds, available for five years, to expand the previous California Classified School Employees Teacher Credentialing Program (Classified Grant). The 2021 Classified Grant provides grants to TK-12 local educational agencies (LEAs) to recruit and support non-certificated school employees to become certificated classroom teachers. Per authorizing legislation, the 2021 Classified Grant funds increased the annual grant award per participant from \$4,000 to \$4,800, for up to five years. The local education agencies (LEAs) that successfully applied to this competitive grant program use these funds to support tuition, fees, books, and related services for participating classified staff; grantees may also use up to ten percent of this funding for program administration purposes.

The 2023 annual report to the Legislature highlighted progress in the first year of implementation. The report detailed how grantees were using the funds to support classified staff in obtaining teaching credentials, with 2,063 participants enrolled and 51 completers in 2022-23. Through the annual reporting process, grantees provided comprehensive data on participant demographics, academic progress, program completion, and budget utilization, along with narrative responses about program implementation.

For the 2023-24 reporting cycle, the Commission supported grantees through various mechanisms:

- The Commission hosted regular forums (i.e., office hours) for grant leads and other LEA staff to ask questions and share best practices with the Commission and the broader Classified Grant community. Nine sessions were hosted during the 2023-24 fiscal year.

After each office hours session, questions and their respective answers are published on the Classified Grant webpage and disseminated to all grantees.

- The Commission provided ongoing technical assistance to Classified Grant programs both individually and as a group to support program implementation.
- The Commission maintained a "Program Management Guide" on the Classified Grant webpage under "Resources for Funded Classified Grant Program Grantees" that includes reporting requirements, rules, procedures, and allowable expenses. This guide helps ensure continuity during management changes and clarifies that participants can receive Classified Grant Program funds in addition to other financial aid sources.
- The Commission will award Round Six grants in December 2024, continuing to expand support for LEAs in developing their classified staff into credentialed teachers.

The 2024 annual report reflects the second year of program participant data collected for the 2021 Classified Grant program and includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees. All Round One (June 2022), Round Two (January 2023), Round Three (July 2023), and Round Four (December 2023) LEAs successfully submitted the annual data reporting requirements. Round Five (April 2024) will submit their first annual reporting requirement in 2024-25.

2023-24 Annual Data Report on the 2021 Classified Grant Program

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of April 2024, ninety-six local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling \$98,417,562. Following the initial award of \$56,057,600 to forty LEAs in Round One (June 2022) and \$34,003,200 to thirty-four LEAs in Round Two (January 2023), the Commission has awarded three additional rounds. Round Three, awarded in July 2023, provided \$1,800,000 to seven LEAs. Round Four, awarded in December 2023, allocated \$5,616,000 to eleven LEAs, and Round Five, awarded in April 2024, provided \$940,762 to four LEAs. With \$26,558,438 in grant funds remaining, the Commission will publish the RFA for Round Six in fall 2024, with awards to be announced December 6, 2024. Grant competitions will continue to be offered twice a year through the end of the 2025-26 fiscal year or until the full \$125 million has been awarded. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Summary of Classified Grant Award, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	June 27, 2022	40	\$56,057,600	\$68,840,000
Two	January 27, 2023	34	\$34,003,200	\$34,836,800
Three	July 14, 2023	7	\$1,800,000	\$33,036,800
Four	December 22, 2023	11	\$5,616,000	\$27,523,200
Five	April 26, 2024	4	\$940,762	\$26,558,438
	Totals	96	\$98,417,562	\$26,558,438

All three types of eligible LEAs, school districts, county offices of education, and charter schools, were awarded Classified Grants. Table 2 provides a breakdown of the running total number of LEAs and the number of total awarded slots, per type of LEA. While county offices of education (COEs) were 27 percent of awarded grantees, COEs were awarded 62 percent of participant slots.

Table 2: Number of Grantees and Number of Awarded Slots, per type of LEA

Type of LEA	# of LEAs	% of LEAs	# of Awarded Slots	% of Awarded Slots
School District	50	52.08%	1769	33.32%
County Offices of Education	26	27.08%	3306	62.27%
Charter School	20	20.83%	234	4.41%

Table 3 provides a summary, by round, of annual awarded slots, the number of participants enrolled in the 2022-23 year, the number of participants enrolled in the 2023-24 year, and the change in participant enrollment between the 2022-23 year and 2023-24 year. Note that Rounds Three, Four, and Five grantees did not report any participant data for the 2022-23 year, as they had not been awarded yet and Round Five grantees will start their programs in fall 2024 and also do not have participant enrollment numbers for 2023-24. The complete list of grant recipients by round, the LEAs' annual awarded slots, the number of participants enrolled in the 2022-23 year (if applicable), and the number of participants enrolled in the 2023-24 year (if applicable) can be viewed in [Appendix A](#).

Table 3: Summary of Number of Participant Slots Awarded Annually, Number of Participants Enrolled in 2022-23, and Number of Participants Enrolled in 2023-24

Round	# of Participant Slots Awarded	# of Participants Enrolled, 2022-23	# of Participants Enrolled, 2023-24	Change in Participant Enrollment	% Change
One	2925	1603	1953	350	21.83%
Two	1771	431	970	539	125.01%
Three	125	N/A	42	N/A	N/A
Four	390	N/A	67	N/A	N/A
Five	98	N/A	N/A	N/A	N/A
Totals	5309	2034	3032	998	49.07%

Note: "N/A" indicates that a grant round was awarded after the specified year and, as a result, did not have participant enrollment data available for reporting.

The 2023-24 fiscal year shows significant growth in program enrollment across rounds. Round One programs, awarded in June 2022, increased their participant enrollment from 1,603 to 1,953 participants, representing a 21.83 percent increase. Round Two programs, awarded in June 2023, demonstrated the most substantial growth, increasing from 431 participants to 970 participants, a 125.01 percent increase. Rounds Three and Four, more recently awarded in the 2023-24 year, enrolled 42 and 67 participants. The total participant enrollment across all

rounds increased from 2,034 to 3,032 participants, representing a 49.07 percent increase year over year. In grantee narratives, grantees cited several key factors contributing to increased enrollment such as effective support and mentoring systems (28.26% of grantees) and successful recruitment of diverse participants (26.09%). However, some challenges persist – about 27 percent of grantees reporting ongoing recruitment and implementation timeline challenges, and approximately 18 percent noted capacity and staffing constraints that affected program implementation. The enrollment data and narrative feedback suggest that as programs mature and overcome initial implementation hurdles, they are able to more effectively recruit and support participants, though continued attention to recruitment strategies and administrative support remains important for program growth.

Summary of All Classified School Employee Teacher Credentialing Program Participants

The following data in the state report reflects the annual data Rounds One, Two, Three, and Four submitted regarding enrolled participants and participants that completed the grant program and earned a preliminary credential. Legislation allocates grant funds for at least 5,208 participants, assuming all participants are funded at the maximum \$4,800 per year, across five years.

Table 4 reflects the distribution of participants’ and completers’ classified position types at the time of program enrollment. In 2023-24, the majority of both participants (80.24%) and program completers (82.11%) were employed as paraprofessionals at their LEA at program start. Other classified staff, which could include positions such as custodians, bus drivers, and food service staff, represented 13.09 percent of participants and 12.20 percent of completers, while office/clerical staff made up 6.66 percent of participants and 5.69 percent of completers. The proportions in 2023-24 remained relatively consistent compared to 2022-23, suggesting stable recruitment patterns across classified position types.

Table 4: Participant and Completer Classified Position at Program Enrollment

Classified Position	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completers, (n= 297)
Paraprofessional	1671 (81.00%)	2433 (80.24%)	41 (80.39%)	202 (82.11%)	243 (81.82%)
Office/Clerical	155 (7.51%)	202 (6.66%)	2 (3.92%)	14 (5.69%)	16 (5.39%)
Other Classified	237 (11.49%)	397 (13.09%)	8 (15.69%)	30 (12.20%)	38 (12.79%)

Partnerships Between LEAs and Institutions of Higher Education (IHEs)

Grantees are required to submit articulation agreements and signed partnership agreements to receive grant funds for participants enrolled in any institution of higher education (IHE), meaning California Community Colleges (CCC), the California State University (CSU), the University of California (UC), and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program. [Appendix B](#) lists the LEAs’ approved

IHE partners, in the following order: public institution (CCC, CSU, and UC), private institution, and any additional Commission-approved programs that were not previously listed (i.e., LEAs and out-of-state private institutions with Commission-approved programs).

In grantees' narrative responses, collaboration with IHE partners continued to be an important factor in program success, with 31.52 percent of grantees highlighting positive impacts from the IHE partnership(s). The following are direct quotes from grantees describing the successes of their IHE partnerships:

- “[IHE] has been pivotal in addressing the diverse needs of our participants. [IHE] has warmly embraced our students, offering tailored pathways for those balancing work, family responsibilities, financial obligations, or returning to academia after a hiatus. This personalized support has been crucial in ensuring our participants' success. Additionally, our partnerships with [other] institutions [...] have yielded significant benefits. Through these collaborations, our program participants benefit from substantial tuition discounts ranging from 15% to 45%, exclusively available to classified employees enrolled in our grant. This financial support has made pursuing a credential program feasible for many who initially felt it was beyond their financial reach.”
- "Our collaboration with our IHE partners has had a profound impact on the success of the program, providing academic advisement and university admissions support for the participants. The longstanding partnership, maintained over decades, ensures that program participants receive guidance at every stage of their path towards earning their teaching credential."
- "The IHE and community college partnerships have been collaborative and open to communication by way of support to the grant participants. Enrolled grant participant names are shared with IHE partnerships to ensure collaborative support. For those participants who are not sure of which credentialing pathway to take, it continues to be helpful to share a point of contact so the participant can be supported by the grant as well as the IHE partner."

However, 29.35 percent of grantees reported continuing challenges related to IHE partnerships in 2023-24. Some challenges with LEA/IHE partnerships included:

- Securing and maintaining articulation agreements with multiple IHEs to meet diverse participant needs, particularly for online and flexible learning options
- Managing partnerships when IHE staff turnover occurred, leading to disruptions in communication and support systems
- Coordinating with IHEs on billing and reimbursement processes, with some grantees noting that the lack of direct billing options created financial barriers for participants
- Aligning program timelines with IHE enrollment cycles, especially for programs awarded mid-academic year

Tables 5a, 5b, and 5c summarize the different types of IHE and LEA programs in which participants were actively enrolled. Note that enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential. Table 5a provides a breakdown of participants' type of enrollment, by California

Community College (CCC), Bachelor of Arts or Bachelor of Science (BA/BS), or Commission-approved credential program. For 2023-24, almost half of participants (44.03%) were enrolled in a credential program, although this represents a decrease from 57.15 percent in 2022-23. BA/BS enrollment more than doubled from 13.91% to 30.84%, while CCC program enrollment slightly decreased from 18.23 percent to 16.29 percent. Note: 10.71 percent of participants were enrolled in an Internal LEA Support Program in 2022-23, an option that was only available during the first year of the Classified Grant.

Table 5a: Type of Program Enrollment

Type of Enrollment	Enrollment, 2022-23 (n= 2063*)	Enrollment, 2023-24 (n= 3276*)
CCC Program	376 (18.23%)	494 (16.29%)
BA/BS Program	287 (13.91%)	938 (30.84%)
Credential Program	1179 (57.15%)	1844 (44.03%)

Note: enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential.

Table 5b provides a breakdown of the participants pursuing a BA/BS degree. While CSUs continue to enroll the majority of BA/BA participants, their share decreased from 73.52 percent to 66.84 percent, and private IHE enrollment increased from 25.09 percent to 32.41 percent.

Table 5b: Type of IHE Participants Pursuing a BA/BS Degree Enrolled in

Type of Institution	Participants, 2022-23 (n= 287)	Participants, 2023-24 (n= 935)
California State University (CSU)	211 (73.52%)	625 (66.84%)
University of California (UC)	4 (1.39%)	7 (0.75%)
Private	72 (25.09%)	303 (32.41%)

Table 5c provides a breakdown of the types of credential programs participants are enrolled in. The distribution across institution types remained relatively stable year over year, private IHEs showing a slight increase from 33.67 percent to 36.06 percent of credential program participants, while CSUs increased from 26.46 percent to 28.74 percent. Public institutions collectively (CSU, UC, district, county office of education, charter) continued to enroll the majority of credential program participants at 56.73 percent, though this represents a slight decrease from 59.03 percent in the previous year.

Table 5c: Type of Commission-approved Credential Program Participants Enrolled in

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)
California State University (CSU)	312 (26.46%)	530 (28.74%)
University of California (UC)	9 (0.76%)	7 (0.38%)
Private, California-based	397 (33.67%)	665 (36.06%)
Private, Out-of-State	86 (7.29%)	133 (7.21%)
County Office of Education	192 (16.28%)	278 (15.08%)
District	180 (15.27%)	222 (12.04%)
Charter	3 (0.25%)	9 (0.49%)

Academic Standing of the Participants

Programs reported participants' level of education at the start of the program and participants' academic standing at the end of the 2022-23 academic year. Table 6a shows the education level of participants and completers at the time participants entered the Classified Grant program, by Associates of Arts/60 college units/two years of college, BA/BS degree, Master of Arts/Master of Science (MA/MS), and doctoral degree. The distribution of education levels among participants has remained stable, with approximately 40 percent entering with an AA/60 units and 58 percent entering with a BA/BA degree. Among program completers, the vast majority entered the program with at least a bachelor's degree (90.65% in 2023-24), though there was a notable increase in completers who entered with an AA/60 units, rising from 1.96 percent in 2022-23 to 6.10 percent in 2023-24.

Table 6a: Education Level at the Start of the Grant Program

Education Level	Participants, 2022-23 (n= 2063*)	Participants, 2023-24 (n= 3032*)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completors (n= 297)
AA/60 units	827 (40.09%)	1213 (40.01%)	1 (1.96%)	15 (6.10%)	16 (5.39%)
BA/BS	1203 (58.31%)	1768 (58.31%)	48 (94.12%)	223 (90.65%)	271 (91.25%)
MA/MS	28 (1.36%)	45 (1.48%)	2 (3.92%)	8 (3.25%)	10 (3.37%)
Doctorate	5 (0.24%)	6 (0.20%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Note: enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential.

Table 6b highlights the academic standing of participants after each program year, showing significant progress in 2023-24. Two hundred forty-six participants completed the program and earned a preliminary teaching credential in 2023-24. Combined with the number of participants from 2022-23 (51), the total number of participants who have completed the program and earned a preliminary teaching credential is 297. The percentage of participants earning their BA/BS degree more than tripled from 2.13 percent to 7.55 percent, while those earning their preliminary credential more than tripled from 2.47 percent to 8.15 percent. Additionally, the percentage of participants not making progress towards their BA/BS decreased by more than half, from 3.44 percent to 1.55 percent, suggesting improved retention and support systems in the second year. While the majority of participants (64.71%) made academic progress without earning a degree or credential, this represents a decrease from the previous year (72.42%), likely due to the increased completion rates. The percentage of participants not making progress towards their preliminary credential remained relatively stable at around 18-19 percent.

Table 6b: Academic Standing at Fiscal Year End

Academic Standing	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)
Number of participants that earned their BA/BS degree.	44 (2.13%)	229 (7.55%)
Number of participants who did NOT make progress towards their BA/BS degree.	71 (3.44%)	47 (1.55%)
Number of participants that earned their preliminary credential.	51 (2.47%)	246 (8.15%)
Number of participants who did NOT make progress towards their preliminary credential.	403 (19.53%)	547 (18.04%)
Number of participants that made academic progress but did not earn a BA/BS or credential.	1494 (72.42%)	1963 (64.71%)

Program Completion

Completion data in the state report reflects substantial growth in program completers from 51 (2.47%) in 2022-23 to 246 (8.15%) in 2023-24. Grantees collected detailed data regarding the type of preliminary credential earned, employment outcomes, and reasons for program exits. Table 7a shows the distribution of credentials earned, with Special Education credentials (Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood combined) remaining the most common at 45.13 percent of completers in 2023-24, though this represents a decrease from 54.09% in the previous year. Multiple Subject credentials, including those with Bilingual Authorization, increased from 21.57 percent to 34.55 percent of completers.

Table 7a: Preliminary Credentials Earned

Preliminary Credentials Earned	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completers, (n= 297)
Multiple Subject	10 (19.61%)	71 (28.86%)	81 (27.27%)
Multiple Subject w/Bilingual Authorization	1 (1.96%)	14 (5.69%)	15 (5.05%)
Single Subject-English	2 (3.92%)	6 (2.44%)	8 (2.69%)
Single Subject-Language other than English	1 (1.96%)	1 (0.41%)	2 (0.67%)
Single Subject-Mathematics	3 (5.88%)	9 (3.66%)	12 (4.04%)
Single Subject-Science	3 (5.88%)	8 (3.25%)	11 (3.70%)
Single Subject-Other	3 (5.88%)	25 (10.16%)	28 (9.43%)
Special Education-Mild to Moderate Support Needs	21 (41.48%)	83 (33.74%)	104 (35.02%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0%)	1 (0.41%)	1 (0.34%)
Special Education-Extensive Support Needs	2 (3.92%)	21 (8.54%)	23 (7.74%)
Special Education-Early Childhood	5 (9.80%)	7 (2.85%)	12 (4.04%)

Tables 7b and 7c reflect employment outcomes for program completers as of July 2024. The percentage of completers committed to teaching with their LEA increased slightly from 52.94 percent in 2022-23 to 56.10 percent in 2023-24. Of those completers employed with their grantee LEA, 96.38 percent are teaching in locally defined shortage areas, and 80.43 percent are teaching at schools with high unduplicated pupil counts. A significant challenge emerged regarding position availability – 29.67 percent of 2023-24 completers were unable to secure positions at their grantee LEA due to lack of openings, an increase from 19.61 percent the previous year.

Table 7b: Summary of Completers Teaching within the Grantee LEA

Completer Teaching Information	Completers, 2022-23 (n= 27)	Completers, 2023-24 (n= 138)	Total Completers (n= 165)
Meets the LEA's teacher shortage needs	27 (100%)	133 (96.38%)	160 (96.97%)
Teaching at an LEA with a high unduplicated pupil count (>50%)	24 (88.89%)	111 (80.43%)	135 (81.82%)
Teaching position by grade level (TK)	2 (7.41%)	13 (9.42%)	15 (9.09%)
Teaching position by grade level (K-5 th)	14 (51.85%)	69 (50.00%)	83 (50.30%)
Teaching position by grade level (6 th -8 th)	4 (14.81%)	28 (20.29%)	32 (19.39%)
Teaching position by grade level (9 th -12 th)	6 (22.22%)	28 (20.29%)	34 (20.61%)
Completer not placed at time of reporting	1 (3.70%)	0 (0%)	1 (0.61%)

Note: percentages will not add up to a hundred percent. The table reflects multiple data points and not all completers were placed at the time of reporting.

Table 7c: Reasons Completers Changed or Transferred LEAs

Reason for LEA Change or Transfer	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completers, (n= 297)
N/A - completer committed to teach with LEA	27 (52.94%)	138 (56.10%)	165 (55.56%)
LEA chose not to hire participant	1 (1.96%)	8 (3.25%)	9 (3.03%)
Position not available at LEA	10 (19.61%)	73 (29.67%)	83 (27.95%)
Chose to leave the grantee LEA	5 (9.80%)	9 (3.66%)	14 (4.71%)
Chose not to teach	0 (0%)	0 (0.00%)	0 (0.00%)
Moved	1 (1.96%)	4 (1.63%)	5 (1.68%)
Personal	1 (1.96%)	10 (4.07%)	11 (3.70%)
Completer is teaching at an LEA within the COE (COE programs only)	6 (11.76%)	4 (1.63%)	10 (3.37%)

Additional data collected in the annual reports provides insight into program attrition. If applicable, grantees reported on the reason participants were not recommended for a preliminary credential. In 2023-24, the number of participants not recommended for preliminary credentials decreased significantly (from 7 to 1) with the reason remaining the same across years: participants not passing required exam(s). The data in table 7d summarizes early exit reasons reported by participants who left the Classified Grant program before earning their preliminary credential. In 2023-24, early exits increased from 65 to 588 participants. This substantial increase in early exits can be attributed to two key factors: first, the 2023-24 data captures the number of participants who exited early both during and *between* academic years, whereas the 2022-23 data only captured the number of participants who exited early during the academic year. Additionally, three LEA grantees account for 75.17 percent of the 2023-24 early exits, though these programs maintained nearly full enrollment (99.79%) through effective replacement practices. Personal reasons became the dominant factor for early exits in 2023-24 (65.65%), a shift from 2022-23 where “Other” was the primary reason (60%).

Table 7d: Reasons Participants Exited Early

Early Exit Reasons	Participants, 2022-23 (n= 65)	Participants, 2023-24 (n= 588)	Total Participants (n= 653)
Changed career plans	8 (12.31%)	44 (7.48%)	52 (7.96%)
Financial	3 (4.62%)	6 (1.02%)	9 (1.38%)
Moved	0 (0.00%)	4 (0.68%)	4 (0.61%)
No longer employed by LEA	10 (15.38%)	33 (5.61%)	43 (6.58%)
Personal	5 (7.69%)	386 (65.65%)	391 (59.88%)
Other	39 (60.00%)	115 (19.56%)	154 (23.58%)

Ethnic/Racial Composition and Gender Identification of the Participants and Completers

Grantees reported the participants’ self-identified ethnic and racial compositions and gender identity. The data in table 8a breaks down demographics across total participants, program completers, completers teaching with their grantee LEA, and early exits by self-identified ethnicity/race. Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian. In 2023-24, participants of color (including Hispanic/Latinx, Asian, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and those identifying as two or more races) represented 72.02% of all participants, an increase from 64.32 percent in 2022-23. Hispanic/Latinx participants comprised the largest group of participants at 51.91 percent, up from 43.09 percent the previous year. Among program completers, educators of color

represented 58.13% of completers in 2023-24 with Hispanic/Latinx educators (43.09%) leading this representation, followed by Asian (6.91%) and those identifying as two or more races (4.47%). Educators of color also comprised 54.34 percent of completers teaching with their grantee LEA.

In narrative responses from 2023-24, 26.09 percent of grantees specifically highlighted success in recruiting diverse participants as a program strength. Several compelling narratives emerged about the impact of this diversity:

- "This program also addresses our district's LCAP goals of increased hiring and retaining teachers representing historically underrepresented communities. Eleven of the twelve participants self-identify as Black, Asian, Latinx or mixed race... [LEA] is deeply committed to equity and working toward hiring and retaining teachers who reflect the diversity of our student body."
- "The program has successfully maintained a 96% diversity rate among its participants, closely mirroring the ethnic diversity of students in [LEA], in contrast to the current demographics of certificated employees."

Table 8b provides a detailed breakdown of completers by credential area and self-identified ethnicity/race. Hispanic/Latinx completers represented 15.04 percent of Special Education-Mild to Moderate Support needs and 11.79 percent of Multiple Subject credentials. When examining specific credential areas, educators of color comprised the majority of completers in several areas. For example, in Special Education- Mild to Moderate Support Needs, which had the highest number of completers, educators of color earned 50 credentials. In Multiple Subject credentials with Bilingual Authorization, Hispanic/Latinx completers represented 9 out of 14 completers.

Overall, 97 percent of participants reported their gender identity; reporting this information to the Commission is voluntary for participants in the program. Gender distribution remained stable across years and categories. The overall proportion of participants who identify as female increased slightly from 81.73 percent to 82.45 percent, while male participation remained steady at around 15%. Female completers continued to show strong representation across all credential types, particularly in Special Education (67 of the 83 Mild to Moderate Support Needs credentials) and Multiple Subject credentials (65 of 71 credentials).

Table 8a: Ethnic/Racial Composition of Participants

Race/Ethnicity	Total Participants, 2022-23 (n= 2063)	Total Participants, 2023-24 (n= 3032)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n=246)	Completers Teaching with LEA, 2022-23 (n= 27)	Completers Teaching with LEA, 2023-24 (n= 138)	Early Exit, 2022-23 (n= 65)	Early Exit, 2023-24 (n= 588)
American Indian or Alaska Native	29 (1.41%)	30 (0.99%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.72%)	0 (0.00%)	9 (1.53%)
Asian	126 (6.11%)	198 (6.53%)	3 (5.88%)	17 (6.91%)	0 (0.00%)	6 (4.35%)	5 (7.69%)	33 (5.61%)
Black or African American	138 (6.69%)	189 (6.23%)	5 (9.80%)	7 (2.85%)	3 (11.11%)	5 (3.62%)	5 (7.69%)	42 (7.14%)
Hispanic/Latinx (of any race)	889 (43.09%)	1574 (51.91%)	19 (37.25%)	106 (43.09%)	9 (33.33%)	53 (38.41%)	32 (49.23%)	275 (46.77%)
Native Hawaiian or Pacific Islander	10 (0.48%)	14 (0.46%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.72%)	0 (0.00%)	4 (0.68%)
White	536 (25.98%)	619 (20.42%)	19 (37.25%)	86 (34.96%)	11 (40.74%)	55 (39.86%)	17 (26.15%)	144 (24.49%)
Two or more races	135 (6.54%)	179 (5.90%)	2 (3.92%)	11 (4.47%)	1 (3.70%)	9 (6.52%)	1 (1.54%)	28 (4.76%)
Decline to state Race/Ethnicity	200 (9.69%)	229 (7.55%)	3 (5.88%)	17 (6.91%)	3 (11.11%)	8 (5.80%)	5 (7.69%)	53 (9.01%)

Table 8c: Ethnic/Racial Composition of Program Completers, by Credential Area

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Multiple Subject	0 (0.00%)	3 (1.22%)	0 (0.00%)	29 (11.79%)	0 (0.00%)	33 (13.41%)	2 (0.00%)	4 (0.00%)
Multiple Subject w/Bilingual Authorization	0 (0.00%)	1 (0.41%)	0 (0.00%)	9 (3.66%)	0 (0.00%)	1 (0.41%)	1 (0.00%)	2 (0.00%)

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Single Subject-English	0 (0.00%)	1 (0.41%)	0 (0.00%)	4 (1.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.00%)
Single Subject-Language other than English	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Single Subject-Mathematics	0 (0.00%)	3 (1.22%)	0 (0.00%)	2 (0.81%)	0 (0.00%)	3 (1.22%)	0 (0.00%)	1 (0.00%)
Single Subject-Science	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	3 (1.22%)	2 (0.00%)	1 (0.00%)
Single Subject-Other	0 (0.00%)	1 (0.41%)	0 (0.00%)	15 (6.10%)	0 (0.00%)	4 (1.63%)	2 (0.00%)	3 (0.00%)
Special Education-Mild to Moderate Support Needs	0 (0.00%)	4 (1.63%)	6 (2.44%)	37 (15.04%)	0 (0.00%)	27 (10.98%)	3 (0.00%)	5 (0.00%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	0 (0.00%)
Special Education-Extensive Support Needs	0 (0.00%)	1 (0.41%)	1 (0.41%)	7 (2.85%)	1 (0.41%)	9 (3.66%)	2 (0.00%)	0 (0.00%)
Special Education-Early Childhood	0 (0.00%)	2 (0.81%)	0 (0.00%)	3 (1.22%)	0 (0.00%)	2 (0.81%)	0 (0.00%)	0 (0.00%)
Total, 2023-24 (N= 246)	1 (0.41%)	17 (6.91%)	7 (2.85%)	108 (43.90%)	1 (0.41%)	83 (33.74%)	12 (4.88%)	17 (6.91%)
Total, All Years (N= 297)	1 (0.34%)	20 (6.73%)	12 (4.04%)	127 (42.67%)	1 (0.34%)	102 (34.34%)	14 (4.71%)	20 (6.73%)

Program Funding

For each Round of grant funding, table 9a provides the annual grant award, the total amount expended during the 2023-24 year, the percentage expended, and the change in expenditures between grant years (if applicable). The 2023-24 fiscal year data demonstrates significant increases in grant expenditures across implementing rounds, reflecting programs' progression beyond initial implementation challenges. In 2023-24, nearly 50 percent of annual grant funds were expended across all rounds, up from 33 percent across all rounds in 2022-23. The total annual grant award across all rounds was \$24,987,200.00, with total expenditures increasing from \$7,516,172.08 in 2022-23 to \$12,419,498.97 in 2023-24, representing a 61.33% increase in spending. Round One programs, awarded in June 2022, increased their expenditure rate from 39.62% to 55.53%, while Round Two programs, awarded in January 2023, showed the most substantial growth, increasing from 23.10 percent to 51.09 percent expenditure rate. This marked improvement in spending rates appears connected to programs overcoming initial implementation hurdles; in their 2022-23 grantees narrative responses, 23 percent of grantees across Rounds One and Two reported that program recruitment and implementation started late and found the timing of the grant award challenging. Rounds Three and Four, more recently awarded, show early implementation spending patterns at 22.98 percent and 8.33 percent respectively, following similar trends to early Round One and Two expenditure rates.

Table 9a: Annual Grant Award Expenditure per Round

Round	Annual Grant Award	Total Expended, 2022-23	Total Expended, 2023-24	% change in expenditures 2022-23 to 2023-24
One	\$14,014,400.00	\$5,552,383.64	\$7,782,457.95 (55.53%)	40.16%
Two	\$8,500,800.00	\$1,963,788.44	\$4,343,201.59 (51.09%)	121.16%
Three	\$600,000.00	N/A	\$137,860.22 (22.98%)	N/A
Four	\$1,872,000.00	N/A	\$155,979.21 (8.33%)	N/A
Total	\$24,987,200.00	\$7,516,172.08	\$12,419,498.97	61.33%

Programs reported that grant funds disbursed were expended across the following budget categories:

- Recruitment activities (that are not included in program administration or release time)
- Collaboration activities with IHE partners (that are not included in program administration or release time)
- Release time for participants
- IHE tuition (including books, other college/university fees)
- Exams and credential fees
- Living stipends for participants
- Other support for participants (e.g., mentoring, advising, professional development)
- Program administration costs (ten percent maximum)

Table 9b further breaks down the total annual expenditures by approved budget categories for 2022-23 and 2023-24. The increase in spending is reflected across budget categories, with particularly notable changes in participant support. Note that, during program implementation, grantees can make changes across approved budget categories to meet the needs of participants if the total of individual changes across all participants remains under 10% of the total grant budget; changes exceeding 10 percent require formal budget change requests. Living Stipends for Participants showed the most substantial increase in allocation, moving from 30.41 percent to 38.90 percent of the total budget, with expenditure rate more than doubling from 24.91 percent to 55.42 percent. While IHE Tuition, Fees, and Books remained the largest allocated category, it decreased from 46.57% to 39.56% of the total budget, though its expenditure increased from 30.05 percent to 38.38 percent. Program Administration maintained a similar allocation (7.52% to 7.41%) while showing improved efficiency with its expenditure rate decreasing from 77.46 percent to 60.98 percent, and its proportion of total spending decreased significantly from 17.46 percent to 9.09 percent. Several categories showed notable improvements in utilization: Collaboration Activities with IHEs exceeded its allocated budget with a 108.81 percent expenditure rate, Participant Recruitment Activities more than doubled its expenditure rate from 31.23 percent to 69.48 percent, and Other Support Services for Participants increased utilization from 50.78 percent to 76.84 percent. Some budget categories continue to show opportunities for increased utilization, including Release Time at 19.44 percent despite slight improvement and Examination/Credential Fees showing slightly decreased utilization from 12.11 percent to 11.01 percent.

Table 9b: Annual Grant Award Expenditures by Budget Categories

Budget Categories	Annual Grant Award, 2022-23	Annual Grant Award, 2023-24	Expended, 2022-23	Expended, 2023-24	% Expended, per Category, 2022-23	Expended, per category, 2023-24
Participant Recruitment Activities	\$221,713.85 (0.98%)	\$226,213.85 (0.91%)	\$69,231.73 (0.92%)	\$157,167.96 (1.27%)	31.23%	69.48%
Collaboration Activities with IHEs	\$316,350.00 (1.41%)	\$313,150.00 (1.25%)	\$110,870.00 (1.48%)	\$340,748.59 (2.74%)	35.05%	108.81%
Release Time	\$351,692.00 (1.56%)	\$341,132.00 (1.37%)	\$38,600.00 (0.51%)	\$66,318.00 (0.53%)	10.98%	19.44%
IHE Tuition, Fees, Books	\$10,484,905.04 (46.57%)	\$9,884,433.04 (39.56%)	\$3,151,034.11 (41.92%)	\$3,793,360.31 (30.54%)	30.05%	38.38%
Examination/ Credential Fees	\$495,265.00 (2.20%)	\$513,985.00 (2.06%)	\$59,964.33 (0.80%)	\$56,601.34 (0.46%)	12.11%	11.01%
Living Stipends for Participants	\$6,847,180.00 (30.41%)	\$9,721,076.00 (38.90%)	\$1,705,773.50 (22.69%)	\$5,387,719.76 (43.38%)	24.91%	55.42%
Other Support Services for Participants	\$2,104,008.00 (9.34%)	\$2,111,898.32 (8.45%)	\$1,068,436.69 (14.22%)	\$1,622,872.04 (13.07%)	50.78%	76.84%
Program Administration	\$1,694,086.11 (7.52%)	\$1,851,311.79 (7.41%)	\$1,312,261.72 (17.46%)	\$1,128,975.93 (9.09%)	77.46%	60.98%
TOTAL	\$22,515,200.00	\$24,987,200.00	\$7,516,172.08	\$12,419,498.97	33.38%	49.70%

Grantee narrative responses continued to highlight funding as a challenge. About 16.30% of LEAs reported that the grant amount was insufficient to meet participant needs, while 18.48% noted challenges with program administration costs and staffing capacity. The constraints were particularly evident in several areas:

- The student teaching requirement presented a substantial financial barrier, as participants often had to resign from their positions or take unpaid leaves, with the grant amount insufficient to offset lost wages and benefits. As one grantee noted, "In our district, candidates must resign from their positions as such leaves are not permitted. This policy might be unique to our district, as our classified union is hesitant to allow for leaves because it implies the job is not needed and it distributes the additional work to other employees." Many grantees adapted by shifting more funds to living stipends rather than tuition reimbursement, finding this provided greater flexibility in supporting participants' various financial needs, especially if participants received financial aid from other sources to help cover the costs of tuition.
- Administrative capacity remained a challenge, with one grantee reporting, "With a participant base of 600 individuals, our Program Administration team handles crucial tasks such as managing W-9 forms, overseeing stipends, processing Memorandums of Understanding (MOUs), and maintaining frequent communication with participants via email and phone calls... Given the scope of responsibilities and the need for effective program management, allocating only 10% for Program Administration proves insufficient."
- Several grantees noted that while the \$4,800 per participant was helpful, it often wasn't enough to make the program feasible for many potential participants, particularly when combined with other financial aid limitations. As one grantee explained, "For those that inquire and decide not to enroll, about half make that decision because, while the funding is significant, it is not enough to bridge the financial gap and they are not eligible for other available funding."

Program Narratives

In addition to reporting participant data, grantees submit annual narratives reflecting on the following:

- the degree to which the program is meeting LEA's teacher shortage needs,
- program successes and challenges,
- the impact of LEA's collaboration with IHE partner(s),
- any lessons learned.

Note that some of the grantees' narrative responses were integrated into previous sections of this report. The following section highlights additional program narrative responses.

Program successes centered heavily on participant recruitment and support systems. Nearly two-thirds of grantees (63.04%) reported success in filling program slots and positions, a significant increase from the previous year. Additionally, 28.26 percent of grantees highlighted their mentoring, advising, and professional development efforts as key strengths. The focus on

recruiting diverse participants remained strong, with 26.09 percent of grantees specifically noting success in this area. The following are direct narratives from grantees:

- "We provide 1:1 support to all our participants throughout their time in the program, ensuring they receive immediate assistance and answers to any questions they may have. This proactive support helps to remove any obstacles to their successful completion of their degrees."
- "The cohort meetings have increased the sense of camaraderie and have encouraged support as they build upon the network of community educators. Making university resources clear helps ease the feeling of being overwhelmed, which is typical of individuals who have been away from the university experience in some cases for decades."
- "Through individual pathways plan meetings with each enrolled participant, specific goals, advice and guidance were given to help participants understand their current status in the credentialing pathway, what options are available moving forward, and which next steps would be most beneficial given their specific circumstances."

Grantees continued to face several challenges in 2023-24. Twenty-nine percent of grantees reported IHE partnership challenges, particularly around articulation agreements and enrollment timing. Implementation and recruitment timing remained a consistent challenge (27.17%), and staffing and capacity issues were also reported as a significant concern (18.48%). Some specific challenges included:

- The student teaching requirement continues to present financial hardships, as many participants must resign from their positions and lose income during this period.
- Balancing work, family, and academic commitments remains a significant challenge for participants.
- The emerging PK-3 Early Childhood Education Specialist credential has created both interest and challenges as programs work to develop pathways.

Lessons learned from the 2023-24 implementation year emphasized several key recommendations that could benefit future grantees:

- Early and consistent communication is crucial - 31.52 percent of grantees emphasized the importance of regular, proactive communication with participants.
- Program planning and management requires significant time investment - 30.43 percent of grantees stressed the importance of not underestimating the time needed for program administration.
- Comprehensive participant support systems are essential - 20.65 percent of grantees recommended developing robust support structures including individualized advising, cohort models, and dedicated mentor programs.
- Strong fiscal and administrative collaboration is vital - multiple grantees emphasized the importance of working closely with business services, HR, and other administrative departments to streamline processes.

Summary and Conclusion

The 2024 annual state report reflects significant growth in the second year of the 2021 California Classified School Employee Teacher Credentialing Program. Local education agencies increased their support from 2,063 to 3,032 participants, demonstrating substantial program expansion. While the percentage of participants making sufficient annual progress decreased slightly from 72.42 percent to 64.71 percent, this appears connected to the program's significant scaling, with many new participants just beginning their educational journey. The program showed remarkable growth in completion rates, with 246 participants earning their preliminary teaching credential in 2023-24 compared to 51 in the previous year, representing a nearly five-fold increase in program completers addressing teacher shortages.

Among completers teaching with their grantee LEA, 96.38 percent are teaching in locally defined shortage areas, and 80.43 percent are teaching at LEAs with high unduplicated pupil counts, demonstrating the program's continued success in addressing high-need areas. The program also maintained its commitment to diversity, with participants of color representing 72.02 percent of all participants in 2023-24, an increase from 64.32 percent in the previous year. Paraprofessionals continued to represent the majority of participants (80.24%) and completers (82.11%), showing strong participation from classroom support staff.

Budget data compiled from the annual reports in July 2024 shows that LEAs are effectively utilizing grant funds, with total expenditures increasing from \$7,516,172.08 in 2022-23 to \$12,419,498.97 in 2023-24. Grantees reported enhanced collaboration with IHE partners, though some continued to face challenges with articulation agreements and enrollment timing. The program demonstrated particular success in providing comprehensive support systems, with many LEAs implementing cohort models, individualized advising, and targeted professional development.

In conclusion, LEAs have shown substantial progress in the second year of the grant program, with marked increases in enrollment, completion rates, and fund utilization. Rounds Three and Four are beginning to implement their programs, with early enrollments of 42 and 67 participants respectively. Round Five, awarded in 2024, will add 98 annual participant slots to the Classified Grant Program. Through continued expansion and refinement of support systems, the program is effectively supporting the recruitment and development of classified school employees into teaching careers, particularly in addressing local teacher shortages and increasing workforce diversity.

Appendix A

Table 1: Round One Classified Grant Recipients, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Berkeley Unified School District	\$48,000.00	12	\$27,121.33	11	\$37,342.52	13
Clovis Unified School District	\$192,000.00	40	\$163,709.73	36	\$176,404.88	40
Davis Joint Unified School District	\$648,000.00	135	\$321,035.26	78	\$289,984.28	79
Dinuba Unified School District	\$96,000.00	20	\$0.00	0	\$2,421.50	2
Fresno Unified School District	\$144,000.00	30	\$134,400.00	28	\$144,000.00	30
Garden Grove Unified School District	\$432,000.00	90	\$139,284.64	41	\$230,496.04	59
Glenn County Office of Education	\$144,000.00	30	\$21,525.40	8	\$50,550.01	15
Hawthorne School District	\$172,800.00	36	\$24,000.00	5	\$24,000.00	5
Huntington Beach Union High School District	\$96,000.00	20	\$24,230.16	8	\$22,748.76	13
Kern County Office of Education	\$360,000.00	75	\$206,020.00	44	\$158,000.00	51
Lighthouse Community Public Schools	\$48,000.00	10	\$0.00	0	\$38,400.00	9
Long Beach Unified School District	\$96,000.00	20	\$24,267.68	9	\$33,235.60	16
Los Angeles County Office of Education	\$240,000.00	50	\$120,667.57	36	\$126,299.36	31
Los Angeles Unified School District	\$480,000.00	100	\$9,302.26	10	\$25,683.50	67
Madera Unified School District	\$120,000.00	25	\$22,800.00	19	\$38,347.40	9
Merced County Office of Education	\$80,000.00	20	\$33,549.22	16	\$27,408.64	13
Modesto City Schools	\$129,600.00	27	\$18,448.00	5	\$5,842.00	2
Moreno Valley Unified School District	\$120,000.00	25	\$16,889.54	5	\$14,442.03	4
Oakland Unified School District	\$240,000.00	50	\$178,713.00	40	\$157,526.05	43
Orange County Department of Education	\$2,880,000.00	600	\$1,750,201.60	600	\$2,873,000.00	600
Pajaro Valley Unified School District	\$48,000.00	10	\$0.00	0	\$2,022.32	1
Placer County Office of Education	\$408,000.00	85	\$236,741.31	57	\$261,805.95	61
Pomona Unified School District	\$144,000.00	30	\$9,731.00	3	\$34,086.31	10
Riverside County Office of Education	\$960,000.00	200	\$467,172.25	196	\$490,520.25	198

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Sacramento County Office of Education	\$720,000.00	150	\$325,054.45	100	\$619,904.92	149
San Bernardino County Superintendent of Schools	\$960,000.00	200	\$355,523.30	62	\$960,000.00	200
San Diego Unified School District	\$96,000.00	20	\$19,236.90	5	\$19,200.00	4
San Francisco Unified School District	\$120,000.00	25	\$4,953.52	3	\$27,059.98	6
San Juan Unified School District	\$120,000.00	25	\$28,800.00	6	\$43,200.00	9
San Mateo County Office of Education	\$240,000.00	50	\$50,933.52	11	\$69,432.44	17
San Mateo Union High School District	\$288,000.00	60	\$4,800.00	2	\$24,000.00	8
Santa Ana Unified School District	\$288,000.00	60	\$288,000.00	60	\$199,232.13	51
Santa Barbara County Education Office	\$144,000.00	30	\$83,520.00	16	\$67,200.00	15
Santa Clara County Office of Education	\$1,200,000.00	250	\$139,272.76	9	\$144,000.00	30
Santa Maria Bonita School District	\$552,000.00	115	\$187,107.25	41	\$205,286.01	51
Torrance Unified School District	\$240,000.00	50	\$26,987.00	7	\$33,080.76	8
Ventura County Office of Education	\$240,000.00	50	\$19,598.33	5	\$8,627.62	3
Visalia Unified School District	\$168,000.00	35	\$7,961.95	4	\$0.00	0
West Contra Costa Unified School District	\$120,000.00	25	\$21,376.84	6	\$46,112.00	12
Yuba City Unified School District	\$192,000.00	40	\$39,447.87	11	\$51,554.69	15
Totals	\$14,014,400.00	2925	\$5,552,383.64	1603	\$7,782,457.95	1949

Table 2: Round Two Classified Grant Recipients, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Acalanes Union High School District	\$38,400.00	8	\$0.00	0	\$4,432.50	1
Alhambra Unified School District	\$144,000.00	30	\$0.00	0	\$20,702.00	7
Allegiance STEAM Academy	\$48,000.00	10	\$0.00	0	\$0.00	0

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Alpha Jose Hernandez	\$28,800.00	6	\$0.00	0	\$9,600.00	2
Alternatives in Action High School	\$28,800.00	6	\$7,200.00	1	\$4,800.00	1
American Indian Public Charter School II	\$115,200.00	24	\$0.00	0	\$0.00	0
ARISE High School	\$96,000.00	20	\$0.00	0	\$12,000.00	3
Butte County Office of Education	\$2,880,000.00	600	\$1,438,295.00	342	\$2,875,200.00	599
Caliber Beta Academy	\$76,800.00	16	\$0.00	0	\$0.00	0
Castro Valley Unified School District	\$24,000.00	5	\$0.00	0	\$19,200.00	4
Citizens of the World Charter School Silver Lake	\$96,000.00	20	\$0.00	0	\$48,000.00	10
Coalinga-Huron Unified School District	\$96,000.00	20	\$0.00	0	\$13,972.50	9
Fairfield-Suisun Unified School District	\$96,000.00	20	\$18,160.53	6	\$24,197.08	9
Fontana Unified School District	\$72,000.00	15	\$0.00	0	\$8,765.50	2
Inglewood Unified School District	\$57,600.00	12	\$0.00	0	\$0.00	0
Larchmont Charter School	\$38,400.00	8	\$0.00	0	\$7,728.48	2
Lighthouse Charter School	\$38,400.00	8	\$17,360.00	5	\$17,764.34	5
Long Beach Unified School District	\$48,000.00	10	\$0.00	0	\$19,154.26	5
Long Valley Charter School	\$19,200.00	4	\$0.00	0	\$0.00	0
Los Angeles County Office of Education	\$360,000.00	75	\$84,266.17	23	\$171,970.41	47
Math and Science College Preparatory	\$168,000.00	35	\$38,400.00	8	\$57,600.00	14
Montebello Unified School District	\$480,000.00	100	\$0.00	0	\$133,678.90	35
Multicultural Learning Center	\$9,600.00	2	\$0.00	0	\$9,600.00	2
Oxford Day Academy	\$57,600.00	12	\$0.00	0	\$9,600.00	2
Pleasanton Unified School District	\$72,000.00	15	\$9,600.00	2	\$28,800.00	6
Plumas Charter School	\$24,000.00	5	\$0.00	0	\$24,000.00	5
Redondo Beach Unified School District	\$57,600.00	12	\$0.00	0	\$43,200.00	10
San Diego County Office of Education	\$480,000.00	100	\$0.00	0	\$84,781.48	29
San Luis Obispo County Office of Education	\$192,000.00	40	\$118,140.50	25	\$170,813.46	38
Santa Clara County Office of Education	\$1,200,000.00	250	\$178,908.24	16	\$316,800.00	66

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Siskiyou County Office of Education	\$552,000.00	115	\$0.00	0	\$0.00	0
Sonoma County Office of Education	\$480,000.00	100	\$50,100.00	2	\$101,240.68	33
Trinity County Office of Education	\$86,400.00	18	\$3,358.00	1	\$48,000.00	10
William S. Hart Union High School District	\$240,000.00	50	\$0.00	0	\$57,600.00	12
Totals	\$8,500,800.00	1771	\$1,963,788.44	431	\$4,343,201.59	968

Table 3: Round Three Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award

Local Education Agency (LEA)	# of Annual Participant Slots Awarded	Annual Grant Award
Community School for Creative Education	8	\$38,400.00
Covina-Valley Unified School District	33	\$158,400.00
Lancaster Elementary School District	10	\$48,000.00
Modoc Joint Unified School District	10	\$48,000.00
San Francisco Unified School District	16	\$76,800.00
Sycamore Creek Community Charter	8	\$38,400.00
Tracy Unified School District	40	\$192,000.00
Totals	125	\$600,000

Table 4: Round Four Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award

Local Education Agency (LEA)	# of Annual Participant Slots Awarded	Annual Grant Award
Calaveras County Office of Education	53	\$254,400.00
Los Angeles Unified School District	100	\$480,000.00
Norwalk- La Mirada Unified School District	25	\$120,000.00
Oakley Union Elementary School District	20	\$96,000.00
Pittsburg Unified School District	30	\$144,000.00
Plumas Charter School	2	\$9,600.00
Redding Elementary School District	30	\$144,000.00
River Springs Charter School	20	\$96,000.00
Santa Cruz County Office of Education	40	\$192,000.00

Local Education Agency (LEA)	# of Annual Participant Slots Awarded	Annual Grant Award
Shasta County Office of Education	50	\$240,000.00
Vallejo City Unified School District	20	\$96,000.00
Totals	390	\$1,872,000.00

Table 5: Round Five Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award

Local Education Agency (LEA)	# of Annual Participant Slots Awarded	Annual Grant Award
Cox Academy	10	\$48,000.00
Del Norte Unified School District	13	\$62,400.00
Sacramento County Office of Education	60	\$288,000.00
San Joaquin County Office of Education	15	\$71,980.95
Totals	98	\$470,380.95

Appendix B

LEA and IHE Partnerships

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Acalanes Union High School District	CSU East Bay; Dominican University, St. Mary's College, University of Massachusetts Global
Alhambra Unified School District	Cal State LA
Allegiance STEAM Academy	University of Redlands
Alpha Jose Hernandez	San José State; National University, Santa Clara University
Alternatives in Action High School	Reach University; Alternatives in Action
American Indian Public Charter School II	Reach University; Alternatives in Action
ARISE High School	CSU East Bay; Reach University; Alternatives in Action
Berkeley Unified School District	CSU East Bay, San Francisco State University; National University, St. Mary's College
Butte County Office of Education	Butte-Glenn Community College, Cerritos Community College, Chaffey Community College, College of the Desert, College of the Sequoias, College of the Siskiyous, Columbia College, Cypress College, El Camino College, Feather River College, Fresno City College, Mendocino College, Poterville College, Southwestern College; Cal Poly Pomona, CalState TEACH, CSU Bakersfield, Chico State, Fresno State, Cal State Fullerton, CSU Channel Islands, CSU Monterey Bay, CSU Los Angeles, Sacramento State, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, San Jose State, Sonoma State; Azusa Pacific, Fresno Pacific University, California Baptist University Hope International University, Loyola Marymount University, National University, University of Massachusetts Global, University of La Verne; Western Governors University
Calaveras County Office of Education	Reach University; Alternatives in Action
Caliber Beta Academy	Alder Graduate School of Education
Castro Valley Unified School District	CSU East Bay
Citizens of the World Charter School Silver Lake	Cal State LA; Summit Preparatory Charter High School
Clovis Unified School District	Fresno State
Coalinga-Huron Unified School District	Fresno State; University of Massachusetts Global; Western Governors University
Community School for Creative Education	Reach University; Alternatives in Action
Covina-Valley Unified School District	Cal Poly Pomona, CSU Los Angeles; Azusa Pacific University
Cox Academy	Alder Graduate School of Education
Davis Joint Unified School District	Sacramento State; UC Davis; University of Massachusetts Global

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Del Norte Unified School District	College of the Redwoods; Cal Poly Humboldt
Dinuba Unified School District	Fresno State
Fairfield-Suisun Unified School District	University of Massachusetts Global
Fontana Unified School District	CSU San Bernardino
Fresno Unified School District	Fresno State; Fresno Pacific University; Tulare County Office of Education
Garden Grove Unified School District	Whittier College; CSU Channel Islands, CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; UC Irvine; Chapman University, Hope International University, National University, Vanguard University
Glenn County Office of Education	Chico State
Hawthorne School District	CSU Dominguez Hills
Huntington Beach Union High School District	Cal State Fullerton, CSU Long Beach; National University
Inglewood Unified School District	CSU Dominguez Hills
Kern County Office of Education	CSU Bakersfield; Point Loma Nazarene University, University of La Verne
Lancaster Elementary School District	CSU Bakersfield; University of Massachusetts Global
Larchmont Charter School	CSUN
Lighthouse Charter School	Reach University; Alternatives in Action
Lighthouse Community Public Schools	Reach University; Alder Graduate of Education
Long Beach Unified School District	CSU Dominguez Hills
Long Beach Unified School District	CSU Long Beach, CSU Dominguez Hills
Long Valley Charter School	Lassen Community College; National University, Reach University; Alternatives in Action, CalState TEACH, Western Governors University
Los Angeles County Office of Education	East Los Angeles College, Pasadena City, Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach, Cal State LA, CSUN; Azusa Pacific, National University, University of La Verne; Alder Graduate School of Education, Los Angeles County Office of Education
Los Angeles Unified School District	CSU Long Beach, Cal State LA, CSUN; Los Angeles Unified School District
Madera Unified School District	Fresno State
Math and Science College Preparatory	San José State; Loyola Marymount University; Summit Preparatory Charter High School
Merced County Office of Education	Stanislaus State; Fresno Pacific University, University of Massachusetts Global; Merced County Office of Education

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Modesto City Schools	CSU Stanislaus
Modoc Joint Unified School District	CSU Stanislaus
Montebello Unified School District	Cal State LA
Moreno Valley Unified School District	CSU San Bernardino; University of Massachusetts Global
Multicultural Learning Center	CSU Northridge
Norwalk- La Mirada Unified School District	CSU Long Beach
Oakland Unified School District	Peralta Community College District; CSU East Bay; Dominican University, EDvance College, National University, Notre Dame de Namur, Pacific Oaks College, Reach University, St. Mary's College, University of Massachusetts Global, University of San Francisco; Alder Graduate School of Education, Alternatives in Action, CalState TEACH
Oakley Union Elementary School District	National University
Orange County Department of Education	Barstow Community College, Butte-Glenn Community College, Cerritos Community College, Cerro Coso Community College, Chaffey College, Coastline College, College of the Desert, College of the Siskiyous, Cypress College, El Camino College, Feather River College, Fullerton College, Golden West College, Grossmont College, Long Beach Community College, Mendocino College, Mira Costa College, Palomar College, Saddleback College, San Diego Mesa College, San Diego Miramar College, Santa Ana College, Santiago Canyon College, Southwestern College; Humboldt State, Cal Poly San Luis Obispo, Cal Poly Pomona, CSU Channel Island, Chico State, CSU Dominguez Hills, Fresno State, Cal State Fullerton, CSU Long Beach, Cal State LA, CSU Northridge, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, Sonoma State; UC Irvine, University of San Diego Division of Extended Studies; Alliant International University, Azusa Pacific University, California Baptist University, California Lutheran College, Chapman University, Concordia University Irvine, Fresno Pacific University, Hope International University, Humphreys University, Los Angeles Pacific University, Mount Saint Mary's University, National University, Pacific Oaks University, Point Loma Nazarene University, United States University, University of La Verne, University of Redlands, University of Massachusetts Global, Vanguard College; CalState TEACH, San Diego County Office of Education, University of San Diego Division of Extended Studies, Western Governors University
Oxford Day Academy	Reach University; Alternatives in Action
Pajaro Valley Unified School District	CSU Monterey Bay
Pittsburg Unified School District	Alder Graduate School of Education

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Placer County Office of Education	University of Massachusetts Global; Placer County Office of Education
Pleasanton Unified School District	CSU East Bay; National University
Plumas Charter School	National University; CalState TEACH
Pomona Unified School District	Cal Poly Pomona; University of La Verne
Redding Elementary School District	Reach University; Alternatives in Action
Redondo Beach Unified School District	CSU Dominguez Hills
Riverside County Office of Education	CSU San Bernardino; University of Massachusetts Global; Riverside County Office of Education, Western Governors University
Sacramento County Office of Education	Pacific Oaks College, University of Massachusetts Global; Davis Joint Unified School District, Sacramento County Office of Education
San Bernardino County Superintendent of Schools	Feather River College, College of the Siskiyous; Cal Poly Pomona, CSU San Bernardino, Cal State Fullerton, CSUN; UC Riverside; Alliant International University, Azusa Pacific University, California Baptist University, Claremont Graduate University, National University, University of La Verne, University of Massachusetts Global, University of Redlands, University of Southern California; Alder Graduate School of Education, Western Governors University
San Diego County Office of Education	San Diego State, CSU San Marcos; National University, Point Loma Nazarene University, Western Governors University; San Diego County Office of Education
San Diego Unified School District	University of La Verne
San Francisco Unified School District	City College of San Francisco; San Francisco State University; National University, University of San Francisco; CalState TEACH
San Joaquin County Office of Education	Reach University; Alternatives in Action, Teachers College of San Joaquin
San Juan Unified School District	Alder Graduate School of Education
San Luis Obispo County Office of Education	Cuesta College; Cal Poly San Luis Obispo; University of Massachusetts Global; CalState TEACH
San Mateo County Office of Education	Fresno State, San Francisco State University; Alliant University, Notre Dame De Namur University; Western Governors University
San Mateo Union High School District	San José State; Summit Preparatory Charter High School
Santa Ana Unified School District	Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; Alliant International University, Azusa Pacific University, Chapman University, Concordia University Irvine, Hope International University, National University, Point Loma Nazarene University, University of Massachusetts Global, Vanguard University; Western Governors University

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Santa Barbara County Education Office	UC Santa Barbara; University of Massachusetts Global
Santa Clara County Office of Education	San José State; National University, Santa Clara University; Santa Clara County Office of Education, Teachers College of San Joaquin
Santa Cruz County Office of Education	CSU Monterey Bay, CSU East Bay, San Jose State University; UC Santa Cruz; University of La Verne; Santa Clara County Office of Education, University of Massachusetts Global
Santa Maria Bonita School District	Hancock College; California Baptist University, California Lutheran University, National University, University of Massachusetts Global; CalState TEACH
Shasta County Office of Education	Reach University; Alternatives in Action
Siskiyou County Office of Education	Alternatives in Action
Sonoma County Office of Education	Santa Rosa Junior College; Humboldt State, Sonoma State; National University, Reach University, University of Massachusetts Global; Sonoma County Office of Education
Sycamore Creek Community Charter	Reach University; Alternatives in Action
Torrance Unified School District	CSU Dominguez Hills, CSU Long Beach; Alder Graduate School of Education
Tracy Unified School District	Reach University; Alternatives in Action, Teachers College of San Joaquin
Trinity County Office of Education	Chico State, Humboldt State; National University, Simpson University; CalState TEACH, Lake County Office of Education
Vallejo City Unified School District	Reach University; Alternatives in Action
Ventura County Office of Education	CSU Channel Islands, CSUN; California Lutheran University, National University, University of La Verne, University of Massachusetts Global
Visalia Unified School District	Fresno Pacific University, National University, University of Massachusetts Global; Tulare County Office of Education
West Contra Costa Unified School District	CSU East Bay; Dominican University
William S. Hart Union High School District	CSUN; University of Massachusetts Global
Yuba City Unified School District	Sierra College, Yuba Community College; Chico State, Sacramento State; National University, Pacific Oaks College, University of Massachusetts Global

Update on the 2022 Integrated Undergraduate Teacher Preparation Grants

Introduction

This agenda item provides an update on the 2022 Integrated Undergraduate Teacher Preparation Grants (Integrated Grants) and presents the 2024 Annual Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants as required by statute (Education Code §44259.1). This is the first annual report presenting Integrated Grantee data.

Background

In the 2016-17 fiscal year, the Legislature approved \$10 million the Integrated Undergraduate Teacher Preparation Grants (Integrated Grants). The [final report](#) to the Commission was presented June 2021.

The 2022-23 Committee on Budget, Education Finance: Education Omnibus Budget Trailer Bill, AB 181, authorized the Commission to allocate \$20 million in one-time grants to regionally accredited institutions of higher education (IHEs) for four-year integrated teacher preparation programs, including student teaching, and/or to adapt an existing Commission-approved five-year integrated teacher preparation program to a four-year program. These grants support the planning for, creation of, or expansion of four-year integrated programs of professional preparation that produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten and/or that partner with a California community college to create an integrated program of professional preparation. This 2024 state report includes information on the 2022 Integrated Grants Program and reflects the first year of program data collected for 2023-24 fiscal year.

Integrated Grants program funding was divided into two program types: Integrated Planning Grants and Integrated Implementation/Expansion Grants. Integrated Planning Grants were funded up to \$250,000, and Integrated Implementation/Expansion Grants were funded up to \$500,000 in one-time grant funds. Grantees must provide program and outcome data for at least five years after receiving the grant, through the 2027-28 fiscal year. The report includes information on both Integrated Planning and Integrated Implementation/Expansion Grants, and addresses the following topics: grantee information, California Community College partnerships, implementation progress, credentials issued, candidate demographics, program expenditures, and direct narratives from grantees.

Staff Recommendation

Staff recommends that the Commission approve the 2024 Annual Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants for transmittal to the Legislature.

Next Steps

Commission staff will continue to support the current Integrated Planning grantees and Integrated Implementation/Expansion grantees and present annual data reports at future Commission meetings. The Commission will submit the 2024 Annual Report of the Integrated Undergraduate Teacher Preparation Grant Program to the Legislature no later than December 31, 2024.

Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants Program

November 2024

Introduction

Authorizing legislation requires the Commission on Teacher Credentialing (Commission) to annually report to the Legislature regarding the 2022 Integrated Undergraduate Teacher Preparation Grants Program. Grantees must report program and outcome data for at least five years after receiving the grant. The reported information includes, but is not limited to, the following:

- The program design and features.
- Effective practices in program design and implementation.
- The number of graduates.
- The number and type of credentials earned.
- The time taken to earn a degree and credential.
- The progress of community college partnerships and institutions relative to the following assurances:
 - A commitment to implement a planned integrated program of professional preparation.
 - The recruitment and retention of candidates for educator shortage areas.
 - Coordination with existing sources of candidate support, such as the Golden State Teacher Grant Program established pursuant to Article 5.1 (commencing with Section 69617) of Chapter 2 of Part 42 of Division 5 of Title 3, and other forms of financial aid.
 - A demonstrated commitment to expand enrollment in, and access to, teacher preparation programs, including enrollment in programs of integrated professional preparation.

Background

In the 2016-17 fiscal year, the Legislature approved \$10 million the Integrated Undergraduate Teacher Preparation Grants (Integrated Grants). The [final report](#) to the Commission was presented June 2021.

The 2022-23 Committee on Budget, Education Finance: Education Omnibus Budget Trailer Bill, AB 181, authorized the Commission to allocate \$20 million in one-time grants to regionally accredited institutions of higher education (IHEs) for four-year integrated teacher preparation programs, including student teaching, and/or to adapt an existing Commission-approved five-year integrated teacher preparation program to a four-year program. These grants support the planning for, creation of, or expansion of four-year integrated programs of professional preparation that produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics,

transitional kindergarten, or kindergarten and/or that partner with a California community college to create an integrated program of professional preparation. Integrated Grants program funding was divided into two program types - Integrated *Planning* Grants and Integrated *Implementation/Expansion* Grants. Integrated Planning Grants were funded up to \$250,000, and Integrated Implementation/Expansion Grants were funded up to \$500,000 in one-time grant funds.

Grantees must provide program and outcome data for at least five years after receiving the grant, through the 2027-28 fiscal year. This 2024 state report includes information on the 2022 Integrated Grants Program and reflects the first year of program data collected for the 2023-24 fiscal year. The report includes information on both Integrated Planning and Integrated Implementation/Expansion Grants, and addresses the following topics: grantee information, California Community College partnerships, implementation progress, credentials issued, candidate demographics, program expenditures, and direct narratives from grantees. To support annual data collection, the Commission staff hosted three forums (i.e., office hours) for grant managers, and any additional staff grant managers included, to ask the Commission and the broader Integrated Grant community questions and to share best practices. All IHEs successfully submitted the annual data reporting requirements.

Year 1 Annual Data Report on the 2022 Integrated Grants Program

In November 2022, the Commission published the first Request for Application (RFA) for the Integrated Grants Program. Following a competitive RFA process, in March 2023, the Commission conditionally funded 19 Integrated Planning Grants and 15 Integrated Implementation/Expansion Grants to Intuitions of Higher Education. Round One awarded a total of \$8,069,833. With \$11,930,166.45 grant funds remaining, the Commission published Round Two of the Integrated Grants RFA in March 2023 and awarded six Integrated Planning Grants and three Integrated Implementation/Expansion Grants in May 2023. After conditionally funded requests for additional information were received, the Commission funded 26 Integrated Planning Grants for a total of \$6,175,077.87 and 18 Integrated Implementation/Expansion grants for a total of \$8,675,848.58, for a combined total of \$14,850,926.45 in one-time grant awards.

Table 1 shows the summary of grant awards and grant funds, per type of Integrated Grant Program. Appendices A and B provides a complete list of each grantee, the total grant award, 2022-23 expenditures, and the amount of grant funds remaining for the Planning Grant and Implementation/Expansion Grant, respectively. The Integrated Grant funds are one-time awards, and all grantees must expend grant funds by the end of the 2024-25 fiscal year.

Table 1: Summary of Integrated Grants Award, per grant type

Type	Total Grantees	Total Funding
Planning	26	\$6,175,077.87
Implementation/Expansion	18	\$8,675,848.58
Totals	44	\$14,850,926.45

Eligible regionally accredited institutions awarded include California State Universities, private institutions, and Universities of California. Table 2 provides a breakdown of the type of institutions of higher education (IHEs) that were awarded for both types of Integrated Grants Programs. The percentage of the type of IHE represented differs between Planning Grants and Implementation/Expansion Grants. Overall, private IHEs were awarded the most Integrated Grants.

Table 2: Type of IHE Awarded, per grant type

Type of IHE	Planning (n=26)	Implementation/ Expansion (n=18)	Total (n=44)
California State University	34.62%	50%	40.91%
Private	65.38%	38.89%	54.55%
University of California	0%	11.11%	4.55%

IHE grantees are planning, implementing, or expanding one or more credential program focus areas. Per credential focus area, IHE grantees reported whether it was a new program area being implemented as an integrated program, a program being adapted from a five-year program to an integrated four-year program, expanding the size of the program, or adding new community college partners to support an integrated program. Table 3 summarizes the type of planning and implementation across both Integrated Grant type at the time of the grant award. Most Integrated Planning grantees reported planning a new credential program focus area (66.67%), which was the least common planning type for Implementation/Expansion Grants (8.51%). In Table 3, “Adding Community College Partner(s)” indicates that the grantees’ sole focus is to plan with California Community College partners to developed integrated pathways. The zero percent noted for Planning grantees does not suggest that IHEs are not planning with CCCs. At the time of the grant application process, grantees submitted partnership agreements with current CCC partners, and throughout the project period, grantees may continue to plan and partner with current and/or new community college partners.

Table 3: Type of Program Planning and Implementation, per grant type

Type of Program Planning and Implementation	Planning (n=26)	Implementation/ Expansion (n=18)
New Program	66.67%	8.51%
Adapting form a 5-year to a 4-year Program	16.67%	19.15%
Program Expansion	16.67%	61.70%
Adding Community College Partner(s)	0.00%*	10.64%

*Indicates the grant focus, not that there are zero CCC partners. See Table 5 for more information.

Table 4 below provides a breakdown, per Integrated Grant type, of the program focus areas that grantees explored in the first year of the grant program. Grantees applied to one or more

program focus areas, so the total number of program focus areas in Table 4 is larger than the total number of grantees. Note that Single Subject Science in Table 4 includes Biological Science, Chemistry, Geosciences, and Physics. PK-3 Early Childhood Education (ECE) Specialist Instruction Credential was the most common program focus area for Integrated Planning Grants (27.91%). At the time Integrated Grant applications were submitted, there were no ECE Specialist Instruction Credential programs approved that could apply for an Integrated Implementation/Expansion Grant. For Integrated Implementation/Expansion Grants, Education Specialist (Mild to Moderate and Extensive Support Needs) was the most common program focus area (31.91%). For a complete list of program focus area(s) per grantee and the type of program planning and implementation, see Appendices C and D.

Table 4: Program Focus Area, by Grant Program Area

Program Focus Area	Planning (n=43)	Implementation/ Expansion (n=47)
Multiple Subject	8.89%	14.89%
Multiple Subject with kindergarten and/or transitional kindergarten focus	0%	2.13%
Multiple Subject with Bilingual Authorization	2.33%	21.28%
Single Subject: Science	16.28%	12.77%
Single Subject: Mathematics	2.33%	12.77%
Education Specialist: Mild to Moderate and Extensive Support Needs	11.63%	31.91%
Education Specialist with Bilingual Authorization	9.30%	0%
Education Specialist: Early Childhood Special Education	18.60%	4.26%
PK-3 Early Childhood Education (ECE) Specialist Instruction Credential	27.91%	0%

Partnerships Between Institutions of Higher Education (IHEs) and California Community Colleges

Authorizing Legislation for the Integrated Grants Program supports IHEs that are interested in creating an integrated program of professional preparation with California Community College (CCC) and/or California Community College District partners. Integrated Grant Planning and Implementation/Expansion grantees using grant funds to implement integrated pathways with CCC partners are required to submit signed partnership agreements confirming planning and implementation timelines, and budgets included in the application. Grantees submitted partnership agreements with the initial grant application and grantees have submitted additional partnership agreements throughout Year One of the grant program. Grantees may continue to submit partnership agreements through the project period. Table 5 provides a breakdown, by program type, showing the percentage of grantees that have at least one CCC or CCC District partner, followed the total number of CCC and CCC District partners. Table 5 includes all grantees that are collaborating with CCCs, and expands on the information provided

in Table 3, which only reflects the number of grantees that are solely focused on planning with CCC partners. Across both program types, close to 70 percent of grantees have at least one CCC partner as of the first year of the grant program. Appendices C and D provide a complete list of each grantee and CCC partner(s) across both grant types.

Table 5: California Community College Partners, by Grant Program Type

Program Implementation Status	Planning (n=26)	Implementation/ Expansion (n=18)
At least one CCC or CCC District Partner	72.22%	69.23%
Total number of CCC Partners	35	35
Total number of CCC District Partners	1	2

In an open-ended narrative response asking about successes of the Integrated program, 50 percent of Planning grantees and 33 percent of Implementation/Expansion grantees cited their collaboration with community college partners as a success. Specifically, grantees mentioned collaboration to develop aligned coursework and articulation agreements (54% of Planning Grants and 17% of Implementation/Expansion Grants) and recruitment and marketing support (31% of Planning Grants and 50% of Implementation/Expansion Grants). The following are direct comments from grantees describing the positive impact of their partnerships with community colleges:

Planning:

- “Our collaboration with community college (CC) partners has been central to our planning efforts during this first year. We were intentional to include CC voice in our initial kick off meeting in October 2023, and all subsequent planning drafts, program models and products have been developed in coordination with our CC partners.”
- “Our partnership has enabled us to offer contextualized general education (GE) courses that are difficult for [community college partner] to provide on their own. This arrangement not only benefits [community college partner] students by broadening their access to specialized coursework but also strengthens the overall educational framework by ensuring consistency in the quality and relevance of the courses offered.”
- “Collaborating with our community college partners has been essential to the success of the program. We have periodically consulted with them to compare course development and course descriptions. We have examined current articulation agreements and opportunities to make future students' educational experiences more positive and effective, in terms of courses that transfer and comparable.”

Implementation/Expansion:

- “Some of our [community college] partners have also discussed how many of their students don't see themselves at a four-year college and that feelings of not belonging or imposter system hold many back. We are asking our Liberal Studies students who have transferred to work with us on these events to share their stories and how they have managed the move to [four-year college]. We are hopeful that this strategy will be

a powerful one--that the community college students will connect with our current students and learn some strategies to manage the change to [four-year college].”

- “Collaboration has provided us with new recruitment opportunities, communication channels to promote the ITEP program for junior transfers, and supportive ideas to engage students.”
- “From its inception, this partnership facilitated the creation, implementation, and expansion of the program by providing essential resources, expertise, and institutional support. [Community college partner]’s involvement allowed for the seamless integration of the program into the community college’s existing infrastructure, leveraging its established networks with local school districts and community organizations. This collaboration enhanced the program’s accessibility and relevance to the needs of the community, ensuring that aspiring bilingual educators received high-quality training and support.”

However, only Planning grantees reported challenges in collaborating with community college partners, with 19 percent indicating they were still trying to determine the best way to approach working with these institutions as they plan their programs. The following are direct comments from Planning grantees:

- “One of our biggest challenges in this first year was working with two community colleges that have different infrastructures and visions for building a teacher pipeline into special education.”
- “While many of our community college partners are eager to collaborate with us on integrating the TPEs, the development of new courses and limited availability for joint meetings pose significant challenges.”
- “The program’s success hinges on collaboration between multiple institutions, each with its own curriculum approval process. Navigating these internal and external approval processes, alongside course updates and articulation agreements with community colleges, can be time-consuming.”

Program Implementation Progress

Program implementation and candidate completion data in the state report reflects year one (2023-24) data that was submitted at the end of June 2024. Table 6 provides an updated implementation status for each Integrated Grant program type as of the end of the 2023-24 academic year across all the program focus areas listed in Table 4. Note that [Appendix C](#) reflects the estimated implementation date Planning grantees indicated on the initial planning grant applications, which may have changed for grantees in the first planning year. Across both Integrated Grant program types, the majority of IHE grantees plan to enroll candidates in the 2024-25 academic year, Planning (61.11%) and Implementation/Expansion (46.81%) Grants. Close to 39 percent of Planning grantees will continue planning efforts in the 2024-25 academic year, and only four percent of Implementation/Expansion grantees will continue to plan before enrolling candidates.

Table 6: Program Implementation Status, by Grant Program Type

Program Implementation Status	Planning (n=43*)	Implementation/ Expansion (n=47*)
Program In-Progress	0%	27.66%
Implemented Fall 2023-24	0%	14.89%
Implemented Spring 2023-24	0%	6.38%
Plan to Enroll Candidates in 2024-25	61.11%	46.81%
Planning will continue in 2024-25	38.89%	4.26%

*The total numbers reflect the total program focus areas, not the total grant program. See Table 4 for mor information.

Two of the most significant challenges grantees faced in program implementation were primarily related to timing considerations (50% of Planning grantees and 61% of Implementation/Expansion grantees). First, many grantees noted that their internal approval processes for new curricula and programs often require substantial time, involving multiple individuals, steps, and approvals. Second, some grantees reported experiencing difficulties with the Commission’s Initial Program Review (IPR) process, finding aspects of the process occasionally challenging to navigate. The following are direct narratives from both Planning and Implementation/Expansion grantees related to timing considerations:

1. Internal Curriculum and Program Approval Process:
 - “The biggest challenges were the aspects of implementation that had to await decisions or approvals from other individuals or departments.”
 - “The process of having eight new courses, in addition to the required catalogue adjustments passed through the Undergraduate Curriculum Committee and then have faculty approve of all program revisions/changes/additions at the bi-annual faculty assembly meeting was a long and arduous process, taking almost nine months. Future grantees, need to be aware of how quickly changes can be made in their institutions and the support they will have from various key stakeholders which will be vital in ensuring necessary programmatic changes can be made.”
2. Initial Program Review (IPR) Process:
 - “We wish we had better estimated the amount of time it would take for us to prepare the IPR application and revisions so that we could have budgeted for additional course releases when applying for the grant.”
 - “The only major challenge is synchronizing the IPR timeline with a timely recruitment window necessary to maximize marketing and enrollment for the proposed Fall 2024 launch, which we acknowledge that this timing is outside the control of our institution and the CTC.”
 - “Our biggest challenge has been writing the lengthy, intricate, intersecting, cross-sectional, scaffolded, and corkscrewed credential proposal that is followed by a very long approval timeframe.”

In addition to the timing challenges, 15 percent of Planning Grantees and 39 percent of Implementation/Expansion grantees reported difficulties in recruiting students to the program. These recruitment issues stemmed primarily from two factors. First, grantees found it challenging to attract students when the programs were still in development. Secondly, grantees noted that student engagement was low and that some students were hesitant to commit to an undergraduate career pathway. The following are direct narratives from grantees related to recruitment challenges:

1. Recruitment challenges due to program being in development:
 - “Since the program is currently being created and has not been officially approved by CCTC, recruiting is somewhat challenging. We are working to recruit students and faculty to participate in a program that has not been fully established.”
 - “It was also challenging to recruit when the status of the program was in flux for the Fall 2023 semester. Now that we have a solid curriculum plan that we are working to have approved, we are sharing these updates with our partners.”
2. Student Interest and Engagement:
 - “Many students are young and may not feel ready to commit to this vocational pathway. This is a time that many students are still figuring out what they want to do... Students may be overwhelmed by having to complete all major degree requirements in 3 years.”
 - “The most difficult aspect has been identifying candidates who possess the qualities, desire, and ability to pursue an integrated [...] program who are willing to complete the requirements of such a comprehensive program in less than 5 years.”
 - “Some of the challenges we encountered for the recruitment and retention of candidates for the [IHE] program were that some of the community colleges faced low levels of in-person engagement after the pandemic, which caused low attendance at in-person events. While the number has gradually increased again to pre-pandemic levels, this challenge is attributed to low attendance at in-person events and low engagement at college fairs.”

Program Completion

Completion data in the state report reflects candidates in Implementation/Expansion Grant programs, as Planning grantees have not had program completers in the first year of the grant program. Table 7 provides a summary of candidates’ progress, by credential area, indicating the number of integrated candidates with junior class standing (minimum of 60 semester units), senior class standing (minimum 90 semester units), other candidates, candidates that dropped out or left the program, and candidates that earned their undergraduate degree and credential. Note that the percentages in Table 7 are calculated by credential area and the completer data percentages are calculated using the total number of completers, not the total number of candidates across each credential area. Some of the reported “other” candidate standing circumstances include enrolling candidates with freshman and sophomore standing, community college students supported by the grant, and candidates that have earned their undergraduate degree, but are still working on completing credential assessments (i.e., TPA, RICA). While Single Subject Science (Biological Sciences, Chemistry, Geoscience, and Physics combined,

49.81%) and Single Subject Mathematics (29.26%) were the two largest groups of candidates, Multiple Subject without Bilingual Authorization and Mild to Moderate Support Needs preliminary credentials were the two largest groups of credentials earned (37.68% and 20.29%, respectively).

Table 7: Candidate Progress, by Credential Area

Credential Area	Total Candidates	Junior Class Standing	Senior Class Standing	Other Candidates	Dropped or Left Program	Completers
Multiple Subject	51 (6.43%)	25 (49.02%)	26 (50.98%)	0 (0%)	2 (3.92%)	26 (37.68%)
Multiple Subject with Bilingual Authorization	50 (6.31%)	10 (21.28%)	32 (68.09%)	8 (17.02%)	1 (2.13%)	7 (10.14%)
Single Subject-Mathematics	232 (29.26%)	144 (62.07%)	53 (22.84%)	35 (15.09%)	0 (0%)	11 (15.94%)
Single Subject- Science	395 (49.81%)	272 (68.86%)	80 (20.25%)	43 (10.89%)	0 (0%)	6 (8.70%)
Mild to Moderate Support Needs	45 (5.67%)	12 (24.49%)	29 (59.18%)	4 (8.16%)	9 (18.37%)	14 (20.29%)
Extensive Support Needs	20 (2.52%)	6 (30%)	11 (55%)	3 (15%)	0 (0%)	5 (7.25%)
Totals	793	469 (59.14%)	231 (29.13%)	93 (11.73%)	12 (1.51%)	69 (29.87%)

Ethnic/Racial Composition and Gender Identification of Candidates and Completers

Integrated grantees reported candidates' self-identified ethnic/racial composition and gender identity. The data in Tables 9 and 10 break down the demographics of the total Integrated Grantee candidates and program completers. Implementation/Expansion Grants were the only program type with completers in 2023-24. Note that the total numbers reported are less than those reported in Table 7, as some candidates and completers are working on or have earned more than one credential. Additionally, note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian.

In narrative responses describing how the Integrated program is meeting local teacher shortages, 20 percent of Planning grantees and 22 percent of Implementation/Expansion grantees specifically mention their programs' intention to recruit diverse participants. Overall, over 90 percent of candidates and completers reported their ethnicity/race and over 67 percent belong to an underrepresented ethnic/racial group. In the first year of reporting racial/ethnic demographics, the largest racial/ethnic group are Hispanic or Latinx for both candidates (48.98%) and completers (43.75%), followed by Asian Candidates (20.54%) and White completers (20.13%). The White ethnic/racial subgroup had the largest increase between

candidates (15.31%) and completers (28.13%), while Hispanic/Latinx had the largest decreased between candidates (48.98%) and completers (43.75%).

Table 8: Ethnic/Racial Composition of Candidates and Program Completers

Race/Ethnicity	Total Candidates (n= 784)	Completers (n= 64)
American Indian or Alaska Native	1 (0.13%)	0 (0%)
Asian	161 (20.54%)	11 (17.19%)
Black or African American	23 (2.93%)	2 (3.13%)
Hispanic/Latinx (of any race)	384 (48.98%)	28 (43.75%)
Native Hawaiian or Pacific Islander	5 (0.64%)	1 (1.56%)
White	120 (15.31%)	18 (28.13%)
Two or more races	41 (5.23%)	1 (1.56%)
Decline to state Race/Ethnicity	49 (6.25%)	3 (4.69%)

Overall, 93 percent of candidates reported their gender identity; reporting this information to the Commission is voluntary for candidates in the program. Female candidates were the largest group (66.33%), followed by male candidates (28.83%). The percentage of completers represented increased for female candidates (78.13%) and decreased for male candidates (15.63%).

Table 9: Gender Identity of Candidates and Program Completers

Gender Identity	Total Candidates (n=784)	Completers (n=64)
Female	520 (66.33%)	50 (78.13%)
Male	226 (28.83%)	10 (15.63%)
Nonbinary	7 (0.89%)	0 (0%)
Decline to state	31 (3.95%)	4 (6.25%)

In narrative responses, Integrated grantees detailed their progress and strategies implemented to recruit a diverse candidate pool. Among the various approaches described, grantees

emphasized the critical role of leveraging partnerships with community colleges and highlighted the importance of underscoring the value of a diverse workforce in their marketing materials. The following are direct narratives from grantees:

- “Recruiting has prioritized students of color...[Our] network of partners has helped with efforts in linking all students, but especially students of color, low SES, first generation, and those historically marginalized to have role models as successful STEM students at the university level.”
- “Our programs are addressing several issues relevant to the local teacher shortage by developing a diverse population of teachers that match student demographic profiles.... We describe the teacher shortage in our awareness materials, coursework and in person events, emphasizing the need for equity-centered, highly qualified teachers that can change the landscape of teacher diversity in urban or rural high-needs schools.”
- “Through our community college partnerships, we are also anticipating an increase in the number of minority and students of color transferring to [IHE] and joining the teacher pipeline.”

Program Funding

Both Integrated Grant program types were funded as one-time grant awards in the 2022-23 fiscal year. Grantees have a two-year liquidation period to expend grant funds through June 30, 2025. Grantees will continue to report annual implementation and candidate progress after grant funds have been expended through the 2027-28 academic year. Table 10 provides the total grant award, the total amount expended in the 2023-24 fiscal year, the percentage expended, and the total amount of remaining funds. After the first year of expenditures, close to 27 percent of planning grantees have expended half or more of awarded funds, while none of the implementation/expansion grantees have expended half or more of awarded funds. Overall, 31 percent of grant funds have been expended, and all grantees must expend remaining funds by the end of the second liquidation year, the 2024-25 fiscal year.

Table 10: 2023-24 Grant Award Expenditure, per grant type

Type	Grant Award	Total Expended	% Expended	Remaining Funds
Planning	\$6,175,077.87	\$2,274,184.16	36.83%	\$3,900,893.71
Implementation/Expansion	\$8,675,848.58	\$2,278,189.84	35.61%	\$6,397,658.74
Total	\$14,850,926.45	\$4,552,374.00	30.65%	\$10,298,552.45

Integrated grantees reported that disbursed grant funds were expended across the following approved budget categories:

- Administration costs
- Coordination with California Community College(s) IHE personnel: Salaries
- Developing recruitment strategies for the integrated program
- IHE faculty/personnel: Release time for course redesign and/or creating summer courses for students in a four-year integrated program
- IHE faculty/personnel: Salaries

- IHE faculty/personnel: Stipends
- IHE faculty/personnel: Stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors
- IHE faculty/personnel: Travel
- Integrated program consultant
- Other costs

Tables 11 and 12 further break down the total annual expenditures by approved budget categories across each Integrated Grant program type, Planning Grants and Implementation/Expansion Grants, respectively. For each budget category, the total grant award amount is listed and the percentage each budget category represents from the total grant award amount. Tables 11 and 12 also shows the amount expended per budget category, the percentage expended from the total grant award, and the percentage expended within each budget category. The column, “% Expended, from Total Category Budget,” reflects the percentage of funds that were expended from the total amount budgeted across each category. Note that Integrated grantees must expend funds from budget categories approved in the grant application for the specific program approved. Grantees must receive Commission approval for any budget changes that exceed 10 percent of the total grant award.

The amount of funding allocated to budget categories and the percent expended differed between the two types of Integrated Grant programs. However, the three smallest budgeted categories and expenditures were the similar across both grants: stipends for program coordinators to collaborate with subject matter professors and pedagogy professors, travel costs for faculty and personnel, and integrated program consultants.

For Planning Grants, release time for IHE faculty and/or personnel to support integrated course redesign and/or creating summer courses for students in a four-year integrated program (23.38% of total grant funds) and other costs (15.67% of total grant funds) were the two largest budget categories. However, for year 1, release time (28.54%) and IHE faculty/personnel stipends (14.74%) were the two categories with the highest total expenditures for the first year of planning. While expenditures for Planning Grants generally mirrored expenditures across each budget category ($\pm 8\%$), the percentage expended within each budget category differed more, with recruitment strategies expending the least amount of the total budgeted at seven percent, and stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors expending close to 55 percent of what was budgeted. For Implementation/Expansion Grants, expenditures did not mirror budgets as closely as Planning Grants ($\pm 17\%$). Other costs (25.4%) and developing recruitment strategies (19.46%) were the two largest budget categories, however salaries for faculty and personnel (32.48%) and release time for course redesign and/or creating integrated summer courses (17.14%) were the largest expenditures in year 1. Lastly, salaries (53.58%) and stipends (44.29%) for faculty and personnel were the two categories that expended the most funds from what was initially budgeted.

Table 11: Planning Grant Award Expenditures by Budget Categories

Budget Categories	Total Grant Amount	% of Total Grant Award	Expended	% Expended, from Year 1 Expenditures	% Expended, from Total Category Budget
Administration Costs	\$967,364.00	15.67%	\$381,772.54	16.79%	39.47%
Coordination with CCC(s): Salaries	\$321,134.00	5.20%	\$115,174.22	5.06%	35.86%
Recruitment Strategies	\$319,091.00	5.17%	\$23,459.07	1.03%	7.35%
Release Time	\$1,443,898.35	23.38%	\$649,086.47	28.54%	44.95%
Faculty/Personnel Salaries	\$883,241.00	14.30%	\$410,561.47	18.05%	46.48%
Faculty/Personnel Stipends	\$685,956.00	11.11%	\$335,274.51	14.74%	48.88%
Program Coordinator Stipends	\$157,698.00	2.55%	\$86,550.96	3.81%	54.88%
Travel	\$80,269.00	1.30%	\$10,808.43	0.48%	13.47%
Integrated Program Consultant	\$247,500.00	4.01%	\$41,975.00	1.85%	16.96%
Other	\$1,068,926.52	17.31%	\$219,521.49	9.65%	20.54%

Table 12: Implementation/Expansion Grant Award Expenditures by Budget Categories

Budget Categories	Total Grant Amount	% of Total Grant Award	Expended	% Expended, from Year 1 Expenditures	% Expended, from Total Category Budget
Administration Costs	\$952,637.00	10.98%	\$256,553.60	11.26%	26.93%
Coordination with CCC(s): Salaries	\$385,321.23	4.44%	\$90,890.48	3.99%	23.59%
Recruitment Strategies	\$1,688,401.00	19.46%	\$331,619.15	14.56%	19.64%
Release Time	\$1,448,943.00	16.70%	\$390,584.41	17.14%	26.96%
Faculty/Personnel Salaries	\$1,380,759.00	15.91%	\$739,866.45	32.48%	53.58%
Faculty/Personnel Stipends	\$374,250.00	4.31%	\$85,966.44	3.77%	22.97%
Program Coordinator Stipends	\$111,291.53	1.28%	\$49,288.27	2.16%	44.29%
Travel	\$77,268.00	0.89%	\$927.15	0.04%	1.20%
Integrated Program Consultant	\$52,941.00	0.61%	\$7,915.50	0.35%	14.95%
Other	\$2,204,036.82	25.40%	\$324,578.39	14.25%	14.73%

Program Narratives

In addition to reporting updated implementation timelines, CCC partnership information, annual expenditures, and candidate data, Integrated grantees submitted annual narratives reflecting on the following:

- the program’s candidate recruitment progress,
- program successes and challenges,
- the degree to which the program is meeting the local teacher shortage needs,
- the impact of LEA’s collaboration with CCC partner(s) and any partnerships supporting the creation, impletion, or expansion of integrated programs,
- efforts to coordinate with existing sources of candidate support, such as the Golden State Teacher Grant Program and other forms of financial aid, and
- any lessons learned.

Note that these qualitative insights have been integrated throughout the report to provide context and depth to the quantitative findings. The following section highlights additional key insights related to program successes, challenges, and lessons learned, as shared by grantees in their narratives.

In describing components that contributed to programmatic success, 73 percent of Planning grantees and 89 percent of Implementation/Expansion grantees spoke to the effectiveness of coordinating with existing sources of candidate support, such as the Golden State Teacher Grant Program, the Pell Grant, and other forms of financial aid, and how this was integral to the programs’ success in attracting and retaining candidates. However, effective summer 2023, IHEs accepting Federal Pell Grant funds had to choose between integrated program candidates and their post-baccalaureate candidates. Partly because of this change, some grantees reported challenges when it came to coordinating with existing sources of candidate support like the Pell Grant (35% of Planning grantees and 22% of Implementation/Expansion grantees). The following are direct narratives from grantees:

- “Our greatest challenge has been in managing statewide mandates around funding for potential future candidates. We recommend ongoing and strong collaboration with others at the school and University level, as well as coordination with University committees as new legislature necessitates shifts in original plans.”
- “Our primary challenge is in the area of seeking out funding. The limitation of public scholarship funds (PELL) to either undergraduates or post-bacc credential candidates means that we cannot have a successful ITPP program without sabotaging our own and our school's other credential programs, since the majority of our credential candidates must use PELL funds to be successful.”
- “The loss of the Golden State Grant to offset college costs poses a challenge and may affect enrollment.”

In the summary narratives, grantees also shared valuable lessons learned that may benefit future Integrated Program grantees. In addition to the importance of accounting for the timing of approval processes that was highlighted in the “Program Implementation Progress” section of this report, two additional key insights emerged:

1. *Grantees emphasized the critical role of establishing strong partnerships:* fifty-four percent of Planning grantees and 44 percent of Implementation/Expansion grantees shared that strong partnerships, both internal within their institutions and external with Community Colleges and LEA partners, proved instrumental in setting up programs for success. Collaborating with LEAs helped grantees gather data on local teacher shortages to help tailor their programs to specific community needs, aided in the recruitment of potential candidates for Integrated programs, and provided placement opportunities for student teaching.
2. *Grantees underscored the significance of marketing and recruitment strategies:* 31 percent of Planning grantees and 50 percent of Implementation and Expansion grantees shared insights regarding the importance of developing robust pipelines of participants to ensure program success.

Summary and Conclusion

The 2024 annual state report reflects the first year of the 2022 Integrated Undergraduate Teacher Preparation Grants Program planning and implementation through the 2023-24 academic year. All grantees reported progress planning and/or implementing grant programs, including 70 percent of grantees developing partnerships with California Community Colleges. In the first year, 64 candidates earned their undergraduate degree and preliminary credential in the first year of the grant program to address the teacher shortage, for a total of 69 credentials. Over 67 percent of candidates and completers belong to an underrepresented ethnic/racial group. Grantees will continue to plan and/or recruit integrated candidates to complete their undergraduate education and preliminary certification. Commission staff will continue to provide technical assistance and host office hour sessions in 2024-25 to support program planning and implementation and annual data collection.

Staff Recommendation

Staff recommends that the Commission approve the 2022 Integrated Undergraduate Teacher Preparation Grants Program Annual Report for transmittal to the Legislature by December 31, 2024.

Appendix A

Planning Grant: Total Grant Award, 2022-23 Expenditures, and Remaining Funds

Institution of Higher Education (IHE)	Total Grant Award	2023-24 Expenditures	% Expended	Remaining Grant Funds
Azusa Pacific University	\$249,948.00	\$79,667.47	31.87%	\$183,439.67
Biola University	\$250,000.00	\$42,452.16	16.98%	\$207,547.84
Cal Poly San Luis Obispo	\$250,000.00	\$33,344.97	13.34%	\$216,655.03
California Baptist University	\$249,999.00	\$119,686.29	47.87%	\$130,312.71
Chapman University	\$249,106.00	\$96,473.90	38.73%	\$152,632.10
CSU Channel Islands	\$249,942.00	\$143,719.99	57.50%	\$106,222.01
CSU Fresno	\$249,950.00	\$45,464.14	18.19%	\$204,485.86
CSU Long Beach	\$250,000.00	\$92,443.40	36.98%	\$157,556.60
CSU Long Beach	\$250,000.00	\$120,950.45	48.38%	\$129,049.55
CSU Monterey Bay	\$250,000.00	\$48,202.07	19.28%	\$201,797.93
EDvance College	\$250,000.00	\$94,247.00	37.70%	\$155,753.00
Fresno Pacific University	\$249,995.00	\$131,559.00	52.62%	\$118,436.00
Humphreys University	\$131,392.00	\$81,577.00	62.09%	\$49,815.00
Humphreys University	\$104,536.00	\$68,021.00	65.07%	\$36,515.00
Jessup University	\$244,900.00	\$91,887.00	37.52%	\$153,013.00
Loyola Marymount University	\$250,000.00	\$72,335.93	28.93%	\$177,664.07
Mount Saint Mary's University	\$249,910.87	\$96,637.00	38.67%	\$153,273.87
San Francisco State University	\$240,240.00	\$10,254.66	4.27%	\$229,985.34
San Jose State University	\$250,000.00	\$109,399.45	43.76%	\$140,600.55
Simpson University	\$233,570.00	\$117,009.04	50.10%	\$116,560.96
Sonoma State University	\$249,629.00	\$84,700.00	33.93%	\$164,929.00
University of San Diego	\$240,795.00	\$125,294.00	52.03%	\$115,501.00
University of San Diego	\$250,000.00	\$76,342.23	30.54%	\$173,657.77
University of Southern California	\$249,864.00	\$18,263.00	7.31%	\$231,601.00
Vanguard University	\$233,099.00	\$154,997.02	66.49%	\$78,101.98
Vanguard University	\$248,202.00	\$119,255.99	48.05%	\$128,946.01

Appendix B

Implementation/Expansion Grant: Total Grant Award, 2022-23 Expenditures, and Remaining Funds

Institution of Higher Education (IHE)	Total Grant Award	2023-24 Expenditures	% Expended	Remaining Grant Funds
Azusa Pacific University	\$499,938.00	\$121,844.78	24.37%	\$378,093.22
Biola University	\$500,000.00	\$183,312.97	36.66%	\$316,687.03
Cal Poly Pomona	\$500,000.00	\$164,602.20	32.92%	\$335,397.80
Cal State LA	\$500,000.00	\$114,615.65	22.92%	\$385,384.35
California Lutheran University	\$500,000.00	\$243,656.13	48.73%	\$256,343.87
CSU Dominguez Hills	\$499,999.00	\$80,732.79	16.15%	\$419,266.21
CSU Long Beach	\$500,000.00	\$160,436.07	32.09%	\$339,563.93
CSU Northridge	\$500,000.00	\$91,436.67	18.29%	\$408,563.33
CSU Northridge	\$330,000.00	\$85,603.82	25.94%	\$244,396.18
CSU San Bernardino	\$499,996.58	\$36,286.42	7.26%	\$463,710.16
Fresno Pacific University	\$499,055.00	\$89,804.65	17.99%	\$409,250.35
Fresno State University	\$499,864.00	\$73,832.86	14.77%	\$426,031.14
Loyola Marymount University	\$500,000.00	\$117,972.78	23.59%	\$382,027.22
Saint Mary's College	\$491,478.00	\$171,772.67	34.95%	\$319,705.33
San Diego State University	\$499,975.00	\$202,484.00	40.50%	\$297,491.00
UC Berkeley	\$499,888.00	\$127,160.45	25.44%	\$372,727.55
UC Irvine	\$487,358.00	\$131,426.93	26.97%	\$355,931.07
University of Redlands	\$368,297.00	\$81,208.00	22.05%	\$287,089.00

Appendix C

Planning Grant: Program Focus Area(s), Community College Partner(s), and Estimated Implementation Year

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
Azusa Pacific University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Barstow Community College • Victor Valley College 	Fall 2024-25
Biola University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2023-24
Cal Poly San Luis Obispo	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2026-27
California Baptist University	<ul style="list-style-type: none"> • Bilingual Education Specialist-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2024-25
Chapman University	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-N • Extensive Support Needs-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
CSU Channel Islands	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-E • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Ventura County Community College District 	Fall 2025-26
CSU Fresno	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-A • Extensive Support Needs-A 	<ul style="list-style-type: none"> • College of the Sequoias 	Fall 2025-26
CSU Long Beach	<ul style="list-style-type: none"> • Multiple Subject-A • Early Childhood Education Specialist-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
CSU Long Beach	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-A • Extensive Support Needs-A 	<ul style="list-style-type: none"> • Cerritos College • Golden West College 	Fall 2024-25
CSU Monterey Bay	<ul style="list-style-type: none"> • Single Subject- Biological Sciences- A 	<ul style="list-style-type: none"> • Cabrillo College • Hartnell College • Monterey Peninsula College 	Fall 2024-25
EDvance College	<ul style="list-style-type: none"> • Bilingual Education Specialist-N 	<ul style="list-style-type: none"> • Berkeley City College, 	Fall 2024-25

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Los Medanos College 	
Fresno Pacific University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • College of the Sequoias • Fresno City College • Reedley College 	Spring 2025-26
Humphreys University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Spring 2024-25
Humphreys University	<ul style="list-style-type: none"> • Multiple Subject-N 	<ul style="list-style-type: none"> • No CCC Partner 	Spring 2023-24
Jessup University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Sierra Joint Community College District • Yuba College 	Fall 2024-25
Loyola Marymount University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Los Angeles Mission College 	Fall 2025-26
Mount Saint Mary's University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Los Angeles Southwest College 	Fall 2024-25
San Francisco State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • City College of San Francisco • Los Medanos College • Skyline College 	Fall 2024-25
San Jose State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • West Valley College 	Fall 2025-26
Simpson University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Shasta College 	Fall 2024-25
Sonoma State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Santa Rosa Junior College 	Fall 2025-26
University of San Diego	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • San Diego City College • San Diego Mesa College • San Diego Miramar College 	Fall 2024-25
University of San Diego	<ul style="list-style-type: none"> • Education Specialist with Bilingual Authorization-E 	<ul style="list-style-type: none"> • San Diego City College 	Fall 2024-25

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
	<ul style="list-style-type: none"> • Multiple Subject-E • Single Subject-Biological Science-E • Single Subject-Chemistry-E • Single Subject-Mathematics-E 	<ul style="list-style-type: none"> • San Diego Mesa College • San Diego Miramar College 	
University of Southern California	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-N • PK-3 Early Childhood Education-N • Single Subject Science (Biological Science, Chemistry, Geosciences, Physics)-N • Single Subject-Mathematics • Single Subject- Music • Single Subject- Dance • Single Subject- Theater 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
Vanguard University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Fullerton College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College 	Fall 2024-25
Vanguard University	<ul style="list-style-type: none"> • Mild to Moderate support Needs-N 	<ul style="list-style-type: none"> • Fullerton College • Coastline Community College 	Fall 2025-26

*A= Adapt from a 5-year to 4-year program, E= Expansion, I= Implementation, N= New program

Appendix D

Implementation/Expansion Grants: Program Focus Area(s) and Type of Planning, Community College Partner(s)*

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)
Azusa Pacific University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-N • Single Subject Science-E • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • No CCC Partner
Biola University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-A • Multiple Subject with Bilingual Authorization-A 	<ul style="list-style-type: none"> • No CCC Partner
Cal Poly Pomona	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-I • Extensive Support Needs-I 	<ul style="list-style-type: none"> • Chaffey College • Citrus College • Mt. San Antonio College
Cal State LA	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-N 	<ul style="list-style-type: none"> • East Los Angeles College • Los Angeles City College • Pasadena City College • Rio Hondo College
California Lutheran University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-N • Mild to Moderate Support Needs-E • Early Childhood Education Specialist with Bilingual Authorization-N 	<ul style="list-style-type: none"> • No CCC Partner
CSU Dominguez Hills	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-I • Mild to Moderate Support Needs-I • Extensive Support Needs-N • Early Childhood Education Specialist-N 	<ul style="list-style-type: none"> • Cerritos College • East Los Angeles College • El Camino College • Long Beach City College • Los Angeles Harbor College
CSU Long Beach	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • Cerritos College • Golden West College
CSU Northridge	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • No CCC Partner
CSU Northridge	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-E 	<ul style="list-style-type: none"> • No CCC Partner

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)
CSU San Bernardino	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E 	<ul style="list-style-type: none"> • San Bernardino Community College District
Fresno Pacific University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-N • Multiple Subject with Bilingual Authorization-N • Single Subject Science-N • Single Subject Mathematics-N • Mild to Moderate Support Needs-N • Extensive Support Needs-N 	<ul style="list-style-type: none"> • Clovis Community College • College of the Sequoias • Fresno City College • Reedley College
Fresno State University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-A 	<ul style="list-style-type: none"> • No CCC Partner
Loyola Marymount University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-I • Mild to Moderate Support Needs-I 	<ul style="list-style-type: none"> • El Camino College • Pasadena City College • Santa Monica College
Saint Mary's College	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E • Single Subject Science-A • Single Subject Mathematics-A • Mild to Moderate Support Needs-E 	<ul style="list-style-type: none"> • Diablo Valley College • Merritt College • Los Medanos College
San Diego State University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • Southwestern College
UC Berkeley	<ul style="list-style-type: none"> • Single Subject Science-E • Single Subject Mathematics-E 	<ul style="list-style-type: none"> • Berkeley City College • College of Marin • Diablo Valley College • Laney College
UC Irvine	<ul style="list-style-type: none"> • Single Subject Science-E • Single Subject Mathematics-E 	<ul style="list-style-type: none"> • Irvine Valley College • Mt. San Antonio College • Orange Coast College • Santa Ana College • Santiago Canyon College
University of Redlands	<ul style="list-style-type: none"> • Single Subject Science-E • Single Subject Mathematics-E 	<ul style="list-style-type: none"> • Crafton Hills College

*A= Adapt from a 5-year to 4-year program, E= Expansion, I= Implementation, N= New program

CalTPA PK-3 Early Childhood Education (ECE) Mathematics Cycle Performance Assessment- Field Test Participant Waiver Request

Introduction

This consent item presents criteria for an additional candidate identified for the CalTPA PK-3 Math Cycle field test and requests that the Commission waive the current CalTPA Cycle 1 requirement, for candidates who successfully complete the CalTPA PK-3 Math Cycle Performance Assessment and meet the field test expected performance level set by the Commission. This item recommends that the Commission approve the requested waivers for the PK-3 candidates that meet the adopted passing standard of 14 points from [Item 5D](#) at the August 2024 Commission Meeting.

Background on the Teaching Performance Assessment Requirement

[Education Code §44320.2](#) requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance as part of the requirements for earning a preliminary teaching credential. Currently there are three Commission-approved Teaching Performance Assessment (TPA) models: CalTPA, edTPA, and FAST for Multiple Subject candidates. Commission staff are developing a PK-3 version of the CalTPA based on the newly adopted PK-3 Early Childhood Education (ECE) teaching performance expectations (TPEs).

The Commission's CalTPA model has been approved for use in California since 2008. Cycle 1: Learning about Students and Planning Instruction is currently being revised and has been retitled to CalTPA PK-3 Math Cycle Performance Assessment: Learning about Children and Planning a Math Activity. New math cycle assessment tasks and scoring rubrics have been developed to assess the PK-3 ECE Teaching Performance Expectations (Domains 1 through 8) specifically the new TPE Domain 8: Effective Mathematics Instruction in a PK-3 setting, with input from the PK-3 Math Cycle Performance Assessment Workgroup found in [Appendix A](#).

Approved PK-3 Programs to Participate in the Field Test

The field test of the CalTPA Math Cycle will provide an opportunity to collect data about the teaching performance of 18 candidates for two recently approved PK-3 ECE programs. Riverside County Office of Education (RCOE) is a local education agency (LEA) Intern program while Vanguard University is a 5th year traditional student teaching pathway.

Institutions in Table 1 meet the following participation criteria:

1. The institution is in good standing with the Commission and has been approved to offer a preliminary PK-3 teacher preparation program.
2. The institution agrees to fully participate in the CalTPA PK-3 Math Cycle field test, which requires:

- a. Working with Evaluation Systems (ES) and Commission staff to select a diverse group of candidates by December 2024 to field test the CalTPA PK-3 Math Cycle;
- b. Providing the expected level of support for field test participants defined in program standard 6 with the additional focus on TPE Domain 8 elements measured by the CalTPA PK-3 Math Cycle;
- c. Ensuring that all field test participants have a fair and equitable opportunity to complete the CalTPA PK-3 Math Cycle and submit scoreable evidence to ES by December 2024; and
- d. Providing field test participants who do not meet the expected performance level on the CalTPA PK-3 Math Cycle with remedial support and the opportunity to resubmit the Math Cycle in January 2025.

Once waivers are approved for the two programs' candidates Commission staff will communicate to programs and begin providing online support to prepare faculty and cooperating teachers for the fall administration of the CalTPA PK-3 Math Cycle field test.

Institutions Requesting Candidate Waivers

The following table provides the information for programs who have submitted waiver requests on behalf of candidates as of October 30 at 12:00 p.m. Program's waiver requests on behalf of the candidates are found in [Appendix B](#).

Table 1: Programs Meeting the Criteria for PK-3 Math Cycle Field test and Candidate Allocations

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	PK-3
Riverside County Office of Education (RCOE)	Southern	LEA	Intern	14
Vanguard University	Southern	Private	Traditional 5 th Year	4
			TOTAL	18
			TARGET	25

Staff Recommendation

Staff recommends that the Commission:

- Approve candidate waiver request from identified institution to waive the current CalTPA Cycle 1 in Math requirement for those who meet the approved passing standard of 14 points for the CalTPA PK-3 Math Cycle field test.

Next Steps

If the Commission approves the waiver requests for candidates participating in the CalTPA PK-3 Math Cycle field test, then ES and staff will work with the institutions and their selected candidates for the field test, continue orientation with participating programs and candidates, and initiate the field test.

Appendix A
Commission on Teacher Credentialing
PK-3 Math Cycle Performance Assessment Workgroup

Name	Title and Institution
Alexis Hyde	Math Specialist, California Department of Education (CDE)
Christine Roberts	Math Specialist, Teacher on Special Assignment
Deborah Stipek	Emeritus Judy Koch Professor of Early Childhood Education and former dean of the Graduate School of Education at Stanford
Duane Habecker	Senior Mathematics Coordinator, Merced County Office of Education
Robyn Stone	Coordinator, Educator Preparation Programs, Santa Clara County Office of Education

Appendix B
PK-3 Waiver Requests from Programs on Behalf of Candidates

PK-3 Credential Candidates

Riverside County Office of Education

- Riverside County Office of Education requests that the Commission waive the CalTPA Cycle 1 requirement in Math for the following credential candidate(s) who complete and achieve a passing score of 14 points as determined by the Commission on the math cycle field test, Fall 2024.
 - Jessica Young

Literacy Performance Assessment- Field Test Participant Waiver Requests

Introduction

This consent item presents requests that the Commission waive the reading instruction competence requirement (RICA) and, if applicable, CalTPA Cycle 2, for candidates who successfully complete the Literacy Performance Assessment (LPA) and meet the passing standard for the LPA field test set by the Commission. This item recommends that the Commission approve the requested waiver for selected institutions for candidates that meet the adopted passing standard of 14 points from [Item 5D](#) at the August 2024 Commission Meeting. These waiver requests are in addition to the requests approved at the [October 2024 Commission](#) meeting on the Consent Calendar.

Institutions Requesting Candidate Waivers

The following tables provide information for programs who have submitted waiver requests on behalf of candidates as of November 25 at 12:00 p.m. Requests received after November 25 at 12:00 p.m. will be presented in a Consent item at the February 2025 Commission meeting on the Consent Calendar. Changes from the October 2024 Commission Meeting are indicated by bold, italicized text.

Waiver requests from programs on behalf of the candidates are found in [Appendix A](#).

Table 3: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - PK-3 ECE

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	PK-3 ECE
Riverside County Office of Education	Southern	PK-12 LEA	Intern	14
San Jose State University	Northern	CSU	Traditional 5 th Year	14
Vanguard University	Southern	Private	Traditional 5 th Year	3
			TOTAL	31
			TARGET	50

Table 4: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - Multiple Subject

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
Azusa Pacific University (4-8)	Southern	Private	Intern, Traditional 5 th Year	6
Cal Poly Pomona (TK-3)	Southern	CSU	Traditional 5 th Year	17
California State University - Bakersfield (4-8)	Central	CSU	Intern, Traditional 5 th Year	5
California State University - Fullerton	Southern	CSU	Traditional 5 th Year	5

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
California State University - San Marcos (TK-3, 4-8)	Southern	CSU	Traditional 5 th Year	9
Concordia University (4-8)	Southern	Private	Traditional 5 th Year	5
The Master's University (4-8)	Southern	Private	Traditional 5 th Year	6
University of San Francisco (TK-3, 4-8)	Northern	Private	Intern, Traditional 5 th Year	14
Vanguard University (4-8)	Southern	Private	ITEP, Traditional 5 th Year	5
			TOTAL	72
			TARGET	75

Table 5: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - MMSN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MMSN
Cal Poly University Humboldt	Northern	CSU	Residency, Traditional 5 th Year	5
California State University - Bakersfield	Central	CSU	Intern, Residency, Traditional 5 th Year	4
California State University - East Bay	Northern	CSU	Intern, Traditional 5 th Year	5
Chapman University	Southern	Private	Traditional 5 th Year	2
Concordia University	Southern	Private	Traditional 5 th Year	3
Intern, Credentialing, and Added Authorization Program (iCAAP) - Los Angeles Unified School District	Southern	PK-12 LEA	Intern	5
National University	All	Private	Intern	5
Placer County Office of Education	Northern	PK-12 LEA	Intern	3
Riverside County Office of Education	Southern	PK-12 LEA	Intern	10
San Diego State University	Southern	CSU	Intern, Residency, Traditional 5 th Year	13
Sonoma State University	Northern	CSU	ITEP, Residency, Traditional 5 th Year	7
University of San Diego	Southern	Private	Residency	10
			TOTAL	72
			TARGET	75

Table 6: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - ESN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	2
California State University-Bakersfield	Central	CSU	Intern, Traditional 5 th Year	5
California State University East Bay	Northern	CSU	Intern, Traditional 5 th Year	5

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
California State University-Stanislaus	Central	CSU	Intern, Traditional 5 th Year	9
Chapman University	Southern	Private	Traditional 5 th Year	3
Placer County Office of Education	Northern	PK-12 LEA	Intern	1
Point Loma Nazarene University	Southern	Private	Intern, Traditional 5 th Year	8
Riverside County Office of Education	Southern	PK-12 LEA	Intern	6
San Diego State University	Southern	CSU	Intern, Residency, Traditional 5 th Year	11
Sonoma State University	Northern	CSU	Intern, ITEP, Residency, Traditional 5 th Year	6
			TOTAL	55
			TARGET	50

Table 7: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - ECSE

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ECSE
California State University - Fullerton	Southern	CSU	Intern, Traditional 5 th Year	12
California State University - Northridge	Southern	CSU	Intern, Traditional 5 th Year	14
Intern, Credentialing, and Added Authorization Program(iCAAP) - Los Angeles Unified School District	Southern	PK-12 LEA	Intern	10
Sacramento State University	Northern	CSU	Intern, Residency, Traditional 5 th Year	12
San Diego County Office of Education	Southern	PK-12 LEA	Intern	5
Santa Clara County Office of Education	Northern	PK-12 LEA	Intern	9
			TOTAL	62
			TARGET	30

Table 8: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations - DHH

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	DHH
<i>California State University - Northridge</i>	<i>Southern</i>	<i>CSU</i>	<i>Intern, Traditional 5th Year</i>	<i>6</i>
San Diego County Office of Education	Southern	PK-12 LEA	Intern	3
			TOTAL	9
			TARGET	10

Table 9: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – VI

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	VI
<i>San Francisco State University</i>	<i>Northern</i>	<i>CSU</i>	<i>Intern, Traditional 5th Year</i>	9
			TOTAL	9
			TARGET	10

Staff Recommendation

Staff recommends that the Commission:

1. Approve candidate waiver requests from selected institutions to waive the RICA requirement for those who meet the approved passing standard of 14 points for the LPA field test.
2. Approve candidate waiver requests from selected institutions to waive the CalTPA Literacy Cycle 2 requirement for those whose institutions using the CalTPA model and who meet the approved passing standard of 14 points for the LPA field test.

Next Steps

If the Commission approves the waiver requests for candidates participating in the LPA field test, then ES and staff will communicate with the institutions and their selected candidates for the field test, conduct an orientation with participating programs, cooperating teachers, and candidates, and initiate the field test in January 2025. If requests come in after the December 2024 Commission meeting, these waiver requests will be placed on the February 2025 Consent Calendar.

Appendix A

Commission on Teacher Credentialing Waiver Requests from Programs on Behalf of Candidates

PK-3 Credential Candidates

Riverside County Office of Education

- Riverside County Office of Education requests for the additional candidate that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Jessica Young

Multiple Subject Credential Candidates

California State Polytechnic University, Pomona

- California State Polytechnic University, Pomona requests that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Amy Becerra
 - Virginia Lozano Gonzalez

California State University, Bakersfield

- California State University, Bakersfield requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Felicia Boyd
 - Arc Springer

Education Specialist - MMSN Credential Candidates

Placer County Office of Education

- Placer County Office of Education requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024
 - Sarah McGinnis

Education Specialist - ESN Credential Candidates

California State University- Stanislaus

- CSU Stanislaus requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Celene Perez Espanta

Point Loma Nazarene University

- Point Loma Nazarene University requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024
 - Wendy Salcido

Education Specialist - ECSE Credential Candidates

California State University - Fullerton

- The CSU Fullerton ECSE program requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Marisol Garcia

California State University - Northridge

- The Education Specialist Preliminary Credential Program in Early Childhood Special Education at California State University, Northridge, requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Vanessa Arias
 - Nancy Avalos
 - Rosalia Barragan
 - Christian Calvo
 - Erika Calvo
 - Kaycee Channel
 - Claudia Esquivias
 - Karla Gandara
 - Ernestina Jauregui
 - Maria Martinez
 - Elizabeth Munguia
 - Daisy Perez
 - Evamaria Soto
 - Maria Vazquez

Education Specialist - DHH Credential Candidates

California State University - Northridge

- The Special Education Department requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - William Kenneth Chapman
 - Maxie Beaglehole Goldberg
 - Katelynn Kasitz

- Nancy Lan Ngo
- Cristelle Joy Postell
- Alexandra Brown Rodriguez

Education Specialist - VI Credential Candidates

San Francisco State University

- San Francisco State University Program in Visual Impairment requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
 - Komp Craig
 - Stephanie Freel
 - Crystal Fuller
 - Lindsay Kerr
 - Cristina Lopez
 - Shannon Marek
 - Corina Sandova
 - Jasmine Singh
 - Alexandra Ulloa

Request for Approval of Field Test for the Fresno Assessment of Student Teachers for Education Specialist Candidates with Literacy

Introduction

This agenda item presents a request from California State University, Fresno to field test an updated version of their Fresno Assessment of Student Teachers (FAST) that assesses candidates for Education Specialist credentials (ESN and MMSN) on literacy instruction that meets the requirements of Senate Bill 488 (Chap. 678, Stats. 2021).

The [FAST 3.0: Education Specialist–Extensive Support Needs with Literacy Revision](#) and the [FAST 3.0: Education Specialist–Mild-to-Moderate Support Needs with Literacy Revision](#) are intended to meet the requirements in [Senate Bill 488 \(Chap. 678, Stats. 2021\)](#), commonly referred to as “SB 488,” so that they can serve as a replacement for the currently adopted Reading Instruction Competence Assessment (RICA) by measuring priority elements appropriate for new teachers of the newly adopted [Literacy Teaching Performance Expectations \(TPE\) Domain 7: Effective Literacy Instruction for All Students](#).

Fresno State intends to pilot the revised Site Visitation Project in Spring 2025 with all Education Specialist Extensive Support Needs candidates in their second phase of the credential program. Because most candidates in Fresno State’s Education Specialist program earn both Mild-to-Moderate and Extensive Support Needs credentials, the pilot group will include the four candidates enrolled in Phase Two of the traditional, on-campus program and the five candidates enrolled in Phase Two of the Clovis Education Specialist Residency Program. These candidates will all have completed a TPE 7-aligned LEE 158: Literacy Foundations course in Fall 2024.

Background on the TPA Requirement

[Education Code §44320.2](#) requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance with TK-12 public school students as part of the requirements for earning a preliminary teaching credential. The teaching performance assessment must be approved by the Commission and meet the Commission’s current [Performance Assessment Design Standards](#) (PADS). In addition, the assessment must be aligned to the California Standards for the Teaching Profession (CSTP).

Currently there are three Commission-approved TPA models: CalTPA, edTPA, and FAST for Multiple Subject, Single Subject, and Education Specialists MMSN and ESN candidates. Completion of a Commission-approved TPA is only one of multiple measures that an approved preliminary preparation program is required to use in determining a recommendation for a Multiple or Single Subject, Education Specialist (MMSN and ESN), or PK-3 Specialist credential. edTPA has been approved for use in California since 2014.

Background on the Reading Instruction Competence Assessment Requirement and Literacy Instruction

Following the passage of SB 488, Education Code §[44259](#) and §[44283](#) were amended and §[44283.2](#) was added to require the Commission to complete a series of actions related to preparation for literacy instruction. These sections of statute require that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills be included as a minimum requirement for Multiple Subject, Single Subject in English, and Education Specialist teaching credentials. It further requires that Commission standards and Teaching Performance Expectations (TPEs) align with the [English Language Arts/English Language Development Framework: Kindergarten Through Grade Twelve \(ELA/ELD Framework\)](#) adopted by the State Board of Education and incorporate the [California Dyslexia Guidelines](#). The Commission committed to apply these same requirements to the PK-3 Early Childhood Education Specialist Instruction credential, which was established in regulations after SB 488 was passed by the Legislature and signed by the Governor.

Current law requires individuals seeking to obtain a teaching credential in California to fulfill several requirements. For those seeking a Multiple Subject (elementary) or an Education Specialist (special education) credential, candidates must pass the Reading Instruction Competence Assessment (RICA) to obtain a preliminary teaching credential. Established in 1996, the RICA was one part of a broader set of policies known collectively as the California Reading Initiative (CRI). The Commission implemented the RICA requirement in 1998 for Multiple Subject credential candidates and in 2000 for Education Specialist credential candidates.

Since the enactment of the California Reading Initiative statute over 25 years ago, the State Board of Education adopted a significantly updated *K-12 English Language Arts/English Language Development Framework*. These updates impact candidate preparation for teaching reading and developing literacy, including for students identified as English learners, as well as assessment of candidate competency in these areas. Additionally, the *California Dyslexia Guidelines* were published to address teaching reading to students with dyslexia. To meet the needs of all California students, SB 488 required the Commission to update its program standards and Teaching Performance Expectations (TPEs) for teacher preparation with respect to reading and literacy instruction, as well as corresponding candidate assessments.

During the 2022-23 academic year, the Commission consulted broadly with experts, preparation program personnel, and members of the public to update the program standards and literacy TPEs. The Commission adopted new standards for most teaching credentials in October 2022 and for the low incidence Education Specialist areas of Early Childhood Special Education, Visual Impairments, and Deaf and Hard of Hearing in February 2023 (See [Agenda Item 2A](#) presented to the Commission at the June 2023 meeting).

Multiple Subject, Education Specialist, and PK-3 candidates must successfully complete TPE-aligned coursework and clinical practice, as well as meet the passing standard for a performance assessment, which beginning in Fall 2025, must include literacy. The teaching performance assessment provides the opportunity to measure priority TPEs that beginning teachers must be able to demonstrate prior to being recommended for a preliminary

credential. All of TPE Domain 7 will be introduced, practiced, and assessed within the curriculum at the local level in the candidate’s teacher preparation program. Additionally, priority TPE Domain 7 elements and/or portions of elements will be assessed on the FAST 3.0. For a chart of TPEs to be measured by each assessment is included in [Appendix A](#).

Part 1: Development of the FAST 3.0

In response to the 2023 updates to the Performance Assessment Design Standards, which now require explicit attention to candidates’ literacy development as articulated subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code sec. 44259, Fresno State engaged in a revision of the FAST 2.0.

Process

In spring 2024, Fresno State faculty with expertise in literacy instruction and assessment and experience working with the FAST came together to examine the current version of the FAST and plan revisions. (Please see [Appendix B](#) for a list of faculty involved and their CVs.) In the process, they consulted the updated literacy requirements. Revisions continued through summer 2024.

In Fall 2024, the Education Specialist faculty came together to review the FAST 3.0 for Multiple Subject and the Assessment Design Standards (particularly item 1(b) 3.). They then worked to make revisions to the FAST 3.0 for Multiple Subject candidates in order to make it appropriate for Extensive Support Needs and Mild-to-Moderate Support Needs contexts. (Please see [Appendix B](#) for the list and CVs of faculty involved in the initial revision and the Education Specialist revision.)

Structure

As in previous versions of the FAST, the FAST 3.0: ES—ESN and the FAST 3.0: ES—MM consist of both a Site Visitation Project and a Teaching Sample Project. The Site Visitation Project has been revised to address the literacy elements specified in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code sec. 44259.

Site Visitation Project: The Site Visitation Project has been revised to now focus on assessing candidates’ knowledge of literacy instruction in a manner that aligns with subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code section 44259.

- **Part 1 - Planning:** In the revised Site Visitation Project, Education Specialist candidates will plan a 3-day lesson sequence prior to the observation, formally gather data on students in the class, and use this information, along with their knowledge of the identified learning needs, to explain their instructional choices in the lesson sequence. Candidates will assess their class to determine students’ initial level of literacy proficiency. Based on their assessment results, candidates will (a) identify a focal small group with common specific learning needs in literacy and (b) complete additional assessment(s) for a more detailed understanding of their literacy needs. Based on assessment data, candidates will then plan and teach a 3-day lesson sequence focused on literacy that incorporates both foundational skills and meaning making abilities from TPE 7.

- **Part 2 - Implementation and Observation of the Lesson:** In addition to teaching the lesson sequence that is observed by an educational expert, the lesson sequence will also be videotaped. After each instructional day, candidates will document student progress in developing their foundational skills and meaning making abilities and make adjustments to the following lessons.
- **Part 3 - Self-evaluation of the Lesson Sequence:** Teacher Candidates will use the three videos as a tool for self-evaluation of the lesson sequence and select and submit two 3- to 5-minute unedited video clips to clearly demonstrate examples of targeted reading foundation skill instruction in one or more of the following areas: phonemic awareness, phonics, decoding, and/or print concepts; and candidates ability to provide targeted meaning making instruction in one or more of the following areas: identity reading, oral language/discussion/multi-sensory response, and/or writing.

Teaching Sample Project: This task assesses a candidate’s ability to: (a) identify the context of their classroom, (b) plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on mathematics and literacy, (c) to assess a class of students’ learning before, during, and after the unit, (d) document their teaching and their students’ learning, and (e) reflect on the effectiveness of their teaching. The Teaching Sample Project includes sections designed to measure seven Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. The revised version requires candidates to design lessons that focus on teaching mathematics using current subject specific pedagogies.

- **Students in Context:** *The teacher uses information about the learning-teaching context, including student individual differences, to set learning goals and plan instruction and assessment.* The prompt requires candidates to describe the specific learning needs of their English language learners, students with identified special needs, and students from another group needing specialized instruction and how these students’ needs will influence their instructional planning and assessment. The expectations and management strategies identified by the candidates in their classroom management plan have a specific focus related to the new TPEs.
- **Learning Outcomes:** *The teacher sets significant, challenging, varied, and appropriate learning goals.* Candidates must plan and implement an integrated unit that utilizes the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*; the *California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS ELA/Literacy); the *California English Language Development Standards* (CA ELD Standards); the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework); and the school’s adopted curriculum.
- **Assessment Plan:** *The teacher uses assessments aligned with learning goals to assess student learning before, during, and after instruction.*
- **Design for Instruction:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.* The revised prompt focuses on

incorporating universal lesson design elements and technology. The candidate must respond to questions about how they designed their lessons to provide access to the content and to support the acquisition of English language, the development of literacy skills, and the use of technology.

- **Instructional Decision-Making:** *The teacher uses regular and systematic evaluations of student learning to make instructional decisions.*
- **Analysis of Student Learning:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*
- **Reflection and Self-Evaluation:** *The teacher reflects on student learning and the effectiveness of their instruction in order to improve teaching practice.*

Each of the tasks continues to have detailed instructions as well as task-specific, four-point scoring rubrics used to evaluate the project. The rubric levels are unchanged in the revised FAST:

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

The rubrics have been modified as necessary to align with the TPE elements being assessed, including TPE 7. (See [Appendix D](#) for the revised Site Visitation Project rubrics.)

For the Site Visitation Project, the rubrics are organized by the three sections which comprise the task: *Planning, Implementation, and Reflection*. Each rubric is organized by *Reading Pedagogy: Foundational Skills, Reading Pedagogy: Meaning Making, Instructional Decision Making, and Culturally Sustaining Pedagogy*, with a slightly different emphasis for each section (planning, implementation, and reflection).

The Teaching Sample Project is assessed by rubrics aligned by section: *Students in Context, Learning Outcomes, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, and Reflection and Self-Evaluation*.

Part 2: Commission Authority to Issue a Waiver

The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools, and postsecondary institutions through Education Code §44225(m), which states that:

§44225 The commission shall do all of the following:

- (m) Review requests from school districts, county offices of education, private schools, and postsecondary institutions for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected. (emphasis added)

The underlined section of statute sets criteria for the issuance of a waiver that requires equivalence or comparability of requirement to be established. The process of the development of the FAST 3.0 involves multiple steps, including faculty meetings to design tasks and rubrics to measure the elements of TPE Domain 7; a field test of the revised assessment; a standard setting study; and finally, review and approval by the Commission for use in California. The FAST 3.0 for Education Specialist credentials has not completed the Commission’s review process yet, as it is still under development. The FAST 3.0 for Education Specialist credentials is expected to be presented to the Commission for review and final approval by December 2025 and be fully implemented starting in Spring 2026.

A panel of psychometricians reviewed the original version of the FAST in 2008 and found that it met the Commission’s adopted [Performance Assessment Design Standards](#) (PADS). In addition, the Human Resources Research Organization (HumRRO) completed a [comparability study](#) in 2019 and found that the FAST was sufficiently comparable to the other TPA models approved by the Commission (CalTPA and edTPA) in its representation of the PADS and its assessment and weighting of the Commission-adopted Teaching Performance Expectations (TPEs).

Commission staff, with the support of literacy experts, conducted a review of how well the FAST 3.0 for Education Specialists meet the 2023 updates to the PADS and the requirements of SB 488. The review indicates that the FAST 3.0 satisfies these standards adopted by the Commission. On this basis, the FAST 3.0 for Education Specialists can be considered to represent professional preparation equivalent and therefore comparable to the current RICA requirements for a Multiple Subject Teaching Credential.

Under these conditions, the Commission has the authority to provide waivers to candidates that meet the expected performance level on the FAST 3.0 rather than on the current RICA. The Commission has previously allowed a waiver for the TPA under similar circumstances for the initial pilot of the edTPA during 2012-13, the [redeveloped CalTPA in 2017](#), and more recently, for a [pilot test](#) of the Commission’s Literacy Performance Assessment. The Commission approved a waiver for the latest version of FAST for MS candidates at its [August 2024](#) meeting.

Detailed information about the current structure of the FAST 3.0 and summary information about how it addresses key provisions of the Commission’s adopted PADS are presented below to illustrate how the completion of the FAST 3.0 can be considered comparable to completion of the RICA. [Appendix C](#) provides more detailed information based on the Commission staff review of progress toward meeting the PADS.

Comparison of the FAST 3.0 with the Current RICA Video Performance Assessment

Candidates currently have the option to take either a written or video performance assessment to fulfil the current RICA requirement. The table below provides an overview of the **current** RICA video performance assessment requirements.

Evidence to be Submitted	RICA Video Requirements
<p>Setting 1: Whole-Class Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to an entire class of no fewer than 5 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 4 (Vocabulary, Academic Language, and Background Knowledge)</p> <p>Description: Video and template should demonstrate your ability to: (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to a whole class an effective lesson that develops the students' vocabulary, academic language, and background knowledge.</p> <p>The central instructional objective of the lesson <i>must</i> be derived from Competency 11 of Domain 4. You must demonstrate knowledge and skills in this competency.</p>
<p>Setting 2: Small-Group Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to a group of at least 3 but no more than 12 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 2 (Word Analysis)</p> <p>Description: Video and template should demonstrate your ability to: (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to a small group of students an effective lesson that develops the students' word analysis.</p> <p>The central instructional objective of the lesson must be derived from Competency 6 or 7 of Domain 2. You <i>must</i> demonstrate knowledge and skills in one of these competencies.</p>
<p>Setting 3: Individual Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to an individual student.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 5 (Comprehension)</p> <p>Description: Video and template should demonstrate your ability to: (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to an individual student an effective lesson that develops the student's comprehension.</p> <p>The central instructional objective of the lesson must be derived from Competency 13, 14, or 15 of Domain 5. You <i>must</i> demonstrate knowledge and skills in one of these competencies.</p>

Current RICA Competencies are available [here](#). It should be noted that the RICA competencies are not fully aligned to the currently adopted ELA/ELD Framework or TPE Domain 7: Effective Literacy Instruction for All Students.

The revised FAST 3.0 is comparable to the requirements asked of candidates in the video version of the current RICA performance assessment. The following table provides a comparison between the two assessments and their requirements.

Table 1: Comparison of Requirements: FAST 3.0 and Current Video RICA Performance Assessment

Components of FAST 3.0	Components of Current Video RICA Performance Assessment	Description
Contextual Information about students, including previous assessments and/or screenings	Assessment and Planning Student Information	Assessment methods used to determine the lesson(s) Student background information
Assess entire class using the Words Their Way (WTW) assessment	N/A	Description of assessments with rubrics
Analysis of Assessments	N/A	Analysis of Assessments
3-day lesson sequence with small focus group focused on literacy that incorporates both foundational skills and meaning making abilities from TPE 7	Lesson Plan (whole group, small group, or individual)	Explanation of learning activities and assessments
Video Clips (3)	Video Clips (3)	Video recording of candidate's instruction
Analysis of Assessments	N/A	Analysis of assessments
Choose specific video clips that highlight key moments of instruction and reflect on their teaching practices to identify areas for improvement	Reflection	Using assessment data to plan future instruction and reflecting on effectiveness

In addition to the differences in the requirements of the two assessments, the rubrics associated with each assessment are very different. The RICA rubrics are holistic in nature, while the FAST 3.0 relies on analytic rubrics directly aligned to the Teaching Performance Expectations (TPE), especially TPE Domain 7: Effective Literacy Instruction for All Students, which aligns to the current ELA/ELD Framework and the expectations of SB 488. [Appendix D](#) provides the analytic rubrics for the FAST 3.0.

With these comparable features, candidates will demonstrate an equivalent and therefore comparable, if not more comprehensive, body of evidence than what is asked for in the current

video RICA performance assessment. Given the specificity and alignment of the FAST 3.0 analytic rubrics to SB 488 and the more comprehensive set of evidence required of candidates to demonstrate both foundational reading skills and the additional crosscutting themes of the ELA/ELD Framework, staff submit that the FAST 3.0 is at least equivalent to the current RICA video performance assessment and therefore meets the statutory provision for the Commission to waive the current requirement for candidates who take and pass the field test version of the FAST 3.0. Staff further recommends that pilot participants who are taking the FAST 3.0 to meet their TPA requirement receive a TPA waiver that recognizes a passing score on the Site Visitation Project as a replacement for the currently approved FAST 2.0 SVP.

In summary, successful completion of Fresno State's approved teacher preparation program and the FAST 3.0 is comparable to completion of a program and passage of a fully approved TPA and assessment of reading instruction competence. Therefore, staff recommends that the Commission utilize its authority to grant waivers to Fresno State candidates, upon request of the institution. Granting this waiver will allow candidates who successfully complete the FAST 3.0 to meet the current RICA requirement and also meet the TPA requirement for a credential.

Part 3: Proposed Performance Level to Pass the FAST 3.0

Developers of TPA models typically conduct a standard setting study in order to establish the requirements for successful completion of the assessment. Fresno State will conduct a standard setting study following a field test in Fall 2025. The purpose of the field test is to engage participants to collect additional validity evidence about the design of the literacy performance assessment components, specifically the tasks and rubrics, and use these data to refine the FAST 3.0.

Fresno State faculty have recommended that the passing standard for the field test of the FAST 3.0 be the same as the currently approved passing for the FAST 2.0: a minimum score of 2 on all rubrics of both the Site Visitation Project and the Teaching Sample Project. Commission staff recommend that the Commission approve this passing standard. Candidates who do not meet the Commission's expected minimum performance level will be supported in retaking rubrics on which they score a 1.

Staff Recommendation

Staff recommends the Commission:

1. Approve the FAST 3.0: Education Specialist assessments field tests as proposed for Spring 2025.
2. Approve waiver requests from Fresno State to waive the requirement for the assessment of reading instruction competence requirement for their candidates who successfully complete the FAST 3.0: Education Specialist assessments and to meet the TPA requirement. An initial list of candidates participating in the field test of FAST 3.0 is provided in [Appendix E](#). *Note: a final list of candidates participating in the field test will be provided as a consent agenda item at the February 2025 Commission meeting.*
3. Require field test participants to pass with a minimum of 2 points on each rubric of both the Site Visitation Project and the Teaching Sample Project.

Next Steps

If the Commission approves the FAST 3.0: Education Specialist assessments for field test and the waiver requests from Fresno State and adopts the proposed passing standard, then staff will work with Fresno State to conduct the initial field test.

Appendix A

TPEs Measured by the FAST 3.0: Education Specialist Assessments

A1: Education Specialist–Extensive Support Needs with Literacy Revision Site Visitation Project Universal TPE Alignment Map

Universal Teaching Performance Expectation	Addressed in SVP
TPE 1: Engaging and Supporting All Students in Learning	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Yes
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	No
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Yes
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Yes
5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Yes
6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	No

Universal Teaching Performance Expectation	Addressed in SVP
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	No
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Yes
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Promote students’ social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	No
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Yes
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Yes
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	No
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Yes
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Yes
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Yes
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make	Yes

Universal Teaching Performance Expectation	Addressed in SVP
accommodations and/or modifications as needed to promote student access to the curriculum.	
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Yes
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	No
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Yes
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	No
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	No
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	No
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Yes
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Yes

Universal Teaching Performance Expectation	Addressed in SVP
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	No
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 	Yes
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).	No
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	No
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Yes
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	No
TPE 5: Assessing Student Learning	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-	Yes

Universal Teaching Performance Expectation	Addressed in SVP
monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.	Yes
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	No
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	No
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Yes
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	No
7. Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	No
8. Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Yes
TPE 6: Developing as a Professional Educator	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Yes
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Yes

Universal Teaching Performance Expectation	Addressed in SVP
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	No
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	No
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	No
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	No
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	No
TPE 7: Effective Literacy Instruction for All Students	
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	Yes
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Yes

Universal Teaching Performance Expectation	Addressed in SVP
<p>3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>	<p>Yes</p>
<p>4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p>	<p>Yes</p>
<p>5. Foundational Skills. Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>	<p>Partial based on Candidate Choice</p>
<p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>	<p>Partial based on Candidate Choice</p>
<p>7. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language</p>	<p>Partial based on Candidate Choice</p>

Universal Teaching Performance Expectation	Addressed in SVP
<p>development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	
<p>8. Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	<p>Partial based on Candidate Choice</p>
<p>9. Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>	<p>Partial based on Candidate Choice</p>
<p>10. Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive</p>	<p>Partial based on Classroom Context</p>

Universal Teaching Performance Expectation	Addressed in SVP
settings; and initiate referrals for students who need more intensive support.	
11. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Partial based on Classroom Context

A2: Education Specialist–Extensive Support Needs with Literacy Revision Site Visitation Project Extensive Support Need TPE Alignment Map

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
ESN TPE 1: Engaging and Supporting All Students in Learning	
1. Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.	No
2. Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.	Yes
3. Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.	No
4. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.	Yes
5. In collaboration with families and appropriate related services personnel, use students’ present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.	
6. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	No
7. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.	Yes
8. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Yes
9. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).	Yes
10. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.	No
12. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.	No
ESN TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.	Yes
2. Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.	
3. Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.	Yes
4. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	No
5. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings.	Partial based on Classroom Context
6. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.	No
7. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.	No
8. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.	Yes
9. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.	Yes

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
10. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	Yes
11. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	Yes
12. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.	Yes
13. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.	Yes
14. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	No
ESN TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.	Yes
2. Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	Yes
3. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).	Yes
4. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.	Yes

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
5. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.	Yes
ESN TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	Yes
2. Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.	No
3. Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.	Partial based on Classroom Context
4. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.	Yes
5. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.	No
6. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
7. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.	No
8. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.	No
ESN TPE 5: Assessing Student Learning	
1. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.	Yes
2. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.	No
3. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	Yes
4. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	No
5. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Yes
7. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.	Yes
ESN TPE 6: Developing as a Professional Educator	
1. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	No
2. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	No
3. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	No
4. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.	No
5. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.	No
6. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.	No
7. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
ESN TPE 7: Effective Literacy Instruction for All Students	
1. Apply the knowledge of student’s assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students’ progress in literacy development.	Yes
2. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.	No
3. Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	No
4. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).	Yes
5. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.	Partial based on Classroom Context
6. Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.	No

Extensive Support Needs Teaching Performance Expectation	Addressed in SVP
7. Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.	Partial based on Classroom Context

A3: FAST 3.0: Education Specialist–Mild-to-Moderate Support Needs with Literacy Revision Site Visitation Project Universal TPE Alignment Map

Universal Teaching Performance Expectation	Addressed in SVP
TPE 1: Engaging and Supporting All Students in Learning	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Yes
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	No
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Yes
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Yes
5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Yes
6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an	No

Universal Teaching Performance Expectation	Addressed in SVP
identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	No
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Yes
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Promote students’ social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	No
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Yes
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Yes
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	No
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Yes
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Yes
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Yes

Universal Teaching Performance Expectation	Addressed in SVP
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.	Yes
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Yes
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	No
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	No
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	No
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	No
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	No
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Yes
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Yes

Universal Teaching Performance Expectation	Addressed in SVP
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Yes
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 	Yes
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).	No
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	No
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Yes
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	No
TPE 5: Assessing Student Learning	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-	Yes

Universal Teaching Performance Expectation	Addressed in SVP
monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.	Yes
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	No
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	No
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Yes
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	No
7. Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	No
8. Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Yes
TPE 6: Developing as a Professional Educator	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Yes
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Yes

Universal Teaching Performance Expectation	Addressed in SVP
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	No
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	No
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	No
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	No
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	No
TPE 7: Effective Literacy Instruction for All Students	
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	Yes
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Yes

Universal Teaching Performance Expectation	Addressed in SVP
<p>3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>	<p>Yes</p>
<p>4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p>	<p>Yes</p>
<p>5. Foundational Skills. Multiple Subject Candidates: Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>	<p>Partial based on Candidate Choice</p>
<p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>	<p>Partial based on Candidate Choice</p>
<p>7. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language</p>	<p>Partial based on Candidate Choice</p>

Universal Teaching Performance Expectation	Addressed in SVP
<p>development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	
<p>8. Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	<p>Partial based on Candidate Choice</p>
<p>9. Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>	<p>Partial based on Candidate Choice</p>
<p>10. Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive</p>	<p>Partial based on Classroom Context</p>

Universal Teaching Performance Expectation	Addressed in SVP
settings; and initiate referrals for students who need more intensive support.	
11. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Partial based on Classroom Context

A4: FAST 3.0: Education Specialist–Mild-to-Moderate Support Needs with Literacy Revision Site Visitation Project Mild-to-Moderate TPE Alignment Map

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
MM TPE 1: Engaging and Supporting All Students in Learning	
1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	No
2. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.	Yes
3. Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Yes
4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).	Yes

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.	No
6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.	No
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.	No
MM TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.	Yes
2. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.	No
3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.	No
4. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	No
5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.	Yes

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
6. Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.	No
7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	No
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.	No
9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.	Yes
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.	No
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	No
MM TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).	Yes
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.	Yes
3. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.	No

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
MM TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.	Yes
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.	Yes
3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	No
4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.	Yes
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).	No
6. Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.	No
7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.	Yes
MM TPE 5: Assessing Student Learning	

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.	No
2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	Yes
3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	No
4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.	Yes
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Yes
6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.	No
MM TPE 6: Developing as a Professional Educator	
1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	No
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	No

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.	No
4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.	No
5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.	No
6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.	No
MM TPE 7: Effective Literacy Instruction for All Students	
1. Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.	Yes
2. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.	No
3. Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	No
4. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).	Yes

Mild-to-Moderate Teaching Performance Expectation	Addressed in SVP
5. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.	No

Appendix B

Faculty Involved in Revision of Site Visitation Project

- Dr. Lisa Bennett, Associate Professor, Literacy Education, Fresno State ([CV](#))
- Dr. Monica Billen, Associate Professor, Literacy Education, Fresno State ([CV](#))
- Suzie Brandl, Lecturer & FAST Coordinator, Fresno State ([CV](#))
- Dr. Juliet Wahleithner, Associate Professor, Literacy Education, & Director, Educator Preparation and Accreditation, Fresno State ([CV](#))

Faculty Involved in Education Specialist–Extensive Support Needs Revision of Site Visitation Project

- Dr. Michael Mahoney, Assistant Professor, Special Education, Fresno State ([CV](#))
- Dr. Kristina Rios, Assistant Professor, Special Education, Fresno State ([CV](#))
- Dr. Kimberly Coy, Associate Professor, Special Education, Fresno State ([CV](#))
- Suzie Brandl, Lecturer & FAST Coordinator, Fresno State ([CV](#))
- Dr. Juliet Wahleithner, Associate Professor, Literacy Education, & Director, Educator Preparation and Accreditation, Fresno State ([CV](#))

Appendix C

Revised FAST Site Visitation Project (SVP) Alignment with Commission’s Performance Assessment Design Standards (adopted June 2023)

C1: FAST 3.0: Education Specialist–Extensive Support Needs with Literacy Revision

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
Assessment Design Standard 1: Assessment Designed for Validity and Fairness	
<p>The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California’s Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate’s status with respect to the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment’s validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.</p>	<ul style="list-style-type: none"> • Multiple, task-specific, 4-level rubrics supporting the assessment of the U TPEs and ESN TPEs, including TPE Domain 7 (see Appendix E) • Candidates must score a minimum of a 2 on each task-specific rubric in order to pass the SVP • Spring 2025 pilot and Fall 2025 field test with a diverse representation of Education Specialist–Extensive Support Needs candidates • A standard setting will be held with literacy faculty, university supervisors, and practicing teachers using a subset of submitted assessments to establish scoring guidelines.
<p>1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more</p>	<ul style="list-style-type: none"> • A literacy-focused lesson sequence based on the pedagogical sequence of assess, plan, teach, reflect, and apply that directly addresses the TPEs including TPE Domain 7

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring rubrics that are clearly related to the TPEs that the task measures. Each task and its associated rubrics measure two or more TPEs. Collectively, the tasks and rubrics in the assessment address key aspects of all major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks, and rubrics.</p>	<ul style="list-style-type: none"> SVP revision includes: Universal TPEs 1.1, 1.3, 1.5, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.7, 5.1, 5.2, 5.5, 5.8, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11 and Extensive Support Needs TPEs 1.2, 1.4, 1.7, 1.8, 1.9, 2.1, 2.3, 2.8, 2.9, 2.11, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.7, 5.1, 5.3, 5.7, 7.1, 7.4, 7.5, 7.7 (see Appendix C & D) Each section of the SVP and rubric indicates the TPEs addressed
<p>1(b) 1. <i>(Multiple Subject)</i></p>	<p>(not applicable)</p>
<p>1 (b) 2. <i>(Single Subject)</i></p>	<p>(not applicable)</p>
<p>1(b) 3. The education specialist TPA model sponsor must include in its performance assessment a focus on content specific pedagogy and provide consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel within the design of the TPA tasks and scoring scales. It must also assess the candidate’s ability to effectively teach literacy in a manner aligned to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code section 44259; the Commission’s standards of program quality and effectiveness and current Teaching Performance Expectations (TPEs); and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the State Board, as well the content areas authorized by the credential.</p>	<ul style="list-style-type: none"> Revised SVP task and rubrics assess candidate’s ability to effectively plan and teach literacy; TSP will be focused on Mathematics (FAST 3.0: Education Specialist–Extensive Support Needs Manual)
<p>1 (b) 4. <i>(PK-3)</i></p>	<p>(not applicable)</p>

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>1(c) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different literacy and content-specific pedagogical practices that support implementation of the state-adopted content standards, curriculum frameworks, and Preschool Learning Foundations. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.</p>	<ul style="list-style-type: none"> • SVP structure allows for a variety of response options based on candidate’s assessment of students • Candidates will choose specific video clips that highlight key moments of instruction and reflect on their teaching practices to identify areas for improvement. • Evaluators of the SVP task will be literacy-trained university supervisors and literacy faculty • Task assessor training (literacy as per SB 488), calibration, and scoring designed to address a variety of response options including training on implicit bias
<p>1(d) 1. [Multiple Subject, Single Subject, and PK-3 candidates]</p>	<p>(not applicable)</p>
<p>1(d) 2. For Education Specialist candidates, the model sponsor must include within the design of the TPA candidate tasks a focus on addressing teaching students who have an IEP (students aged 3 through 22), who have an IEP and English learners, and who have an IEP who are underserved education groups or groups that need to be served differently to adequately assess the candidate’s ability to effectively teach all students with disabilities.</p>	<ul style="list-style-type: none"> • Both FAST tasks require classroom context and student characteristics; including numbers of English learners and students with IEPs, 504 Plans; description of English language proficiency levels; description of social-emotional and academic learning strengths and needs; and description of funds of knowledge, ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, as well as students whose first language is English, English learners, and reclassified English learners
<p>1(e) 1. For Multiple Subject, PK-3, and Education Specialist candidates, the model sponsor must include assessments of the candidate’s ability to demonstrate pedagogical competence related to teaching current, state-adopted core content areas of at least Literacy and Mathematics. Programs use local</p>	<ul style="list-style-type: none"> • The TSP has been revised to require that candidates construct a five-lesson integrated unit that addresses mathematics and literacy

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>program performance assessments for History/Social Science and Science if not already included as part of the TPA.</p>	
<p>1(f) The model sponsor must include a teaching performance within the TPA during the required clinical experience, including a video of the candidate’s teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.</p>	<ul style="list-style-type: none"> • Revised SVP requires candidates include 3 videos of their literacy lesson sequence • Revised SVP requires candidates include 2 video clips that demonstrate <ul style="list-style-type: none"> ○ Targeted foundational literacy skill instruction ○ Targeted meaning making instruction
<p>1(g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.</p>	<ul style="list-style-type: none"> • Face-to-face and online zoom orientations and training sessions provided for program coordinators, credential faculty, and university coaches to ensure familiarity with tasks and processes • Face-to-face and online zoom orientations, along with multiple mid-semester training sessions, provided for candidates • FAST pilot assessment manuals, templates, and rubrics provided for university coaches, professors, and candidates
<p>1(h) The model sponsor develops scoring rubrics and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include any actual or perceived characteristic protected by AB 537, which includes sex, sexual orientation, gender identity, ethnic group identification, race,</p>	<ul style="list-style-type: none"> • Bias prevention addressed in training, calibration, and ongoing scoring during pilot, field test, and operation administration • Candidate personal information is protected • Performance scoring data monitored on an ongoing basis for issues of potential bias

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>ancestry, national origin, religion, color, or mental or physical disability or any other bias that is not likely to affect job effectiveness and/or student learning, such as appearance, hairstyles and/or hair texture, demeanor, speech patterns and accents, or personal attire.</p>	
<p>1(i) 1. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the implications of the assessment for Multiple Subject, PK-3, and Education Specialist candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the literacy and content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	<ul style="list-style-type: none"> • A statement of intent use is included within the FAST 3.0: ES--ESN manual. • Each task also includes specific language that details the purpose of the assessment
<p>1(i) 2. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the implications of the assessment for single subject candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the</p>	<ul style="list-style-type: none"> • (not applicable)

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	
<p>1(j) The model sponsor completes content review and editing procedures to ensure that literacy and content-specific pedagogical assessment tasks and directions to candidates are culturally and linguistically responsive, sustaining, fair and appropriate for candidates from diverse backgrounds.</p>	<ul style="list-style-type: none"> • Prior to field test, pilot study will be reviewed for cultural sensitivity and for the use of academic language that might interfere with fairness for candidates with diverse backgrounds.
<p>1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring rubrics that results in differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.</p>	<ul style="list-style-type: none"> • Psychometric analyses of pilot study planned for Spring 2025 • Psychometric analyses of field tests are planned for Fall 2025
<p>1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or learning needs.</p>	<ul style="list-style-type: none"> • In accordance with the Americans with Disabilities Act of 1990 (PL 101-336), appropriate accommodations are provided to any requesting candidate on a case-by-case basis to address the individual need(s) while maintaining the validity of the assessment results
<p>1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered</p>	<ul style="list-style-type: none"> • A standard setting will be held with literacy faculty, education specialist faculty, university supervisors, and

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>judgments of teachers, supervisors of teachers, support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.</p>	<p>mentor teachers who have expertise in literacy and Extensive Support Needs contexts using a subset of submitted projects.</p> <ul style="list-style-type: none"> Group will also be responsible for selecting the exemplars to be used in calibration sessions with all assessors.
<p>1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new literacy and content-specific pedagogical assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California’s public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and rubrics as needed.</p>	<ul style="list-style-type: none"> Candidate results, along with survey data and focus group discussions with both candidates and assessors, will be used to help inform revisions to the pilot version of the SVP. Revisions will be field tested in Fall 2025.
<p>1(o) The model sponsor must make all TPA materials available to the Commission upon request for review and approval, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.</p>	<ul style="list-style-type: none"> Sponsor will continue to ensure all FAST materials are available to the commission for review and approval
<p>1(p) For concurrent bilingual candidates, no candidate can be required to translate student work or provide English transcriptions for the video</p>	<ul style="list-style-type: none"> For candidates completing their clinical practice in a bilingual setting, bilingual

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>component(s) of the TPA if in a language other than English. Model sponsors must ensure candidates may demonstrate their knowledge and skills teaching literacy in the language of instruction, including in a language other than English.</p>	<p>assessors will be utilized to score their submissions</p>
<p>1(q) All candidates must demonstrate as part of the TPA effective strategies teaching an English learner, in English with the use of the language of instruction as appropriate, within the content area of the intended credential. Each candidate must submit his or her analyses and reflections primarily in English.</p>	<ul style="list-style-type: none"> • Candidates must include an emergent bilingual within their selected focal group of students and must demonstrate how they plan instruction to support the student’s literacy development in ways that align with the ELA/ELD Roadmap
<p>Assessment Design Standard 2: Assessment Designed for Reliability and Fairness</p>	
<p>The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate’s pedagogical performance to serve as a valid basis to judge the candidate’s general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment system to ensure equitable treatment of candidates. The assessment system and its implementation contribute to local</p>	<ul style="list-style-type: none"> • The revised SVP and existing TSP evaluate candidates’ mastery of key elements of all U TPEs and ESN TPEs, including TPE Domain 7 (see Appendix C & D) • The complex tasks allow for diverse modes of expression and enable candidates to provide evidence of their ability to use subject specific pedagogy to teach all students

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
and statewide consistency in the assessment of teaching competence.	
2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks, rubrics, and the associated directions to candidates are designed to qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.	<ul style="list-style-type: none"> • Multiple forms of evidence required across each step of each FAST task • SVP and TSP assess elements of each U TPE and ESN TPE and are measured multiple times, with different dimensions • Revised SVP: assessment of students' literacy level, development of 3-day literacy sequence, video recorded instruction, observation of 1 literacy lesson, ongoing reflection of literacy development, self-reflection of candidate's teaching and students' growth in literacy skill.
2(b) Pedagogical assessment tasks and scoring rubrics are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.	<ul style="list-style-type: none"> • Pilot study of revised SVP scheduled for Spring 2025 with all Education Specialist candidates enrolled in their second phase; data will be analyzed after administration of pilot to determine what, if any, revisions need to be made • Field Test of the revised SVP will be conducted with all Education Specialist candidates enrolled in Phase 2 of the credential program in Fall 2025 • Both pilot and field tests will be evaluated to ensure validity and reliability of the assessment
2(c) The Teaching Performance Assessment system includes a comprehensive process to select and train California educators as assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and	<ul style="list-style-type: none"> • Online and in-person professional development and training for literacy instruction per SB 488 for university coaches by literacy faculty during pilot and field test • In-person training for university coaches supervising and scoring revised SVP,

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>continuing assessors gain a deep understanding of implicit bias as it relates to scoring, the TPEs, the pedagogical assessment tasks and the multi-level scoring rubrics. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor’s scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The model sponsor for multiple subject, PK-3, and education specialist TPAs establish selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate literacy and pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor for the single subject TPA establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring rubrics are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.</p>	<p>calibration sessions for confirming knowledge and understanding of the U TPEs and ESN TPEs, including TPE Domain 7, utilizing rubrics for scoring</p>
<p>2(d) In conjunction with the provisions of the applicable Teacher Preparation Program Standards relating to the Teaching Performance Assessment, the model sponsor plans and implements periodic evaluations of the assessor training program, which include</p>	<ul style="list-style-type: none"> • Ongoing, timely monitoring of assigned scores, with prompt feedback to assessors based on scoring performance statistics based on 15% double scoring of tasks

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.</p>	<ul style="list-style-type: none"> • Full complement of online reliability and validity at the assessment and individual assessor level
<p>2(e) The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All approved models must include a local scoring option in which the assessors of candidate responses are California program faculty and/or other individuals identified by the program who meet the model sponsor’s assessor selection criteria. These local California assessors are trained and calibrated by the model sponsor, and whose scoring work is facilitated, and their scoring results are facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate’s overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and</p>	<ul style="list-style-type: none"> • FAST is designed for use by Fresno State only • Scorer and trainer assessment before scoring and embedded calibration scoring • Monitoring of inter-rater reliability and scoring processes during pilot, field test, and future assessment administration • Double scoring will be conducted on 15% of candidate’s responses to tasks

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>reliable within the model for candidates across the range of programs using local scoring and informs the Commission where inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the TPA.</p>	
<p>2(f) The model sponsor’s assessment design includes a clear and easy to implement appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program, if the program is using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment. Model sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or the candidate’s response.</p>	<ul style="list-style-type: none"> • Candidates who fail to earn a passing score of at least 2 on any section in their initial attempt will be given an opportunity to revise and resubmit the non-passing sections for re-scoring • If a non-passing score is earned in the Planning or Implementation of the SVP, candidate will have an opportunity to develop a new literacy sequence of activities for implementation and reflection • FAST also provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score
<p>2(g) The model sponsor conducting scoring for the program provides results on the TPA to the individual candidate based on performance relative to TPE domains and/or to the specific scoring rubrics within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics and/or domains of</p>	<ul style="list-style-type: none"> • FAST Tasks are submitted electronically, scores will be made available to candidates electronically within three weeks of submission • Programs will be provided with results relative to the rubric regarding candidate performance

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.	
2(h) The model sponsor provides program level aggregate results to the Commission, in a manner, format and time frame specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission’s ongoing accreditation system.	<ul style="list-style-type: none"> California State University, Fresno will continue to provide aggregate results to the commission as specified by the Commission and understands these results will be used as part of the ongoing accreditation system
Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities	
The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model overtime.	<ul style="list-style-type: none"> The revised SVP is designed to be implemented only by Education Specialist–Mild-to-Moderate teacher candidates at Fresno State Technical support to the Education Specialist–Extensive Support Needs program is coordinated by the FAST coordinator, as well as by Tk20 support, which is the data management system
3(a) The model sponsor provides technical assistance to programs implementing the model to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.	<ul style="list-style-type: none"> FAST coordinator monitors technical assistance provided to the programs to ensure the model is implemented as designed The revised FAST manual, rubrics, and directions will be available for all candidates, coaches, and faculty

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>3(b) A model sponsor conducting scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.</p>	<ul style="list-style-type: none"> • Results will be provided to the programs at Fresno State within the three-week submission • FAST coordinator will oversee data collection, review with programs, and reporting to the Commission
<p>3(c) The model sponsor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.</p>	<ul style="list-style-type: none"> • FAST assessment system at Fresno State will submit at minimum an annual report containing all information requested by the Commission
<p>3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in state-adopted content standards and frameworks, as well as Commission adopted teacher preparation standards and TPEs.</p>	<ul style="list-style-type: none"> • FAST assessment system at Fresno State will continue to make changes to tasks, rubrics, and materials as directed by the Commission to meet changes in state-adopted content standards and frameworks, teacher preparation standards and/or assessment design standards.
<p>3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the TPA which preserve the reliability and validity of the assessment results. The retake policies</p>	<ul style="list-style-type: none"> • Candidates who fail to earn a passing score of a 2 in any section in their initial attempt will be given an opportunity to

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.</p>	<p>revise and resubmit the non-passing section</p> <ul style="list-style-type: none"> • If a non-passing score is earned in the Planning or Implementation of the SVP, candidate will have an opportunity to develop a new literacy sequence of activities for implementation and reflection • If a passing score is earned, it will be considered the candidate’s official score but both the failing score and passing score will be recorded • If candidate fails to earn a passing score a second time, the candidate may petition for Special Consideration for a 3rd attempt within 7 days • FAST also provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score. When a candidate appeals, the submission is re-scored by another qualified assessor and reviewed by the FAST coordinator.

C2: FAST 3.0: Education Specialist–Mild-to-Moderate Support Needs with Literacy Revision

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>Assessment Design Standard 1: Assessment Designed for Validity and Fairness</p>	
<p>The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California’s Teaching Performance</p>	<ul style="list-style-type: none"> • Multiple, task-specific, 4-level rubrics supporting the assessment of the U TPEs and MM TPEs, including TPE Domain 7 (see Appendix E) • Candidates must score a minimum of a 2 on each task-specific rubric in order to pass the SVP

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate’s status with respect to the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment’s validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.</p>	<ul style="list-style-type: none"> • Spring 2025 pilot and Fall 2025 field test with a diverse representation of Education Specialist–Mild-to-Moderate Support Needs candidates • A standard setting will be held with literacy faculty, university supervisors, and practicing teachers using a subset of submitted assessments to establish scoring guidelines.
<p>1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring rubrics that are clearly related to the TPEs that the task measures. Each task and its associated rubrics measure two or more TPEs. Collectively, the tasks and rubrics in the assessment address key aspects of all major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks, and rubrics.</p>	<ul style="list-style-type: none"> • A literacy-focused lesson sequence based on the pedagogical sequence of assess, plan, teach, reflect, and apply that directly addresses the TPEs including TPE Domain 7 • SVP revision includes: Universal TPEs 1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.7, 5.2, 5.5, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11 and Mild-to-Moderate TPEs 1.2, 1.3, 2.1, 2.5, 2.9, 3.1, 3.2, 4.1, 4.2, 4.7 5.2, 7.1, 7.4 (see Appendix C & D) • Each section of the SVP and rubric indicate the TPEs addressed
<p>1(b) 1. <i>(Multiple Subject)</i></p>	
<p>1 (b) 2. <i>(Single Subject)</i></p>	<p>(not applicable)</p>

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>1(b) 3. The education specialist TPA model sponsor must include in its performance assessment a focus on content specific pedagogy and provide consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel within the design of the TPA tasks and scoring scales. It must also assess the candidate’s ability to effectively teach literacy in a manner aligned to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code section 44259; the Commission’s standards of program quality and effectiveness and current Teaching Performance Expectations (TPEs); and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the State Board, as well the content areas authorized by the credential.</p>	<ul style="list-style-type: none"> Revised SVP task and rubrics assess candidate’s ability to effectively plan and teach literacy; TSP will be focused on Mathematics (FAST 3.0: Education Specialist–Mild-to-Moderate Manual)
<p>1 (b) 4. (PK-3)</p>	<p>(not applicable)</p>
<p>1(c) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different literacy and content-specific pedagogical practices that support implementation of the state-adopted content standards, curriculum frameworks, and Preschool Learning Foundations. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.</p>	<ul style="list-style-type: none"> SVP structure allows for a variety of response options based on candidate’s assessment of students Candidates will choose specific video clips that highlight key moments of instruction and reflect on their teaching practices to identify areas for improvement. Evaluators of the SVP task will be literacy-trained university supervisors and literacy faculty Task assessor training (literacy as per SB 488), calibration, and scoring designed to

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
	address a variety of response options including training on implicit bias
1(d) 1. [Multiple Subject, Single Subject, and PK-3 candidates]	
1(d) 2. For Education Specialist candidates, the model sponsor must include within the design of the TPA candidate tasks a focus on addressing teaching students who have an IEP (students aged 3 through 22), who have an IEP and English learners, and who have an IEP who are underserved education groups or groups that need to be served differently to adequately assess the candidate’s ability to effectively teach all students with disabilities.	<ul style="list-style-type: none"> • Both FAST tasks require classroom context and student characteristics; including numbers of English learners and students with IEPs, 504 Plans; description of English language proficiency levels; description of social-emotional and academic learning strengths and needs; and description of funds of knowledge, ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, as well as students whose first language is English, English learners, and reclassified English learners
1(e) 1. For Multiple Subject, PK-3, and Education Specialist candidates, the model sponsor must include assessments of the candidate’s ability to demonstrate pedagogical competence related to teaching current, state-adopted core content areas of at least Literacy and Mathematics. Programs use local program performance assessments for History/Social Science and Science if not already included as part of the TPA.	<ul style="list-style-type: none"> • The TSP has been revised to require that candidates construct a five-lesson integrated unit that addresses mathematics and literacy
1(f) The model sponsor must include a teaching performance within the TPA during the required clinical experience, including a video of the candidate’s teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.	<ul style="list-style-type: none"> • Revised SVP requires candidates include 3 videos of their literacy lesson sequence • Revised SVP requires candidates include 2 video clips that demonstrate <ul style="list-style-type: none"> ○ Targeted foundational literacy skill instruction

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
	<ul style="list-style-type: none"> ○ Targeted meaning making instruction
<p>1(g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.</p>	<ul style="list-style-type: none"> • Face-to-face and online zoom orientations and training sessions provided for program coordinators, credential faculty, and university coaches to ensure familiarity with tasks and processes • Face-to-face and online zoom orientations, along with multiple mid-semester training sessions, provided for candidates • FAST pilot assessment manuals, templates, and rubrics provided for university coaches, professors, and candidates
<p>1(h) The model sponsor develops scoring rubrics and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include any actual or perceived characteristic protected by AB 537, which includes sex, sexual orientation, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or any other bias that is not likely to affect job effectiveness and/or student learning, such as appearance, hairstyles and/or hair texture, demeanor, speech patterns and accents, or personal attire.</p>	<ul style="list-style-type: none"> • Bias prevention addressed in training, calibration, and ongoing scoring during pilot, field test, and operation administration • Candidate personal information is protected • Performance scoring data monitored on an ongoing basis for issues of potential bias
<p>1(i) 1. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the</p>	<ul style="list-style-type: none"> • A statement of intent use is included within the FAST 3.0: ES–MM manual.

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>implications of the assessment for Multiple Subject, PK-3, and Education Specialist candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the literacy and content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	<ul style="list-style-type: none"> Each task also includes specific language that details the purpose of the assessment
<p>1(i) 2. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the implications of the assessment for single subject candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	<ul style="list-style-type: none"> (not applicable)
<p>1(j) The model sponsor completes content review and editing procedures to ensure that literacy and content-specific</p>	<ul style="list-style-type: none"> Prior to field test, pilot study will be reviewed for cultural sensitivity and for the use of academic language that might

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
pedagogical assessment tasks and directions to candidates are culturally and linguistically responsive, sustaining, fair and appropriate for candidates from diverse backgrounds.	interfere with fairness for candidates with diverse backgrounds.
1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring rubrics that results in differential effects in relation to candidates’ race, ethnicity, language, gender or disability. When group pass rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.	<ul style="list-style-type: none"> • Psychometric analyses of pilot study planned for Spring 2025 • Psychometric analyses of field tests are planned for Fall 2025
1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or learning needs.	<ul style="list-style-type: none"> • In accordance with the Americans with Disabilities Act of 1990 (PL 101-336), appropriate accommodations are provided to any requesting candidate on a case-by-case basis to address the individual need(s) while maintaining the validity of the assessment results
1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.	<ul style="list-style-type: none"> • A standard setting will be held with literacy faculty, education specialist faculty, university supervisors, and mentor teachers who have expertise in literacy and mild-to-moderate support needs contexts using a subset of submitted projects. • Group will also be responsible for selecting the exemplars to be used in calibration sessions with all assessors.
1(n) To preserve the validity and fairness of the assessment over time, the model	<ul style="list-style-type: none"> • Candidate results, along with survey data and focus group discussions with both

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>sponsor may need to develop and field test new literacy and content-specific pedagogical assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California’s public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and rubrics as needed.</p>	<p>candidates and assessors, will be used to help inform revisions to the pilot version of the SVP.</p> <ul style="list-style-type: none"> • Revisions will be field tested in Fall 2025.
<p>1(o) The model sponsor must make all TPA materials available to the Commission upon request for review and approval, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.</p>	<ul style="list-style-type: none"> • Sponsor will continue to ensure all FAST materials are available to the commission for review and approval
<p>1(p) For concurrent bilingual candidates, no candidate can be required to translate student work or provide English transcriptions for the video component(s) of the TPA if in a language other than English. Model sponsors must ensure candidates may demonstrate their knowledge and skills teaching literacy in the language of instruction, including in a language other than English.</p>	<ul style="list-style-type: none"> • For candidates completing their clinical practice in a bilingual setting, bilingual assessors will be utilized to score their submissions
<p>1(q) All candidates must demonstrate as part of the TPA effective strategies teaching an English learner, in English with the use of the language of instruction as appropriate, within the</p>	<ul style="list-style-type: none"> • Candidates must include an emergent bilingual within their selected focal group of students and must demonstrate how they plan instruction to support the

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>content area of the intended credential. Each candidate must submit his or her analyses and reflections primarily in English.</p>	<p>student’s literacy development in ways that align with the ELA/ELD Roadmap</p>
<p>Assessment Design Standard 2: Assessment Designed for Reliability and Fairness</p>	
<p>The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate’s pedagogical performance to serve as a valid basis to judge the candidate’s general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment system to ensure equitable treatment of candidates. The assessment system and its implementation contribute to local and statewide consistency in the assessment of teaching competence.</p>	<ul style="list-style-type: none"> • The revised SVP and existing TSP evaluate candidates’ mastery of key elements of all U TPEs and MM TPEs, including TPE Domain 7 (see Appendix C & D) • The complex tasks allow for diverse modes of expression and enable candidates to provide evidence of their ability to use subject specific pedagogy to teach all students
<p>2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks, rubrics, and the associated directions to candidates are designed to qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.</p>	<ul style="list-style-type: none"> • Multiple forms of evidence required across each step of each FAST task • SVP and TSP assess elements of each U TPE and MM TPE and are measured multiple times, with different dimensions • Revised SVP: assessment of students’ literacy level, development of 3-day literacy sequence, video recorded instruction, observation of 1 literacy lesson, ongoing reflection of literacy

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
	development, self-reflection of candidate’s teaching and students’ growth in literacy skill.
<p>2(b) Pedagogical assessment tasks and scoring rubrics are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.</p>	<ul style="list-style-type: none"> • Pilot study of revised SVP scheduled for Spring 2025 with all Education Specialist candidates enrolled in their second phase; data will be analyzed after administration of pilot to determine what, if any, revisions need to be made • Field Test of the revised SVP will be conducted with all Education Specialist candidates scheduled for Fall 2025 • Both pilot and field tests will be evaluated to ensure validity and reliability of the assessment
<p>2(c) The Teaching Performance Assessment system includes a comprehensive process to select and train California educators as assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of implicit bias as it relates to scoring, the TPEs, the pedagogical assessment tasks and the multi-level scoring rubrics. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor’s scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The model sponsor for multiple subject, PK-3, and education specialist TPAs establish selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not</p>	<ul style="list-style-type: none"> • Online and in-person professional development and training for literacy instruction per SB 488 for university coaches by literacy faculty during pilot and field test • In-person training for university coaches supervising and scoring revised SVP, calibration sessions for confirming knowledge and understanding of the U TPEs and MM TPEs, including TPE Domain 7, utilizing rubrics for scoring

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>limited to appropriate literacy and pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor for the single subject TPA establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring rubrics are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.</p>	
<p>2(d) In conjunction with the provisions of the applicable Teacher Preparation Program Standards relating to the Teaching Performance Assessment, the model sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.</p>	<ul style="list-style-type: none"> • Ongoing, timely monitoring of assigned scores, with prompt feedback to assessors based on scoring performance statistics based on 15% double scoring of tasks • Full complement of online reliability and validity at the assessment and individual assessor level
<p>2(e) The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate</p>	<ul style="list-style-type: none"> • FAST is designed for use by Fresno State only • Scorer and trainer assessment before scoring and embedded calibration scoring • Monitoring of inter-rater reliability and scoring processes during pilot, field test, and future assessment administration

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All approved models must include a local scoring option in which the assessors of candidate responses are California program faculty and/or other individuals identified by the program who meet the model sponsor’s assessor selection criteria. These local California assessors are trained and calibrated by the model sponsor, and whose scoring work is facilitated, and their scoring results are facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate’s overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring and informs the Commission where inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the TPA.</p>	<ul style="list-style-type: none"> • Double scoring will be conducted on 15% of candidate’s responses to tasks
<p>2(f) The model sponsor’s assessment design includes a clear and easy to implement appeal procedure for candidates who do not pass the</p>	<ul style="list-style-type: none"> • Candidates who fail to earn a passing score of at least 2 on any section in their initial attempt will be given an

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program, if the program is using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment. Model sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or the candidate’s response.</p>	<p>opportunity to revise and resubmit the non-passing sections for re-scoring</p> <ul style="list-style-type: none"> • If a non-passing score is earned in the Planning or Implementation of the SVP, candidate will have an opportunity to develop a new literacy sequence of activities for implementation and reflection • FAST also provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score
<p>2(g) The model sponsor conducting scoring for the program provides results on the TPA to the individual candidate based on performance relative to TPE domains and/or to the specific scoring rubrics within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics and/or domains of the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.</p>	<ul style="list-style-type: none"> • FAST Tasks are submitted electronically, scores will be made available to candidates electronically within three weeks of submission • Programs will be provided with results relative to the rubric regarding candidate performance
<p>2(h) The model sponsor provides program level aggregate results to the Commission, in a manner, format and time frame specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission’s ongoing accreditation system.</p>	<ul style="list-style-type: none"> • California State University, Fresno will continue to provide aggregate results to the commission as specified by the Commission and understands these results will be used as part of the ongoing accreditation system
<p>Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities</p>	

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model overtime.</p>	<ul style="list-style-type: none"> • The revised SVP is designed to be implemented only by Education Specialist–Mild-to-Moderate teacher candidates at Fresno State • Technical support to the Education Specialist–Mild-to-Moderate program is coordinated by the FAST coordinator, as well as by Tk20 support, which is the data management system
<p>3(a) The model sponsor provides technical assistance to programs implementing the model to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.</p>	<ul style="list-style-type: none"> • FAST coordinator monitors technical assistance provided to the programs to ensure the model is implemented as designed • The revised FAST manual, rubrics, and directions will be available for all candidates, coaches, and faculty
<p>3(b) A model sponsor conducting scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.</p>	<ul style="list-style-type: none"> • Results will be provided to the programs at Fresno State within the three-week submission • FAST coordinator will oversee data collection, review with programs, and reporting to the Commission
<p>3(c) The model sponsor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate</p>	<ul style="list-style-type: none"> • FAST assessment system at Fresno State will submit at minimum an annual report containing all information requested by the Commission

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
<p>submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.</p>	
<p>3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in state-adopted content standards and frameworks, as well as Commission adopted teacher preparation standards and TPEs.</p>	<ul style="list-style-type: none"> • FAST assessment system at Fresno State will continue to make changes to tasks, rubrics, and materials as directed by the Commission to meet changes in state-adopted content standards and frameworks, teacher preparation standards and/or assessment design standards.
<p>3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the TPA which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.</p>	<ul style="list-style-type: none"> • Candidates who fail to earn a passing score of a 2 in any section in their initial attempt will be given an opportunity to revise and resubmit the non-passing section • If a non-passing score is earned in the Planning or Implementation of the SVP, candidate will have an opportunity to develop a new literacy sequence of activities for implementation and reflection • If a passing score is earned, it will be considered the candidate’s official score but both the failing score and passing score will be recorded • If candidate fails to earn a passing score a second time, the candidate may petition

Performance Assessment Design Standard	How Addressed by Revised FAST SVP
	<p>for Special Consideration for a 3rd attempt within 7 days</p> <ul style="list-style-type: none">• FAST also provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score. When a candidate appeals, the submission is re-scored by another qualified assessor and reviewed by the FAST coordinator.

Appendix D

FAST 3.0: Education Specialist Site Visitation Project (SVP) Rubrics

Planning

Rubric scoring based on the following evidence:

- Whole class Assessment Table
- Whole class grouping table
- Focal Small group
- Reading lesson plan table

Planning Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Reading Pedagogy: Foundational Skills U TPE 1.4, 3.1, 3.3, 7.1, 7.2, 7.5, 7.10 EX TPE 1.2, 1.4, 1.7, 1.8, 1.9, 2.3, 5.3</p>	<p>(a) Reading Lesson Planning Table reflects minimal or incorrect application of foundational skills pedagogy. (b) Includes less than three consecutive lessons and/ or less than two focal areas of literacy development, including phonemic awareness, phonics, decoding, and print concepts (c) Instructional activities may not support each area of focus</p>	<p>(a) Reading Lesson Planning Table reflects a general application of foundational skills pedagogy (b) Includes at least three consecutive lessons for at least two focal areas of literacy development, including phonemic awareness, phonics, decoding, and print concepts (c) Includes at least one instructional activity that supports each focal area</p>	<p>(a) Reading Lesson Planning Table reflects a specific application of foundational skills pedagogy. (b) Includes at least three consecutive lessons for at least two focal areas of literacy development, including phonemic awareness, phonics, decoding, and print concepts; instructional opportunities increase in complexity over three days for at least one focal area (c) Includes at least one instructional activity that supports each focal area AND more than one instructional activity in at least one of the focal areas</p>	<p>(a) Reading Lesson Planning Table reflects a deep and comprehensive application of foundational skills pedagogy. (b) Includes at least three consecutive lessons for more than two focal areas of literacy development, including phonemic awareness, phonics, decoding, and print concepts; instructional opportunities increase in complexity over three days in all focal areas (c) Includes more than one instructional activity to support each focal area</p>

Planning Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Reading Pedagogy: Meaning Making U TPE: 1.1, 1.3, 4.7, 7.1, 7.4, 7.6, 7.8 EX TPE: 1.2, 1.7, 1.8, 1.9, 2.3, 2.12, 2.13, 3.1, 5.3, 7.1, 7.4</p>	<p>(a) Reading Lesson Planning Table reflects minimal or incorrect application of meaning making pedagogy (b) Less than three consecutive lessons, and/or less than two focal areas; including Identity Reading, Oral Language/ Discussion/Multi sensory Response, and Writing (c) Instructional activities may not support each area of focus</p>	<p>(a) Reading Lesson Planning Table reflects a general application of meaning making pedagogy (b) At least three consecutive lessons for at least two focal areas; including Identity Reading, Oral Language/ Discussion/Multi sensory Response, and Writing (c) Includes at least one instructional activity that supports each focal area</p>	<p>(a) Reading Lesson Planning Table reflects a specific application of meaning making pedagogy (b) Includes at least three consecutive lessons for at least two focal areas of Identity Reading, Oral Language/ Discussion/Multi sensory Response, and Writing; instructional activities increase in complexity over three days for at least one focal area (c) Includes at least one instructional activity that supports each focal area AND more than one instructional activity in at least one of the focal areas</p>	<p>(a) Reading Lesson Planning Table reflects a deep and comprehensive application of meaning making pedagogy (b) Includes at least three consecutive lessons for more than two focal areas; Integrates advanced knowledge of Identity Reading, Oral Language/ Discussion/Multi sensory Response, and Writing; instructional opportunities increase in complexity over three days for all focal areas (c) Includes more than one instructional activity to support each focal area</p>
<p>Instructional Decision Making U TPE: 2.2, 3.2, 4.1, 4.2, 4.4, 5.2, 5.5, 5.8, 7.4, 7.10, 7.11 EX TPE: 1.2, 1.7, 1.8, 1.9, 2.12, 2.13, 3.1, 3.3,</p>	<p>(a) Whole class Assessment Table incomplete (b) Whole Class Grouping Table: Grouping rationales not evidence based (c) Focal Small Group Table</p>	<p>(a) Whole class Assessment Table complete (b) Whole Class Grouping Table: Grouping rationales evidence based but vague and general</p>	<p>(a) Whole class Assessment Table complete (b) Whole Class Grouping Table: Grouping rationales evidence based and specific (c) Focal Small Group Table includes 1</p>	<p>(a) Whole class Assessment Table complete (b) Whole Class Grouping Table: Grouping rationales evidence based, specific, and includes supporting research</p>

Planning Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
3.4, 3.5, 4.3, 4.4, 5.3, 7.1, 7.4	lacks additional assessment (d) Instructional plan is not based on student IEP data or assessment data	(c) Focal Small Group Table includes 1 additional assessment (d) Instructional plan is somewhat based on student IEP data and/or assessment data	additional assessment (d) Instructional plan is consistently based on student IEP data and assessment data	(c) Focal Small Group Table includes more than 1 additional assessment (d) Instructional plan is consistently based on student IEP data and assessment data with triangulation across assessment
Culturally Sustaining Pedagogy U TPE: 1.1, 1.3, 2.2, 2.3, 2.5, 4.1, 4.7, 7.3, 7.4, 7.7 EX TPE: 3.2	(a) Focal Small Group Table does not include cultural background and/or student interest, or the information provided is incomplete (b) Identity reading does not reflect student cultural backgrounds and/or student interest data	(a) Focal Small Group Table includes surface level information about students' cultural backgrounds and interests (b) Identity reading reflects some student cultural backgrounds or student interest data	(a) Focal Small Group Table includes relevant information about students' cultural backgrounds and interests (b) Identity reading reflects cultural backgrounds and student interest data.	(a) Focal Small Group Table includes comprehensive information about students' cultural backgrounds and interests; multiple aspects of student background and interest data are included (b) Identity reading reflects cultural background and student interest data and incorporates student choice

Implementation

Rubric scoring based on the following evidence:

- In person observation
- Video Recordings
- Daily Progress Monitoring: Anecdotal Progress Notes

Implementation Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Reading Pedagogy: Foundational Skills U TPE 2.2, 2.3, 7.5, 7.10 EX TPE: 1.2, 2.8, 2.12, 2.13, 3.1, 3.3, 3.4, 3.5, 4.3, 4.4, 5.3, 7.1, 7.4, 7.7</p>	<p>(a) Foundational skill instruction reflects minimal or incorrect application of instructional activities to support phonemic awareness, phonics, decoding, and print concepts (b) Delivery is ineffective and/or inappropriate</p>	<p>(a) Foundational skill instruction reflects a general application of instructional activities to support phonemic awareness, phonics, decoding, and print concepts (b) Delivery may be minimally effective, (unrehearsed)</p>	<p>(a) Foundational skill instruction reflects a specific application of instructional activities that support phonemic awareness, phonics, decoding, and print concepts (b) Delivery is effective</p>	<p>(a) Foundational skill instruction reflects a deep, comprehensive application of multiple instructional activities that support phonemic awareness, phonics, decoding, and print concepts (b) Delivery is highly effective and responsive to the specific students</p>

Implementation Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Reading Pedagogy: Meaning Making U TPE 2.2, 2.3, 7.4, 7.6, 7.8 EX TPE: 1.2, 2.8, 2.12, 2.13, 3.1, 3.3, 3.4, 3.5, 4.3, 4.4, 5.3, 7.1, 7.4, 7.7</p>	<p>(a) Meaning making instruction reflects minimal or incorrect application of instructional activities to support Identity Reading, Oral Language/ Discussion/Multisensory Response, and Writing</p> <p>(b) Delivery is ineffective and/or inappropriate</p>	<p>(a) Meaning making instruction reflects a general application of instructional activities to support Identity Reading, Oral Language/Discussion/ Multisensory Response, and Writing</p> <p>(b) Delivery may be minimally effective, (unrehearsed)</p>	<p>(a) Meaning making instruction reflects a specific application of instructional activities to support Identity Reading, Oral Language/Discussion/ Multisensory Response, and Writing</p> <p>(b) Delivery is effective</p>	<p>(a) Meaning making instruction reflects a deep, comprehensive application of multiple instructional activities to support Identity Reading, Oral Language/ Discussion/ Multisensory Response, and Writing</p> <p>(b) Delivery is highly effective and responsive to the specific students</p>
<p>Instructional Decision Making U TPE 1.8, 4.4, 5.2, 5.8, 7.10, 7.11 EX TPE: 1.2, 2.8, 3.1, 3.3, 3.4, 3.5, 4.3, 5.3, 7.1, 7.4, 7.7</p>	<p>(a) Anecdotal Progress Notes are incomplete</p> <p>(b) Daily Next Steps are missing, OR punitive</p> <p>(c) No change to original plan</p>	<p>(a) Anecdotal Progress Notes are complete</p> <p>(b) Next Steps are general but based on the scope and sequence</p> <p>(c) Anecdotal Progress Notes next steps are observed</p>	<p>(a) Anecdotal Progress Notes are complete</p> <p>(b) Next Steps are specific, evidence based, based on the student needs and differentiated for each student</p> <p>(c) Anecdotal Progress Notes next steps are observed</p>	<p>(a) Anecdotal Progress Notes are complete</p> <p>(b) Next Steps are specific, evidence based, based on the student needs, include student engagement and access, and are differentiated for each student, and include student engagement and access</p> <p>(c) Anecdotal Progress Notes next steps are observed</p>

Reflection

Rubric scoring based on the following evidence:

- Self Evaluation of Lessons

Reflection Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Reading Pedagogy: Foundational Skills U TPE 1.4, 6.1, 7.5 EX TPE: 1.7, 1.8, 1.9, 2.1, 2.8, 2.9, 2.12, 2.13, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 7.1, 7.4, 7.5, 7.7	(a) Provides inadequate justification for how the instructional activity in Video clip 1 represents reading foundational skill pedagogy. (b) Provides inadequate justification for the effectiveness of the instructional activity in Video clip 1	(a) Provides general justification for how the instructional activity in Video clip 1 represents reading foundational skill pedagogy. (b) Provides general justification for the effectiveness of instructional activity in Video clip 1	(a) Provides specific justification for how the instructional activity in Video clip 1 represents reading foundational skill pedagogy. (b) Provides specific justification for the effectiveness of instructional activity in Video clip 1 and includes student data as evidence	(a) Provides specific justification for how the instructional activity in Video clip 1 represents reading foundational skill pedagogy and includes supporting research . (b) Provides specific justification for the effectiveness of instructional activity in Video clip 1, includes student data as evidence, and differentiates between the students in the group
Reading Pedagogy: Meaning Making U TPE 1.4, 6.1, 7.6, 7.8 EX TPE: 1.7, 1.8, 1.9, 2.1, 2.3, 2.8, 2.9, 2.12, 2.13, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 7.1, 7.4, 7.5, 7.7	(a) Provides inadequate justification for how the instructional activity in Video clip 2 represents meaning making pedagogy. (b) Provides inadequate justification for the effectiveness of the instructional activity in Video clip 2	(a) Provides general justification for how the instructional activity in Video clip 2 represents meaning making pedagogy. (b) Provides general justification for the effectiveness of instructional activity in Video clip 2	(a) Provides specific justification for how the instructional activity in Video clip 2 represents meaning making pedagogy. (b) Provides specific justification for the effectiveness of instructional activity in Video clip 2 and includes student data as evidence	(a) Provides specific justification for how the instructional activity in Video clip 2 represents meaning making pedagogy and includes supporting research (b) Provides specific justification for the effectiveness of instructional activity in Video clip 2, includes student data as evidence, and differentiates between the students in the group

Reflection Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Instructional Decision Making TPE 5.8, 6.1, 7.10 EX TPE 1.9, 2.1, 2.3, 2.8, 2.9, 2.12, 2.13, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 7.1, 7.4, 7.5, 7.7	(a) Candidate’s description of strengths and weaknesses of sequence of lessons is inappropriate irrelevant, and/or incomplete (b) Alignment of instruction and IEP goals missing (c) Next Steps are not supported by data and research	(a) Candidate’s description of strengths and weaknesses of sequence of lessons is appropriate and relevant (b) Alignment of instruction and IEP goals generally appropriate (c) Next steps are generally supported by data and research	(a) Candidate’s description of strengths and weaknesses of sequence of lessons is appropriate and relevant, with evidence (b) Alignment of instruction and IEP goals appropriate and relevant (c) Next steps are specifically supported by data and research	(a) Candidate’s description of strengths and weaknesses of sequence of lessons is appropriate and relevant, with recommendations for strengthening the lessons with additional pedagogical practices (b) Alignment of instruction and IEP goals appropriate and relevant with evidence/data (c) Next steps are specifically supported by student data and research and are differentiated for each student
Culturally Sustaining Pedagogy TPE 2.2, 2.3, 2.5, 2.6, 6.2, 7.3, 7.4, 7.7 EX TPE 1.9, 5.1, 7.1, 7.4, 7.5	(a) Reflection includes little to no awareness of the relationship between materials that reflect cultural backgrounds and/or interests and student engagement (b) Reflection shows misunderstanding of culturally sustaining pedagogy: includes deficit perspectives or marginalizes students	(a) Reflection includes some awareness of the relationship between materials that reflect students’ cultural backgrounds and/or interests and student engagement (b) Reflection shows surface level understanding of culturally sustaining pedagogy: does not marginalize students	(a) Reflection includes thoughtful awareness of the relationship between materials that reflect students’ cultural backgrounds and/or interests and student engagement (b) Reflection shows thoughtful understanding of culturally sustaining pedagogy: includes asset-based perspectives	(a) Reflection includes highly developed awareness of the relationship between materials that reflect students’ cultural backgrounds and interests and student engagement (b) Reflection shows highly developed understanding of culturally sustaining pedagogy: includes asset-based perspectives, demonstrates understanding of connection between culturally sustaining pedagogy and student engagement and success

Appendix E

Fresno State Candidate Waiver Request

First Name	Last Name
Kyle	Adolfson
Evren	Ayik
Christopher	Baniaga
Kaylin	Inman
Kylie	Kerney
Benjamin	Moore
Lucero	Nava
Jennifer (Hina)	Velasco Garcia