COMMISSION ON TEACHER CREDENTIALING

Preliminary Multiple Subject and Single Subject Credential Program Standards

September 2016

Resources for this webinar

Program Standards Handbook

http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

1. **Preliminary Multiple and Single Subject Credential Program Standards -**adopted December 2015 (pgs 1-6)

2. **Teaching Performance Expectations (TPEs)** adopted June 2016 (pgs 7- 40)

AGENDA

- Transition Information

- Overview of Program Standards and Teaching Performance Expectations

- Identification of Key Changes in MS/SS Program Standards

- Teaching Performance Expectations (TPEs)

- Resources and Questions

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TRANSITION MS/SS PROGRAM TIMELINE

Activity	Timeline
Commission adopts new **Preliminary Program Standards** ***PSA 15-07**	December 2015
Commission adopts **TPEs** following the validity study	June 2016
Deadline for **MS/SS Preliminary Standards Transition Plans** to be submitted the Commission	March 31, 2017
Technical Assistance provided to MS/SS programs	August 2016-June 2017
All MS/SS programs must be **fully aligned** with, and **implementing,** the 2015 Preliminary Program Standards	**September 1, 2017**

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WHAT'S DIFFERENT ABOUT THESE STANDARDS?

▶ **Streamlined** - fewer standards (6 as opposed to 19)

▶ **Outcomes more prominent** - centered and focused on candidates mastering the Teaching Performance Expectations (TPEs)

▶ **Greater emphasis** and specificity on importance of **clinical practice**

▶ **Updated TPEs and TPAs** to address today's educational needs

▶ **Limited program narratives** - process will be more reliant on evidence than long narratives.

Credential Requirements

- Hold a BA or BS, not in education

- Basic Skills Requirement

- Subject Matter

- US Constitution

- Fingerprint Clearance

- CPR

- Complete a Commission-approved program

- Pass a TPA

- MS Candidates: Pass RICA

Multiple and Single Subject Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The basis for a precondition is either 1) statute, 2) regulations, or 3) Commission policy

http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf

Multiple and Single Subject Preconditions

- No changes to MS/SS Program Preconditions at this time…integrated, intern, other…

http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf

- Will be submitted and reviewed twice in 7 year accreditation cycle: Years 1 and 4

Overview - 2015 MS/SS Program Standards

1. Program Design and Curriculum
2. Preparing Candidates to Master the **Teaching Performance Expectations (TPEs)**
3. Clinical Practice – Organization of Experiences and Criteria for Placements and Supervisors
4. Monitoring, Supporting and Assessing Candidate Progress Toward Meeting Credential Requirements
5. Implementing the **Teaching Performance Assessment (TPA)**
6. Clear/Induction Transition Plan

2015 Preliminary MS and SS Standards

Standard 1: Program Design and Curriculum

The program's design is grounded in a clearly **articulated theory of teaching and learning that is research- and evidence-based**. The program's theoretical foundations are **reflected in** the organization, scope, and sequence of the curriculum provided to candidates.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

Programs must provide candidates the opportunity to **learn about** the TPEs, **opportunity to practice** the TPEs, and **be assessed** on the TPEs.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

As candidates progress through the program, **pedagogical assignments are increasingly complex and challenging**.

Standard 3: Clinical Practice
A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a **developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning** through application of theory to practice with TK-12 students in California public school classrooms.

Standard 3: Clinical Practice
A. Organization of Clinical Practice Experiences

- Partnership—Employer and Preparer

- 600 hours "across the arc of the program" —instructional contact hours with students; private school placements=minimum 150 hours in 'public school like' setting, No intern placements in private schools

- Orient supervisors to their role—District and Program

- Program supervision - Minimum of 4 visits/quarter; 6/semester

- District employed supervision—Minimum of 5 hours/week of support and supervision

- Supervision—Evaluation tools must be based on TPEs and must allow collection of data that can be aggregated and disaggregated

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Standard 3: Clinical Practice
B. Criteria for School Placements

- A commitment to collaborative, evidence-based practices and continuous improvement

- Partnerships that support teaching and learning, LRE, support EL, reflects California's public school diversity

- Sites must permit video capture for reflection and TPA

- Site must have a fully qualified Administrator

Standard 3: Clinical Practice
C. Criteria for the Selection of <u>Program</u> Supervisors

- **Credentialed or equivalent experience** in educator preparation

- **Expert in the content area** of candidate being supervised

- **Recent professional experiences** in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

Standard 3: Clinical Practice

D. Criteria for the Selection of <u>District-Employed</u> Supervisors

Qualifications

- Hold a clear teaching credential

- 3 years teaching in the content area they are supervising

- Exemplary teacher as determined by program and employer

Program Requirements

- Match must be a collaborative process between school district and program

- Minimum 10 hours of initial orientation

- Monitor to ensure all supervisors remain current and meet expectations

Standard 4: Monitoring, Supporting and Assessing Candidate Progress Toward Meeting Credential Requirements

Faculty, program supervisors and district-employed supervisors

- Monitor and support each candidate toward mastering TPEs

- Use evidence to guide and support candidates

- Retain only those suited for teaching

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Standard 5: Implementation of a Teaching Performance Assessment (TPA)

Standard 5 <u>applies to the new TPAs</u> **which are still in development**.

Institutions should continue to use the currently approved TPA program and process and will be subject to prior TPA standards until implementation of the revised TPAs.

- For TPA version 1 (CalTPA, PACT, FAST, edTPA)—continue to use Program Standards 17-19

- When using new TPA—use Program Standard 5

Standard 5: Implementation of a Teaching Performance Assessment (TPA)

Institution must identify 1 or more individual(s) responsible for implementing the TPA.

- Institution must consult with selected model sponsor

- Requires all faculty to be knowledgeable about TPA, rubrics, scoring and how implemented

- Program uses TPA data for program improvement purposes

Standard 5A: Administration of the TPA

1. Identification of 1 or more individuals responsible for implementation of the TPA model and documenting processes for activities of the TPA.

2. Placements for Student Teaching and Interns must allow video recording and have recording policy in place

3. Local scoring option (LSO) provided by model sponsor; program and model sponsor coordinate to identify assessors

4. Candidate and program data with individual and aggregated results used for program improvement and reporting

Standard 5A: Administration of the TPA

5. Candidates understand appropriate use of materials submitted for TPA, appropriate use of TPA data, and privacy considerations.

6. For local scoring programs—maintain security of all materials

7. All programs have a written appeal policy; inform candidates

8. For local scoring option - Works with model sponsor to provide and implement an appeal process for candidates who do not pass TPA.

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Standard 5B: Candidate Preparation and Support

1. Identifies support activities that are **required** to be provided to candidates, activities that are **acceptable** but not required, and activities that are **unacceptable**

2. Timely feedback on formative assessments, address competency on TPEs

3. Remediate and retake, if a candidate does not pass, program must provide remediation

Standard 5C: Assessor Qualifications, Training, and Scoring Reliability

- Must follow Model Sponsor's criteria when identifying potential assessors

- Assessors must have content knowledge in the content area assessing

- All assessors must complete the model sponsor developed training

- All assessors must pass training and remain calibrated to score

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Standard 6: Clear/Induction Transition Plan

- Candidate, district-employed supervisor and program supervisor develop an individual development plan that will help transition the candidate into Induction

- Contains recommendations for PD and growth in the candidate's clear program

- Individual Development Plan (IDP) is archived by preliminary program and provided to candidate for transmission to induction to guide candidate's induction experience

Teaching Performance Expectations (TPEs)

The TPEs describe the set of **professional knowledge, skills, and abilities** expected of a **beginning level practitioner** in order to effectively educate and **support all students** in meeting the state-adopted academic standards.

The **2016 TPEs** are organized by the **six CSTP domains** and includes **2 Sections:**

- TPE Elements and Narratives

- Subject Specific Pedagogy

Key Changes from the Prior TPEs

- Increase Focus on Teaching Students with Disabilities

- Increase Focus on Technology Use in Teaching

- Integrate the Visual and Performing Arts Across all Content Areas

- Update Approaches to Classroom Management

- Increase Focus on Developing Students' Critical, Creative and Analytic Thinking—College and Career Ready

- Increase Focus on Socio-emotional learning (SEL)

- Inclusion of Restorative Justice Practices

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Teaching Performance Expectations
Elements and Narratives

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject matter for Student Learning Content Specific Pedagogy
4. Planning Instruction and Designing Learning Experiences for all Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Teaching Performance Expectations
Subject Specific Pedagogy

- Developmentally Appropriate Practices in Relation to Subject Specific Pedagogy

- English Language Development in Relation to Subject-Specific Pedagogy

- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

What the new CalTPA will include:

- Plan, Teach, Reflect, Apply cycle
- Focus on teaching EL students, students with special needs and other identified needs
- Subject specific pedagogy
- Same number of tasks for MS and SS
- Diagnostic rubrics, five levels
- Centrally scored (local or statewide option)
- Video of teaching practice
- "Natural Harvest" of evidence
- Less heavy on candidate narrative

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CalTPA Redevelopment Timeline	
Activity	Date
TPE Validity Study Complete	June 2016
Task and Rubric Redevelopment	April 2016-April 2018
Scoring Procedures	April 2016- April 2018
Materials for Candidates and Programs	August 2016-June 2018
Pilot Test	January 2017-April 2017
Field Test	October 2017-April 2018
Standard Setting Study	April 2018–June 2018
Full Implementation	2018-2019

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CalTPA Pilot Study (January – March 2017)

- Pilot evidence submitted online to Evaluation Systems for preliminary review. Used to:
    - assist to develop marker evidence,
    - inform the scoring process and training, and
    - determining revisions to tasks and rubrics for the field test to be held in 2017-18..
- Results **not** returned to candidates or programs. Evidence will be confidential. Programs can determine grades for the evidence submitted as a replacement for a typical course work assignment.
- **Candidates will also need to complete and submit the current TPA to meet state credential requirement.**
- Contact Amy Reising (areising@ctc.ca.gov) or Wayne Bacer (wbacer@ctc.ca.gov) if interested in joining the pilot study or the field test.

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Upcoming Technical Assistance Meetings

Region	Location	Date
Northern CA Bay Area	St. Mary's	Sept 27
Sacramento	Commission	Sept 27
Central California	Fresno Pacific University	Sept 26
Los Angeles Basin	CSU Northridge	Oct 3
Los Angeles Basin	Claremont	Oct 4
San Diego	National University	Oct 4

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Helpful Information

Subscribe to PSD enews -subscribe@lists.ctc.ca.gov

PSA 15-06 - Adoption of Revised Common Standards
http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-06.pdf

PSA 15-07 - Adoption of MS/SS Standards and Transition Plan
http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-07.pdf

PSA 16-08 - Adoption of Revised California TPEs
http://www.ctc.ca.gov/educator-prep/PS-alerts/2016/PSA-16-08.pdf

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http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

CTC ACCREDITATION WEBSITE

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