PROGRAM
SPONSOR
ALERT

Date: December 18, 2015	Number: 15-07

Subject: Commission Adoption of Preliminary Multiple Subject/Single Subject Program Standards and the Transition Plan (2015)

Summary

New Preliminary Multiple and Single Subject (MS/SS) Standards were adopted at the December 3, 2015 Commission meeting http://www.ctc.ca.gov/commission/agendas/2015-12/2015-12-2A.pdf as part of the comprehensive effort to strengthen and streamline the Commission's accreditation system. These six standards replace the current nineteen Preliminary Program Standards that were revised in 2009. This PSA provides information on the new 2015 Program Standards as well as information on the expectations for institutions to transition from the 2009 Preliminary MS/SS Standards to the 2015 Preliminary MS/SS Standards.

Background

The Commission's Preliminary MS/SS Standards apply to institutions approved to offer educator preparation programs leading to a California Preliminary Multiple or Single Subject teaching credential and are intended to ensure the successful implementation of the a MS/SS preparation program. The Preliminary MS/SS Program Standards define the expectations for content and pedagogy that must be provided to candidates including learning about, practicing and demonstrating the Teaching Performance Expectations, and sets forth the requirements for field experiences that candidates must complete, as well as the program's responsibility for implementing a teaching performance assessment. All programs must be aligned to the 2015 Preliminary MS/SS Standards by September 1, 2017 but may transition earlier.

The 2015 Preliminary MS/SS Standards are a result of the Commission's efforts to streamline and strengthen the accreditation system including a stronger focus on program outcomes. Feedback was gathered throughout 2014-15 and the Commission adopted the Program Standards on December 3, 2015 along with a transition plan for implementation.

This PSA provides information on the 2015 Preliminary MS/SS Standards as well as directions regarding transition plan submission. A validity study of the Teaching Performance Expectations

(TPE) is currently underway and it is expected that they will be adopted by the Commission in early 2016. Once adopted, the TPEs will be included as part of the program standards.

Technical assistance will be provided beginning in Spring 2016 and continuing through 2016-17 to assist programs with the transition planning and provide input regarding the understanding of the 2015 Standards. The current timeline includes the expectation that all programs will be aligned to the 2015 Preliminary MS/SS Standards by September 1, 2017.

2015 Multiple/Single Subject Preliminary Program Standards
The 2015 Standards reflect the Commission's intention to both strengthen and streamline the accreditation process. The number of Standards has been reduced from nineteen to six with a specific focus on the Teaching Performance Expectations (TPE) and clearly defining expectations for Clinical Practice. Draft TPEs have been approved by the Commission to move to a validity study and are expected to be considered for adoption in June 2016. A summary of the Standards is provided below and the full text of the Standards is provided in Appendix A.

Standard One: Program Design and Curriculum

Standard Two: Preparing Candidates to Master the Teaching Performance Expectations

Standard Three: Clinical Practice
   A. Organization of Clinical Practice Experiences
   B. Criteria for School Placements
   C. Criteria for the Selection of Program (University) Supervisor
   D. Criteria for the Selection of District-Employed Supervisor

Standard Four: Monitoring, Supporting and Assessing Candidate Progress toward Meeting Credential Requirements

Standard Five: Implementing the Teaching Performance Assessment
   5A Program Administration of the Teaching Performance Assessment (TPA)
   5B Candidate Preparation and Support
   5C Assessor Qualifications, Training, and Scoring Reliability

Standard Six: Clear/Induction Transition Plan

Transition Plan for the new Program Standards
Starting January 2016-December 2016 all programs will begin to prepare a transition to the 2015 MS/SS Preliminary Standards. By September 2017, all institutions will be aligned to the 2015 MS/SS Preliminary Standards. The chart below provides additional information.

Activity	Timeline
Commission adopts new Preliminary Program Standards	December 2015
Technical Assistance is provided to programs to understand the new Preliminary Program Standards	January 2016-December2016
TPEs return to the Commission for adoption after the validity study	June 2016
All Commission-approved MS/SS Preliminary Programs provide an MS/SS Preliminary Standards Transition Plan to the Commission	March 31, 2017
Technical Assistance is provided to programs as they transition to the revised Preliminary Program Standards	August 2016-June 2017
All programs are aligned with the new MS/SS Preliminary Program Standards and have fully implemented the 2015 standards	September 1, 2017*

It is the Commission's Expectation that all individuals enrolling in programs for the 2017-18 academic year will be in programs adhering to the new 2015 Program Standards.

Transition Plan

Each institution must submit a transition plan for its multiple and single subject programs. The template for the Transition Plan is provided in Appendix B. It is also posted on the CTC website at http://www.ctc.ca.gov/educator-prep/program-accred.html in Microsoft Word format for use.

The plan requires each approved multiple and single subject preparation program to bring together a team to review the 2015 Standards and plan for the programs' transitions. Each standard must be reviewed to determine if program changes are required and how significant those changes will be. Although the Transition Plan requires deep thought and discussion as well as the development of benchmark dates, it **does not require lengthy narrative.** It is also not the Commission's expectation that all of the benchmarks described within the Transition Plan will have been completed by the time the Transition Plan is submitted, however progress towards meeting those goals should be evident in the implementation dates that the Institution's team provides. Transition Plans should be submitted to Accreditation@ctc.ca.gov.

If you have questions, please contact the Cohort Consultant assigned to your institution. Contact information is provided below.

Cohort	Email
Red	psdRed@ctc.ca.gov
Orange	psdOrange@ctc.ca.gov
Yellow	psdYellow@ctc.ca.gov
Green	psdGreen@ctc.ca.gov
Blue	psdBlue@ctc.ca.gov
Indigo	psdIndigo@ctc.ca.gov
Violet	psdViolet@ctc.ca.gov

Appendix A
Adopted Preliminary Program 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.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* (TPEs)
The *Teaching Performance Expectations* 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 program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

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. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial

student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district- employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements
Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program (University) Supervisors
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with the California's adopted content standards and frameworks and the school reflects the diversity of the California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective

supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Implementation of a Teaching Performance Assessment
The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)
(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support
The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates: These activities constitute **required** forms of support for candidates within the TPA process:
- Providing candidates with access to handbooks and other explanatory materials about

the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:
- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:
- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 6: Clear/Induction Transition Plan
Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Appendix B
Transition Plan: Multiple and Single Subject Program Standards
(Word version available at http://www.ctc.ca.gov/educator-prep/program-accred.html)

Transition Plan
2015 Preliminary General Education Standards
Submit Signed Completed Plans to Accreditation@ctc.ca.gov

1. Describe who will be involved in reviewing the new standards and analyzing the current program to identify what will need to be modified. *Include names and title/roles of the team that will be involved in this process. As a reminder, the Common Standards require collaboration with stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed)*

Standards Transition Team Member	Title/Role

2. Identify a transition timeline for the program. *Key benchmarks are identified in the table below. Please note the dates when that benchmark will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided.* ***The order of benchmarks below is not intended to determine the program's transition process***, *however, all programs must aligned with the new standards by* September 1, 2017.

Benchmark	Implementation Date
Initial Meeting with Transition Team (#1 above) Members	
Submit Transition Plan	Due to the Commission by March 2017
Develop Course Matrix	
Complete Revisions to Syllabi (Std. 2)	

Benchmark	Implementation Date
Revise Fieldwork Handbook/Materials (Std. 3)	
Orient Faculty and Mentors to the Revised Program	
Complete Revisions to Performance Assessment Implementation (Std. 5)	
First Cohort to Begin Revised Program (no later than Fall 2017)	
Program **must** be aligned with New Standards	September 1, 2017

3. Identification of Key Program Attributes That Will Need to be Modified to Ensure that the Program Will Meet the Revised Program Standards *The team described in question 1 of this transition plan should review all standards to determine where the program will need to be make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes and determine the implementation dates. Full implementation must be in place by September 1, 2017.*

Major Revisions: Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes. May require Academic Senate or appropriate governing body approval.

Minor Revisions: Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.

Not Need Any Changes: This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.

Standard 1: Program Design and Curriculum	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
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.				
In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include • typical and atypical child and adolescent growth and development;				

Standard 1: Program Design and Curriculum	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
• human learning theory;				
• social, cultural, philosophical and historical foundations of education;				
• subject-specific pedagogy;				
• designing and implementing curriculum and assessments;				
• understanding and analyzing student achievement outcomes to improve instruction;				
• understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status;				
• and knowledge of the range of positive behavioral supports for students.				
The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential				

Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* (TPEs)	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).				
As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.				
The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.				
As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.				

Standard 3: Clinical Practice	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
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.				
Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program.				
The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.				
For interns, early field experience would take place in an experienced mentor's classroom.				
Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.				
Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population..				
The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations.				
The minimum amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester.				
The minimum amount of district- employed supervisors' support and guidance must be 5 hours per week.				
Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.				

Standard 3: Clinical Practice	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
B. Criteria for School Placements Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.				
Clinical sites should also have a fully qualified site administrator				
C. Criteria for the Selection of Program (University) Supervisors The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with the California's adopted content standards and frameworks and the school reflects the diversity of the California's student population.				
The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.				
D. Criteria for the Selection of District-Employed Supervisors The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.				
The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district-employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.				

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs.				
Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts.				
The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching.				
Appropriate information is accessible to guide candidates' satisfaction of all program requirements.				

Standard 5: Implementation of a Teaching Performance Assessment –see Appendix. Programs do not have to meet Program Standard 5 until the revised TPAs are implemented.

Standard 6: Clear/Induction Transition Plan	Program will need			Anticipated date to implement (month/year)
	major revisions	**minor** revisions	**not need any** revisions	
Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program.				
The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.				

4. Performance Assessments. *Briefly (300 words or less) describe any anticipated changes that will need to be made to the program to meet* **Standard 5: Implementation of a Teaching Performance Assessment***. (See appendix for full text)*

5. Transmittal

Program Contact Name/Title _____

Phone _____ Email_____

Unit Lead (*Dean, Superintendent*) _____

Phone _____ Email_____

I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.

_____

Dean/Superintendent Signature   Date

Signed, Complete Transition Plans must be submitted to Accrediation@ctc.ca.gov by March 31, 2017

Standard 5: Implementation of a Teaching Performance Assessment
The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)
(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates:
These activities constitute **required** forms of support for candidates within the TPA process:
- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:
- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:
- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).

- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.