



PROGRAM SPONSOR ALERT

Date:	September 9, 2020	Number: 20-13
Subject:	Guidance to Teacher Induction Programs About Supporting New Candidates Impacted by COVID-19	

Summary

This document provides Teacher Induction programs with guidance on structuring support for preliminary teachers enrolled in programs for the 2020-2021 academic year who have requirements yet to complete that were deferred due to COVID 19, including the Teaching Performance Assessment, RICA examination, and/or additional hours of fieldwork.

Background

Due to the impact of the COVID-19 pandemic which caused California's public schools to move from face to face instruction to distance learning beginning in March 2020, many teacher candidates were unable to complete all of the required components of their preliminary programs, including the Teaching Performance Assessment, RICA examination, and/or additional hours of fieldwork. At its [April 2020 meeting](#), the Commission took action to allow these candidates to move forward and to seek employment by altering some of the entrance and exit requirements of both preliminary and induction programs. On May 29, 2020, the Governor issued Executive Order N-66-20 ([EO-N-66-20](#)) which contained additional flexibilities for prospective California educators. The Commission revisited the topic of program flexibilities at its August 2020 meeting to, in part, provide guidance to induction programs serving teacher candidates who continue to work to complete program and assessment requirements to earn their preliminary credentials.

Together the actions mentioned above resulted in opportunities for preliminary candidates on track to complete a program in spring/summer 2020 – but prevented from doing so due to the pandemic – to be employed in 2020-21 while working with their induction programs to complete specified remaining requirements from their preliminary programs. The candidate who has preliminary program requirements to complete is issued a Program-Sponsored

Variable Term Waiver (PS-VTW); any remaining preliminary program requirements these induction candidates need to complete will be outlined on their documents. The candidate who has teaching performance assessment requirements to complete is issued a Preliminary Credential (P5) with a renewal code of TPA. The candidate who has the RICA examination requirement is issued a P5 with a renewal code of RICA. Some candidates may have both a TPA and RICA renewal code.

Induction Programs are Encouraged to Consider Flexibility Regarding TPA, RICA

These new induction teachers may not be uniformly prepared to focus on the remaining TPA and/or RICA Preliminary requirements in the first months of the 2020-21 school year. Induction programs may find it best to start the school year by supporting their new candidates in getting settled in their assignments and providing the daily and just-in-time supports and leaving the completion of the TPA and/or the RICA to the second semester of this year, as appropriate for the participating induction teacher. As induction programs and their participants create the Individual Learning Plans (ILPs), the unique strengths and needs of each participant will be identified as will their starting point for induction.

While it is not necessary to start with the TPA and/or RICA focus, it is appropriate if a Teacher Induction participant is ready to complete the TPA and/or RICA in the first part of the 2020-21 year. In these cases, completion of the TPA and/or RICA becomes an ILP goal and focus areas.

Preliminary Program Standards Identify Performance Assessment Support Structures for Teacher Induction Programs

The Preliminary Multiple and Single Subject Teaching Credential program standards address the structure of support for candidates completing a performance assessment. It will be important for induction programs to understand and use Program Standard 5B: Candidate Preparation and Support to guide their work with induction candidates who still need to complete a performance assessment. At its [August 2020 meeting](#), the Commission discussed this standard in light of the current situation. The Commission approved the following aspects of the standard for use in guiding induction programs in their work with these candidates.

Preliminary Teacher Preparation Program Standard 5

Component of the Preliminary Teacher Preparation Program Standard 5	Importance for Teacher Induction Program to Understand this Component
5B: Candidate Preparation and Support	Important for the Induction Program to be aware of this standard component.
(1) Defines required forms of support, acceptable, but not required support, and unacceptable forms of support	Essential for the Induction Program to understand this standard component as it identifies appropriate supports for the candidate.
(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to	Essential for the Induction Program to understand when a candidate must complete the TPA.

<p>candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).</p>	
<p>(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance and prepares them 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.</p>	<p>Important for the Induction Program to be aware of this standard component but probably more important for candidates to contact their Preliminary Program and/or the Commission’s Performance Assessment staff for support in the event that a candidate is not successful on the assessment. For candidates teaching on a Program Sponsor-Variable Term Waiver (PS-VTW), the Preliminary Program will assist the new teacher if remediation is necessary.</p>

Individual Development Plans

Preliminary Multiple and Single Subject Preparation Program Standard 6 require that preliminary programs prepare Individual Development Plans with their candidates which the candidates take with them to their induction program. The information contained in these documents is to be used by induction programs when developing the candidate’s Individualized Learning Plan. Given the current situation faced by many candidates who still have program and performance assessment requirements to complete in their first years as employed teachers, these plans now take on even greater importance in guiding the new teacher’s induction experience. Preliminary programs and induction programs will need to work closely with one another to ensure that the needs of these candidates are met.

Commission Support for Induction Programs with Candidates with TPA Renewal Codes

Commission staff is committed to supporting programs in applying the above preliminary program standards in the induction context. Performance Assessment staff have developed plans to provide information for induction programs through introductory webinars, sharing of assessment handbooks, office hours, and meetings throughout the year. Announcements regarding these supports can be found in the weekly PSD e-News.

RICA Support for Candidates

Some institutions have or are developing resources for candidates who still need to meet the RICA requirement. At least one support session was held in late July. Information on these resources are posted on the Commission’s [Teacher Induction Program webpage](#).

References

[Commission guidance document](#) for Preliminary and Induction programs with candidates on the PS-VTW, or the P5 with TPA and/or RICA renewal codes. Pages 6-7 outline Induction program responsibilities for supporting candidates.

Contact Information

For preparation program information, contact accreditation@ctc.ca.gov.
For individual credential information, contact the Credentials Division at credentials@ctc.ca.gov.
For programmatic questions about CalTPA, email CalTPA@ctc.ca.gov
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