

TAP Recommendations and Rationales

Background History

Pursuant to Commission direction, the Teacher Preparation Advisory Panel (TAP) was appointed by the Executive Director in December 2011. The charge to the panel included a broad mandate to review the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California's public schools.

The work of the TAP panel in reviewing California's credential system is, in essence, the most recent chapter in a long standing commitment on the part of the Commission and the state in evaluating, updating, and improving the preparation of its teachers. Significant and related prior efforts include the 1992 SB1422 (Chap. 1245, Stats. 1992) panel and the 1998 the SB 2042 (Chap. 548, Stats. 1998) panel. These earlier efforts resulted in significant improvements to educator preparation such as the development of the learning to teach continuum concept, the alignment of educator preparation standards with state adopted K-12 academic content standards, the adoption of the two-tiered system of credentialing that established induction as a path to the clear credential, and the development and implementation of teaching performance assessments. The work of the current TAP panel seeks to build upon these prior efforts as it aims to address current challenges and opportunities in educator preparation in California.

Charge for the Teacher Preparation Advisory Panel (TAP)

The major purpose of the TAP panel was to review the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California's public schools.

The panel considered whether the current K-12 credential classifications, subjects, and authorizations are appropriate to meet the complexity, demands and expectations of California's public schools.

Another important consideration was the extent to which current expectations for teacher preparation can be met during a single year of coursework and field experiences followed by an induction phase or if adjustments should be made in expectations for both pre-service teacher preparation and induction.

The panel also considered the viability of current pathways to a preliminary teaching credential, including post graduate, blended, student teaching, internships, residency, the Early Completion Option (ECO), and examination routes. In addition the panel considered the variety of delivery models including face-to-face, hybrid and online teacher preparation programs.

A fifth consideration was the use of performance assessments as one indicator of learning, demonstration of skills, prediction of future teacher success, and movement on a career ladder for those individuals who wish to pursue instructional and/or organizational leadership.

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The TAP Panel serves in a critically important advisory role to the Commission. Ultimately, the Commission is statutorily responsible for the adoption of standards and implementation of policy as well as recommendations to the Legislature and other policymakers for consideration as it relates to teacher preparation. As such, the Commission may adopt some or all of the Advisory Panel's recommendations or may amend recommendations as it determines appropriate.

Work of the Teacher Preparation Advisory Panel (TAP)

The work of the TAP panel focused on strengthening and updating California's *Learning to Teach System* (Appendix B) to address current challenges and opportunities in educator preparation while continuing to provide a comprehensive and cohesive system of educator preparation.

Panel members worked over a fifteen month period to review current policies and practices, explore approaches from other states, review relevant literature and consult with key constituent groups. The TAP panel also carefully reviewed the related report, *Greatness by Design* (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>), which is the product of the Educator Excellence Task Force convened by Superintendent of Public Instruction Tom Torlakson and co-sponsored by the Commission. Five members of the TAP panel also served on the Educator Excellence Task Force.

Organization of the TAP Recommendations

The TAP organized its work around numerous key topics (see below). In the Panel's report to the Commission, recommendations will be offered under each topic area, accompanied by a rationale for the recommendation(s). Following are the TAP Panel areas of recommendations and rationales:

General Recommendations

- Diversity of the California Workforce
- Standards Writing Panel
- Removal of One-year Cap
- Delivery Models for Commission-approved Educator Preparation Programs

Credential and Authorizations

- Grade Level-Grade Span Changes
- Subject Area Changes
- Special Emphases

Preliminary Teacher Preparation

- Subject Matter Preparation
- Field Experience
- Performance Assessments
- Online and Blended Teacher Preparation
- Intern-Early Completion Option
- Linked Learning

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Earning a Clear Teaching Credential

- Induction

Additional Recommendations

- Special Education
- Professional Responsibility
- Master Plan for Professional Learning
- Credential Renewal
- Statewide Survey
- Credential Fees
- Teacher Leadership
- Performance Assessment for a Preliminary Administrative Services Credential

Conclusion

The comprehensive recommendations and rationales that are put forth for consideration span the concentrations areas of recruitment and diversity, standards writing considerations such as equity, linked learning and 21st century skills, credentials and authorizations, the myriad of subjects within the preliminary teacher preparation, special education, induction, extending to educator career path professional responsibilities and opportunities and administrator preparation. The TAP Panel sought to address the wide range of matters that effect teaching and learning in California's context while looking ahead to acquiring the knowledge, skills and abilities needed to advance into an era of ever expanding technological and global transformation.

The TAP panel has set forth a set of recommendations and rationales that are each a separate area of specialization as well as an interrelated and interdependent cohesive system of teaching and learning that strives to provide benchmarks for teacher preparation within the complexity and vibrancy of the California educational landscape.

GENERAL RECOMMENDATIONS

Diversity of the California Teacher Workforce

The *Greatness by Design* report (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>), which is the product of the Educator Excellence Task Force convened by Superintendent of Public Instruction Tom Torlakson and co-sponsored by the Commission, recommends that California create structures to recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs, including offering subsidies and expand programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations and creating new pathways into teaching that align the resources of community colleges and state universities with supports for candidates willing to commit to working in high-need schools (Pgs. 23 and 24).

While the Teacher Preparation Advisory Panel (TAP) recognizes that some of these issues are outside of TAP's charge, the Panel nevertheless endorses and reiterates these recommendations.

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The Panel further acknowledges that the underlying intent of these recommendations is to significantly *level opportunities to learn* by ensuring that there is equity in human resource distribution and development such that all California's students have access to an education provided by well prepared, high quality educators.

Rationale for Diversity Recommendations

Research supports the need to strengthen the diversity of the teaching profession. While research shows that White teachers who have adopted cultural relevant teaching practices can be excellent instructors for students of color (see, e.g., Ladson-Billings, 1994), research also reveals teachers of color have positive benefits for their students of color and the high-need schools that many of them attend, including improved academic outcomes, serving as surrogate parents, guides, and mentors to their students, and reducing teacher turnover, as research also shows that teachers of color in high-poverty schools are more likely to remain in a school as the number of students of color increases, whereas White teachers are likely to leave (see, e.g., Irvine & Fenwick, *Teachers and Teaching for the New Millennium: The Role of HBCUs*, 2009).

The panel believes that these recommendations are particularly important when the recommendation to eliminate the one-year cap (see Recommendation 4) is considered. While allowing more time for teacher preparation is, in the view of the panel, necessary and desirable in many circumstances, it is important to ensure that removing the one-year cap does not have the unintended effect of making pursuit of traditional post-baccalaureate pathways into teaching more difficult for candidates from low-income backgrounds, thereby having negative effects on the diversity of the teacher workforce. Concurrent pursuit of well-supported pathways for non-traditional students interested in teaching will mitigate any increases to the length of a credential program. While the panel recognizes that these recommendations fall outside of the panel's charge, the panel believes there is value in emphasizing the panel's support for this aspect of the *Greatness by Design* report and encourages the Commission to actively do so as well.

Recommendations

1. The State of California should provide subsidies for diverse, high-ability candidates who commit to teach in high-need fields or high-need locations for at least four years.
2. The State of California should expand "Grow Your Own" pathways into teaching that align the resources of community colleges and universities with supports for academically capable candidates willing to commit to working in high-need schools.

Standards Writing Panel for Preliminary Multiple and Single Subject Teacher Preparation Program Standards

SB2042 was passed in 1998. Fundamentally, the vision laid out for the learning-to-teach continuum remains innovative and responsive to the demands placed on teachers today, even though this vision is now almost 15 years old. While 15 years is hardly an eternity, given the demands of the Information Age, intensified globalization, new advances in the knowledge base about teaching and learning emerging from research and science, and the ever-dynamic nature of public education, it is no surprise that enough significant changes have occurred in the multiple dimensions of public education to warrant serious and comprehensive review of the content and

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the program expectations articulated in the Multiple and Single Subject Program Standards and the Teaching Performance Expectations (TPEs).

Rationale for the Standards Writing Panel

In addition to these broader social/cultural changes, the implementation of the Common Core also requires a careful analysis of the existing program standards to ensure that they complement and support this new framework. For each of these recommendations, the TAP Panel has consulted the work of thought leaders and leading research in the appropriate fields. We have brought our review of current knowledge on these multiple topics to bear on the existing content of the program standards and TPEs and the following recommendations resulted.

Recommendation

3. The Commission should revise and strengthen the MS and SS Program Standards and TPEs to better reflect new knowledge of effective teacher preparation emergent since the passage of SB2042. These revisions should occur simultaneously with the effort to align the program standards and TPEs with the Common Core standards.

The MS and SS preliminary program standards should be strengthened by the addition of more explicit language and more rigorous expectations for programs related to the following topics:

- a. Educational Equity: California continues to be a state with rich diversity and complexity. Cultural, racial, ethnic and linguistic diversity continue to be hallmarks of student characteristics in our state, but so too are economic diversity, differences related to sexual identity, and variation in student development patterns. To ensure that candidates are better prepared to effectively teach *all* students, careful attention must be paid to their development of a knowledge base sufficient to understand these diversities as well as a robust set of practices so that they use this knowledge base to advance the learning and development of each of their students. The Commission should use current research findings to outline minimum required experiences that should be included in teacher preparation programs such that candidates can be assured of gaining knowledge, skills and experiences foundational to the promotion of educational equity in classrooms and schools. Such experiences (e.g., observation of an IEP, parent-teacher home visit, shadowing a student at a community event, etc.) should allow candidates to move beyond exposure to diversity and firmly ground them in experiences that will expand their knowledge and skills as promoters of educational equity. The TAP Panel has provided examples of recommended language to strengthen the equity focus in the standards and TPEs and this language is available to the Standards Writing Group.
- b. Academic Language Development: Implementation of the Common Core requires more than just changes in which concepts are emphasized and what knowledge and skills are taught to students. A Common Core-aligned classroom is envisioned to be rich in oral and written language that is purposeful and conducted in the academic register. Pre-service candidates need solid understandings of first and second language development, language features and demands of various instructional tasks and activities, how language impacts instruction, and effective strategies and practices for creating optimal language development experiences for all learners. Staff notes that the Commission adopted revised TPEs with enhanced language addressing Academic Language in March 2013.

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- c. “21st Century” and “Linked Learning” content, skills, and experiences: As the U.S. transitions more fully to the information economy, so too must the curriculum and experiences in schools reflect the demands of this new economic structure. Moreover, information technology and social media have fundamentally changed social interactions such that youth today grow up in a globalized world where information is available on demand and meaningful interactions can occur virtually regardless of region, time zone or language. Revised program standards should purposefully define these two frameworks so that programs can actively incorporate the knowledge bases, skills, and experiences associated with each.
- d. Responsiveness to students: While maintaining student engagement has always been a priority of teachers, specific models that outline systematic practices related to student engagement and behavior management are increasingly producing positive results (e.g., Response to Intervention). Similarly, general educators and special educators are beginning to intensify efforts to collaborate such that teachers provide students across the continuum of typical and atypical development with full access to all elements of the curriculum. Program standards should be revised to ensure that multiple and systematic opportunities are provided to candidates to learn about:
 - i. behaviors, including such components of behavior such as antecedent, behavior, consequence, and functions of behaviors,
 - ii. behavior management, including strategies that teach and elicit student self-regulation and self-management behaviors, and
 - iii. the dynamic interplay between emotionality and behaviors and how to intervene; as emotionality increases (fatigue, frustration, anxiety, etc.), communication decreases and thus maladaptive behaviors can be more likely.

Introductory exposure to theoretical frameworks, specific strategies, opportunities to observe and collaborate at a novice level are all beneficial for pre-service MS and SS candidates. Deepening candidate knowledge and skills in these arenas will strengthen their ability to implement some of the more promising elements of the Common Core curriculum for all of their students.

One Year Limit to Preliminary Teacher Preparation Programs

The one year limit applies to postgraduate, student teaching multiple and single subject teacher preparation programs. Blended undergraduate and alternative certification intern programs are not subject to the one year limit. Programs that prepare education specialists (special education teachers) are not subject to the one year limit.

The one year limit restricts approved preliminary multiple and single subject teacher preparation programs in their efforts to ensure that each candidate completes a program that provides all the required content knowledge and integrates a rich clinical experience. The mandated one year time frame for these programs currently places constraints on program design that should be removed.

Rationale for Removal of One Year Limit

The one year limit was put in place in 1970. Since then a number of content areas have been added to the standards for preliminary teacher preparation programs, including knowledge and skills needed to teach students who are English learners or who have special needs, health

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education, and instructional technology. New and significant policy developments, including the Common Core State Standards and recommendations for robust clinical experiences, also signal additional knowledge and skills that should be obtained by a beginning teacher at the time the preliminary credential is earned. Though these policy initiatives are not yet codified in program standards, responsive program sponsors will certainly endeavor to integrate these additional domains of knowledge and skill into their programs so that their completers are adequately prepared to enter the labor market. The inclusion of so many additional domains of knowledge and practice is appropriate; there is no argument that well-prepared beginning teachers should possess these skills and knowledge upon entry into the labor market. But the requirement for programs to meet these additional knowledge and skill domains and have the appropriate experiences without concomitant changes to program timeframes forces program sponsors to make unnecessarily difficult choices about program content and quality. Moreover, programs are situated in distinct institutional contexts, which may limit further the ways in which “one year” programs can be structured (e.g., 3 quarters vs. 2 semesters, ability to offer summer session or not, etc.). All programs should strive to create pathways that are efficient and do not require candidates to delay unnecessarily their entry into the teaching labor force. Each program must do this within its own institutional context and with the ultimate goal of meeting the program standards. But the one year restriction assumes uniformity across programs and program implementation that is inaccurate, places an unjustifiable constraint on programs, and should be eliminated.

Recommendation

4. The Commission should work with the legislature to remove the one year limit that restricts the length of Multiple and Single Subject Preliminary post baccalaureate, student teaching preparation programs.

Delivery Models for Commission-approved Educator Preparation Programs

Historically, the Commission’s standards have been silent about the delivery mode for an approved teacher preparation program. Some other states as well as the National Council for Accreditation of Teacher Education (NCATE) have developed standards for when a teacher preparation program is delivered online. In reviewing the NCATE standards, the panel finds no new or special requirements that the existing standards do not already address.

Rationale for Addressing Delivery Models

It is clear that technology is rapidly expanding the instructional delivery modes and platforms for collaboration available to programs in ways that profoundly affect teaching and learning. The variety of new instructional technologies are too vast to catalog here, but include, at minimum, online platforms that accompany traditional courses, which can be used for collaboration, communication, assignment submission and feedback, etc.; portions of instruction delivered online either synchronously or asynchronously; instructional conferencing via live internet video; compiling and submitting digital portfolios or performance assessments; dynamic progress tracking through digital rubrics and continuums; collaborative lesson study using video; video based classroom observations; and many more. In its simplest form, email communication has taken the place of what once may have happened in office hours.

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Currently each of these methods is used by approved programs, and nearly all approved programs are using at least one of these methods. Some Commission-approved programs are offered mostly face-to-face where all candidates complete most coursework in a classroom at a college, university, or possibly at a partner K-12 school (although many, perhaps most, of these programs are aided by online platforms such as “Blackboard” or “Sakai” which support communication, collaboration, and course organization). Still more have blended these methods.

One challenge in defining special standards or requirements is that the rapid improvements in technology and processing speed, as well as the proliferation of new applications, platforms, and software, make it likely that specific requirements created in response to today’s available technology will be quickly obsolete.

There is the additional challenge of defining when a program is considered to be delivered online. Given all of this variation, virtually every program would be considered an online program. As the technologies evolve, setting precise percentages of online delivery after which special requirements are imposed seems impractical.

While it is clear that any one of these methods can be done badly, and that some of these methods are ill-suited particularly to learning expectations, the same can be said for most other pedagogy. At the same time, it can be justifiably claimed that aspects of online delivery enhance the ability to achieve certain learning outcomes. Given these complications, the Commission is better served to ensure that the Common and Program Standards, coupled with the Institutional Review Board and Accreditation processes, explicitly establish that the quality requirements are met by all programs, leaving it to programs to justify, with evidence, that they can meet the standards through their chosen delivery mechanisms, pedagogies, and staffing arrangements.

Recommendation

5. The Commission’s standards should address the variety of educator preparation program delivery models (e.g., face-to-face, online and blended delivery models for the preparation programs) and the variety of candidate participation models (e.g., student teaching, intern, blended). When the Multiple and Single Subject Program Standards are updated, the revised standards should be explicitly applicable to all delivery models and all programs regardless of delivery model need to fully meet the standards.

Credentials, Subjects and Authorizations

Reorient Credentials by Subject, Grade Span and Developmental Context Of Students

Authorizations to teach in the state of California must verify that holders possess the knowledge, skills, and expertise required for effective teaching of the state’s diverse student population. At the same time, licensure cannot be so specific as to impede schools and districts in their efforts to meet their distinct instructional and programmatic needs.

The current credential and authorization structure in California reflects the importance of specialized knowledge related to subject matter mastery. At the same time, specialized knowledge and experience focused on the developmental needs and expectations of students (by

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age and grade levels) are not equally addressed within the current credential and authorization structure.

To address this gap, we offer a number of recommendations to narrow the age/grade band of certain credentials, consolidate subject areas and thus streamline the licensure process. At the same time, we also recommend creating opportunities for special emphases so that specialized knowledge can be sought by interested teachers as well as recognized by employers.

Rationale for Grade Spans Authorized

California is the only state to authorize a credential holder across such a wide grade/age span (multiple subject credential holders are authorized to teach in self-contained settings from PreK to adult and single subject credential holders are authorized to teach their subject matter in K-12 departmentalized settings). Most states offer a license that focuses more specifically on particular age spans or developmental levels (e.g., K-5, K-6, PK-3, 6-9). Moreover, organizations with nationally recognized standards related to effective teaching recognize the distinct subject matter and pedagogical knowledge bases connected to specific age/grade spans. For example, the National Board for Professional Teaching Standards demarcates age/grade spans as early childhood (ages 3-8 years), middle childhood (ages 7-12), early adolescent (ages 11-15 years) and adolescent/young adulthood (14-18+ years). Creating a more targeted purview for licensure categories will help to ensure that in preparation and through licensure, pre-service teachers have opportunities to focus and deepen their subject matter knowledge base and concentrate on learning the key theoretical and applied knowledge for the age group they will teach. This heightened focus will be especially needed as the state transitions to full implementation of the Common Core State Standards; these standards assume in-depth knowledge of subject matter and the ability to design complex tasks appropriate for particular grade levels and age spans. These proposed changes also support recommendations in *Greatness by Design* (Task Force on Educator Excellence, 2012) to update licensure standards so that they better reflect the knowledge and skills pre-service teachers need to provide effective instruction of a more robust curriculum to an ever-diversifying student population.

Finally, it should be noted that this recommendation will not result in significant changes in practice in the field. Rather, the proposed new focus of the multiple and single subject credentials will also bring these licenses into alignment with general practice among accredited teacher preparation programs (e.g., most programs do not include content that prepares pre-service multiple subject teachers to teach adults in self-contained settings). At the same time, the TAP Panel notes that this recommendation is not intended to detract from current options that provide employers with staffing flexibility, such as local assignment options.

Recommendations

The Commission should:

6. Authorize Multiple Subject credential holders to teach all content areas in Transitional Kindergarten through 8th grade in self-contained classrooms. (Currently, Multiple Subject credential holders are authorized to teach in self-contained settings for pre-school, K-12 and in classes organized primarily for adult learners.)
7. Authorize Single Subject credential holders in the areas of Mathematics, Science, Social Science and English to teach those respective content areas to learners in 5th through 12th grades and classes organized for adults. (Currently, Single Subject credential holders are

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authorized to teach in departmentalized settings for preschool, grades K-12, and in classes organized primarily for adults.)

Blending Science Credentials and Developing Theatre/Dance Credentials

Current Single Subject content areas in science highlight an inconsistency in our credential structure. While there are nine separate content areas in science (General Science, Biology, Physics, Earth Science, Chemistry, Specialized Biology, Specialized Physics, Specialized Earth Science, and Specialized Chemistry), there is only one content area for Social Science (though this covers a number of separate disciplines, including U.S. and World History, Economics and Government). While on the surface the option for specializations signals the importance of rigorous subject matter expertise, in practice the existence of specialized credentials has required candidates, teachers, districts, and teacher preparation programs to intensify intellectual and knowledge silos. Such subject matter silos run directly counter to trends in K-12 schools, where effective innovations such as project-based learning and linked learning are supported by an integrated approach to disciplinary knowledge. Moreover, segmenting content knowledge in artificial ways contradicts the manner in which the broader knowledge base is applied in work and research settings.

Rationale for Blending Science Credentials

Several recently published reports on the future of science education, particularly as it relates to implementation of the Common Core, underscore the importance of a more interdisciplinary approach to teaching science, and therefore to preparing science educators, at all grades (NAP, 2012; APLGU, 2012). The Next Generation Science Standards make a concerted effort to redefine science education as an endeavor in which students use knowledge and skills from all the sciences and engineering to learn key concepts needed to address scientific problems. To do this, teachers must structure learning about content and disciplinary practices around knowledge and principles shared across science and engineering disciplines. While core disciplinary knowledge and skills are still present in this framework, cross cutting concepts and common practices shared by science and engineering disciplines constitute the primary foundation of this framework. Thus, preparing teachers to teach science within this new conception of science education will require an emphasis on interdisciplinary approaches to the science curriculum. The recommendation to change the single subject science credential requirements reflects, among other factors, these trends in science education.

Rationale for New Credentials in Dance and Theatre

The key principles of the visual and performing arts framework are: creative expression, artistic perception, historical and cultural context, aesthetic valuing, and making connections, relationships and applications of the arts to other subject matter. Within this overarching framework for the visual and performing arts, each of the four sub-disciplines is guided by distinct, subject-specific standards.

Dance: Throughout the grade levels the California Frameworks direct teachers to ensure that students of dance learn about the concepts of time, space, force/energy use, costume, setting, music/rhythm, choreography and cultural context. These are the distinct conceptual and

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intellectual building blocks of the dance discipline. In order to successfully master this body of knowledge, students of dance must be engaged with a wide range of materials and be given ample opportunity to develop and apply their dance concepts, artistic skills, aesthetic sense, and vocabulary. By contrast, the Frameworks emphasize a different and distinctive body of knowledge for students of physical education. Though they are to focus on principles of movement, the primary aims of a standards-based physical education program are: understanding and mastering the movements needed to perform physical activities and acquiring the knowledge base and habits needed to maintain physical fitness and health. While movement education connects these two disciplines, the Frameworks clearly emphasize different bodies of knowledge and different applications, each with distinct intellectual and disciplinary roots. For these reasons alone, the Commission should consider creating a separate credential for Dance educators. In addition to the clear distinctions between dance and physical education in the state's Frameworks, dance education also plays an important role in terms of preparing students to acquire such 21st century citizenship and workforce participation skills as creativity, innovation, and social and cross cultural understandings.

The purpose of this recommendation is to identify the distinct subject matter and pedagogical knowledge needed to be a dance educator. We do not envision that this new credential would diminish, in any way, the knowledge and skills needed to be a Physical Education teacher. Therefore, both credentials would continue to have the common element of movement education in their repertoire, while at the same time recognizing that each uses this knowledge to achieve different learner outcomes. Similarly, employers would be permitted to hire an individual holding either a Physical Education or Dance credential to staff classrooms and courses focused on Dance.

Theatre: Currently, candidates seeking careers as theatre educators earn a secondary credential in English/Language Arts. Similar to the rationale above, our panel identified an inequity in positioning the discipline of theatre within the domain of English/Language Arts. The English/Language Arts framework (2007 edition consulted, though these are being revised) emphasizes several key outcomes for a standards-based English/Language Arts curriculum: proficient readers, effective writers, readers/writers capable of critically engaging with a variety of text as well as persuasively conveying ideas in a variety of media. The Theatre Arts Framework has a similar emphasis on interpreting text and understanding its meaning as well as the historical/cultural/social context from which it emerged. But it also highlights knowledge and skills not found in the English/Language Arts Framework including: the vocabulary of theatre (acting values, style, genre and theme), the historical and cultural roles of the theatre, the social, cultural, political and artistic contexts that produced genres of and key works in theatre, elements of interpretation and dramatic performance techniques, knowledge of the technical aspects of theatrical productions in multiple media, and knowledge of the key roles in theatrical productions (director, actor, stage manager, costume designer, etc.). In addition, theatre standards place a heavier emphasis on multiple media for the theatre arts (stage, film/video, electronic media) than is evident in the English/Language Arts standards, thereby highlighting additional distinctions between the two sets of standards. Each of these distinctions has clear implications for the knowledge bases required by teachers with responsibilities for those subject areas. The proposed revisions to the CSET Subject Matter Requirements address much of the content addressed in this paragraph so in the future, English teachers should have a greater understanding of the content to teach Theatre.

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The purpose of this recommendation is to identify the distinct subject matter and pedagogical knowledge needed to be a theatre educator. We do not envision that this new credential would diminish, in any way, the knowledge and skills needed to be an English/Language Arts. Therefore, both credentials would continue to have common elements in their repertoire, while at the same time recognizing that each uses this knowledge to achieve different learner outcomes. Similarly, employers would be permitted to hire a credential holder of either English/Language Arts or Theatre to staff classrooms and courses focused on Theatre.

Recommendations

The Commission should:

8. Blend the nine current science credentials into no more than four science content areas with one of the four continuing to be the Foundational Level-General Science content area.
 9. Address a current inequity in the single subject program standards. The Visual and Performing Arts Framework and content standards address four distinct content areas: Art, Dance, Music and Theatre. Two of these content areas (Art and Music) have Single Subject teaching credentials but the remaining two are subsumed in other credentials (Dance within Physical Education and Theatre within English).
 - Maintain content in current Physical Education credential requirements as it pertains to Dance and maintain content in current English credential requirements it pertains to Theatre.
 - Add two new content areas: Dance and Theatre.
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Develop Emphasis Credentials or Authorizations for Key Fields

Rationale for an Emphasis in Early Childhood Education

As the research base, pedagogical knowledge, and developmental understandings are specialized for early childhood (NAEYC), a P-3 emphasis, credential, or authorization is recommended. This emphasis would be added to the holder's multiple subject or education specialist credential. Nearly every other state provides a specific authorization for teaching at the early childhood/early elementary level (preK-2, 3 or 4). This emphasis would include intensive focus on the knowledge and skills needed to educate children in pre-school and transitional kindergarten settings, with special attention to developing young learners' literacy and language skills. This emphasis would also equip P-3 educators with knowledge and skills needed to be effective in California's context – high proportions of English learners, students from diverse cultural and racial contexts, and high proportions of students in poverty. Additionally, this emphasis would include knowledge and skills for teaching young children with special needs. It should be further noted that this may be a logical first step towards the creation of a state credential for P-3 educators. Implementation of this emphasis program may provide the commission with a preliminary set of data from which to evaluate the appropriateness or need for a P-3 credential, particularly in light of more rigorous pre-school program requirements, anticipated by federal and state agencies.

The Task Force for Educator Excellence supports similar policy changes and offers the following rationale in *Greatness by Design*:

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Attention to the preparation of early childhood educators is important both because of the growing appreciation for the importance of early learning—and the attendant expansion of access for more young children—and because research has documented the need for and benefit of well-prepared teachers with specialized knowledge to provide this instruction.

...The permit system for early childhood educators [in California] reflects expectations for knowledge and skills far lower than those of other states and needs to be reexamined and restructured. Meanwhile, the Multiple Subjects credential is not intended to extend below kindergarten and is so broad that it permits little attention to very specific developmental needs. While it is important to retain the flexibility offered by the current Multiple Subjects credential, it is also important to begin to organize and build a more specialized training capacity, knowing that the expansion and professionalization of early childhood education is sure to occur, and we should lead the way and build capacity in the meanwhile.

The endorsement, authorization, or specialized license for early childhood educators should include knowledge of child development; knowledge of the standards and subject matter for teaching young children; the ability to assess, plan for and guide children's development and learning; the ability to adapt instruction for a range of individual needs; the ability to organize and manage a productive learning environment; the ability to partner and communicate with families and the community; an understanding of diversity and a capacity to foster equity. (p.35)

Rationale for a Middle Grades Emphasis

As the research base, pedagogical knowledge, and developmental understandings are specialized for early adolescents and middle grade settings, a Middle Grades emphasis is recommended. Currently, most other states authorize a specific license at the middle grades (e.g., grades 4-8, 5-8, or 5-9).

California recognized the unique nature and needs of the early adolescent/middle school students in its document "Caught in the Middle" (California Department of Education, 1987). This report highlighted the importance of addressing the unique nature of middle level education, which a Middle Grades Emphasis would address. More recent reports support this basic argument. The NCATE Blue Ribbon Panel (2010), while not specifically recommending a middle grades license, articulates a framework for teacher preparation that puts the learners/students and their classrooms and sites at the center of teacher preparation program design. Students in grades 6 through 9 in our state are most typically housed together and the middle school and junior high school seek to accomplish particular outcomes that are distinctive from elementary and high school. These grades are envisioned as key transition years from the elementary setting to the high school setting and experienced teachers in these contexts have special knowledge sets about how to best facilitate this transition and the academic and personal learning and growth that happens during it. A Middle Grades Emphasis would allow educators with an interest in working

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with this population of students the opportunity to gain the additional expertise (subject matter, pedagogical, developmental stages) needed to be effective in these contexts.

Rationale for an Emphasis that allows credential holders to bridge grade levels

Under limited circumstances, the holder of a Single Subject (5/6-12) license might be interested in teaching in a K-5 departmentalized setting and the holder of a Multiple Subject (TK-8) license might be interested in teaching one subject area in a departmentalized setting. The Bridge Emphasis added to an initial credential would indicate to employers that the Emphasis holder possessed the appropriate content and pedagogical knowledge for this expanded assignment. This additional emphasis would align with the new grade range offered in Recommendations 6 and 7. The bridge emphasis could be offered in initial preparation, as a part of induction, or during credential renewal. The bridge emphasis would not preclude other options currently available that permit a holder of one credential to obtain a second.

Recommendation

10. California should create special emphases options that allow credential holders to seek, demonstrate and apply specialized knowledge. An emphasis draws attention to a teacher's specific expertise, while not unnecessarily restricting employers or site administrators. The TAP panel recommends three specific types of new emphases: Early Childhood Education, Middle School, and Bridge Emphases.

PRELIMINARY TEACHER PREPARATION

Subject Matter Preparation for the Multiple Subject Credential

A Commission-approved subject matter preparation program provides an institution the opportunity to develop a very rich cohesive program for a candidate to earn a teaching credential by blending the learning of the content with the methodology of how to teach that content. Candidates for a Single Subject have the option of completing a Commission-approved subject matter program or passing the appropriate examination to satisfy the subject matter requirement. To conform with the Federal No Child Left Behind (NCLB) law and the California State Board of Education's State Plan, the Commission took action at its October, 2003 meeting regarding the subject matter examination requirement for Multiple Subject Teaching Credentials. Based on this decision, all candidates for a Multiple Subject must pass the Commission-adopted examination (<http://www.ctc.ca.gov/notices/coded/030025/030025.pdf>) to satisfy the subject matter requirement and no candidate may complete a subject matter program to satisfy the subject matter requirement.

Rationale for a Program Route for Multiple Subject Candidates to Satisfy Subject Matter

TAP has identified concerns that the CSET: Multiple Subject does not ensure that Multiple Subject teachers possess sufficient content knowledge to be effective teachers. TAP recommends that the Commission explore with the State Board of Education (SBE) the use of Elementary Subject Matter Waiver programs to serve as an additional option for candidates to demonstrate subject matter competency needed for a multiple subject credential. Such subject matter waiver programs would be developed to address revisions to the K-12 Content Standards due to adoption of the Common Core State Standards.

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There is concern that Multiple Subject candidates are not getting consistently strong preparation in their subject matter. Candidates who complete a major other than those that were historically approved as subject matter waiver programs (e.g., Liberal Studies programs) may pass the CSET to enter a credential program, but may not have the breadth and depth of subject matter preparation that they need. This has been especially noticable in the content areas of mathematics and science.

Common Core State Standards heighten the expectations for teacher candidates to have deep content knowledge in multiple subject areas. They have already resulted in changes to the K-12 Content Standards; these changes necessarily impact teacher preparation program standards, especially those that relate to teaching Math, English/Language Arts, and Science. However, because the CSET continues to be the sole method for prospective elementary candidates to demonstrate subject matter knowledge, alignment of the K-12 Content Standards to the Common Core State Standards will likely will have little impact on elementary teacher subject matter preparation.

The current structure creates inequities and inconsistencies between Multiple and Single Subject credential program entry and transition requirements. Most Single Subject candidates have a non-CSET option for demonstrating subject matter knowledge and Multiple Subject candidates do not.

The current process presents a range of implementation issues that have long term negative consequences for Multiple Subject candidates' content knowledge development.

- a. Without a policy incentive or lever for undergraduate programs to address subject matter preparation, particularly once these standards are aligned to the Common Core State Standards, the burden may fall, in worst cases, upon candidates independently to ensure that their subject matter knowledge is adequate for teaching the Common Core State Standards. Similarly, candidates entering a teacher preparation program may be found to have inadequate subject matter knowledge to teach the Common Core State Standards even though they have passed the CSET. As teacher preparation programs typically focus on pedagogy and knowledge domains other than content knowledge development, these subject matter deficiencies may pose significant challenges to the candidates and the programs alike. This would ultimately have negative impacts on K-12 students.
- b. CSET scores are not made available to undergraduate or teacher preparation programs in ways that allow undergraduate programs to implement program improvements. Thus, it is a measure with little potential for comprehensive impact on the learning-to-teach system.
- c. CSET knowledge domains may be inadequate, particularly in terms of the conceptual and content understandings central to the Common Core State Standards, but also in terms of deep subject matter knowledge, especially at the conceptual level, and application of subject matter knowledge to complex issues. (Staff notes that the CSET SMRs are currently under revision to align with the CCSS.)
- d. The reliance on a single measure of subject matter knowledge inadvertently relieves the university as a whole from the process of teacher preparation. TAP believes this is not a positive policy incentive and creates barriers to within IHE/cross-program collaboration that ultimately weakens the preparation of elementary teachers.

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- e. At a time when the state is still confronting the challenge of recruiting into the teaching profession candidates who reflect the various diversities of our state's population, offering only one option for demonstrating elementary subject matter competence creates unnecessary barriers to applicants who may have weak standardized test-taking skills, but possess compensatory strengths in a range of other domains including: strong undergraduate academic performance, relevant work experience where appropriate subject matter knowledge is applied, and bilingual/biliteracy skills.

Recommendation

11. The Commission should work with the State Board of Education to reinstitute an option for waiving the CSET:MS by re-authorizing Elementary Subject Matter programs.

Reinstituting an option for waiving the CSET by re-authorizing Elementary Subject Matter programs would provide blended and traditional undergraduate teacher preparation programs with additional incentives to engage in collaborative work within the IHE context to align subject matter and teacher preparation content and practices, thereby creating stronger and more robust pathways into teaching. These incentives are particularly important given the significant changes in expectations for subject matter knowledge brought about by the alignment of the K-12 Content Standards to the Common Core State Standards.

Field Experience

Program Standards set guidelines for clinical practice for single subject, multiple subject, and education specialists. The guideline is set as “one K-12 grading period, including a full-day teaching assignment of at least two weeks” (p. 31). The Commission’s 2010-11 Title II report found that the average number of clock hours required for student teaching ranged widely from 140 hours to 1600 hours with an average of 558 hours.

Rationale for Setting More Explicit Minimum Field Experience Expectations

Research suggests that teachers who become teachers of record without having completed carefully structured and supervised field experiences are less effective in promoting student learning in their first years of teaching (Boyd, et al.2008; Zeichner & Conklin, 2005). Zeichner (2010) makes a strong case for states to require all individuals who are seeking initial licenses to complete a minimum amount of carefully supervised field experience prior to becoming legally responsible for a classroom of students. He suggests at least one semester (450 hours) of fulltime student teaching, internship or residency is the absolute minimum amount of supervised field experience that should be required. The NCATE Blue Ribbon Panel report (2010) also addresses the importance of clinical preparation and advocates that this model be at the core of teacher preparation and integrated into all aspects of teacher education in a dynamic way. Extensive clinical experience affords multiple opportunities for candidates to gain deeper understandings of the teaching profession, extends possibilities for collaboration and ensures a reasonable timeframe and opportunities for the review of teacher candidates’ practice and their impact on students.

Establishing minimum standards that extend beyond one grading period and two weeks (which in some LEAs could amount to as little as three weeks of experience) would better guide teacher

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preparation programs in the development of the field experiences needed for high quality teacher preparation. In addition, other aspects of the field experience standards should be examined and enhanced in the areas of observations, student teaching and community interactions. Stronger and more rigorous expectations should be included about the types, intensity and duration of experiences candidates have teaching English learners. Similarly, more clarity should be given to the definition of what candidates experience with respect to the different phases of the school year. Finally, changes to these standards should address the perennial tension in our teacher preparation programs between the background experiences and knowledge of the candidates and the social, cultural, and linguistic contexts in which they will be teaching, especially at the beginning stages of their careers. Despite concerted efforts to diversify our teaching force, there remains a racial imbalance between our students and their teachers. While recruitment efforts should continue in earnest, the standards should be augmented to require programs to provide field experiences that evidence ways in which their candidates acquire knowledge of community resources and assets as well as skills in integrating this knowledge into the curriculum and classroom experiences. These changes should not be prescriptive and should allow program sponsors to develop program responses that take their own institutional and other contexts into account. But currently the standards are so open to interpretation that they do not truly set a standard for the program sponsors that reflects what is increasingly agreed upon as high quality field experience.

Recommendation

12. The Commission should set minimum requirements for field experiences and provide greater clarity and specificity about minimum requirements for types of field experiences, components of field experiences, and duration.

Rationale for Setting More Explicit Expectations for Field Experience Supervisors and Cooperating Teachers

Studies of teacher candidate placement point to the value and importance of high quality cooperating teachers and university supervisors. Enhancing the current standards for cooperating teachers and university supervisors can ensure availability, support, and a positive field experience for teacher candidates.

Linda Darling-Hammond states, “often, the clinical side of teacher education has been fairly haphazard, depending on the idiosyncrasies of loosely selected placements with little guidance about what happens in them and little connections to university work” (2009, p. 11). Additional elements should be added to the existing standards for cooperating teachers and university supervisors such that the following outcomes, at a minimum, are promoted:

- (a) Clarification of the appropriate cooperating teacher and university supervisor knowledge and skills bases.
 - For cooperating teachers, articulating this knowledge and skills base should be connected to ways in which they serve as both an instructional model and a mentor of pre-service candidates.
 - For university supervisors, the knowledge and skills base must cover the realities of public school teaching as well as the use of effective strategies to mentor, guide, and redirect candidates in their development;

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- (b) Evidence of structures of training and support that ensure adequate preparation for cooperating teachers and university supervisors to fully perform their roles.
- (c) Processes for periodic evaluation and review of educators in cooperating teacher and university supervisor roles such that quality standards for this aspect of teacher preparation programs are consistently monitored.

Central to promoting standards for cooperating teachers is providing support to cooperating teachers. Currently, the program standards indicate that cooperating teacher should hold an appropriate credential and have a minimum of three years of experience teaching in California. Similarly, the university supervisor is plays a critical role in the learning-to-teach process as they often are the only link cooperating teachers have with the university. University supervisors are representatives of the university, provide invaluable support to teacher candidates and cooperating teachers, and are often the first responders in terms of support and knowledge of what occurs during field experience. It is important to ensure university supervisors are chosen for their abilities to represent the university, support teacher candidates, and aide cooperating teachers in providing a quality experience for teacher candidates. Currently, the requirements for university supervisors are to receive ongoing professional development concerning TPEs, responsibilities, and expectations for supervision and candidates. The current standards also state supervisors should be experienced, understand current theory and practice, model collegial practices, and promote reflection.

A Commission sponsored standards writing panel should review the existing standards for the distinct roles that support the field experience. This panel should especially investigate support structures for cooperating teachers. This panel should also determine the kinds of specialized knowledge that cooperating teachers should possess; at a minimum, this should include subject matter and pedagogical knowledge as well as demonstrations of effective practice, special focuses on educating diverse learners, and skills, knowledge and abilities in mentoring. The panel should also focus on defining other types of support needed for successful operationalization of the role. This support might focus on special structures or resources at the classroom, school, district and teacher preparation program levels.

Furthermore, the panel should focus on the knowledge, expertise, experiences and skills needed to perform the unique role of the supervisor, particularly as program standards are updated and aligned to address trends and developments in the K-12 public education context (e.g., knowledge of Common Core, ability to effectively teach English learners, students with special needs, etc.).

Recommendation

13. The Commission should revise the current Preliminary program standards addressing field experience and the quality of cooperating teachers and university supervisors. The revised standards need to delineate more clearly the Commission's expectations.

Performance Assessments

The *Greatness by Design* report notes that “California has also led the nation in the development of teacher performance assessments for licensing – an approach that looks at what teachers can

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actually do before they begin to teach, rather than using seat time, course credits, or paper-and-pencil tests alone. This kind of tool holds promise for leveraging further improvements in preparation programs and readiness for both teachers and administrators” (pg. 28).

California statute (Chap. 517, Stats 2006) requires that all candidates for Preliminary Multiple and Single Subject teaching credentials pass a Commission-approved TPA that is designed to measure a candidate’s knowledge, skills and ability with relation to the TPEs.

The Teacher Preparation Advisory Panel was asked to consider the use of performance assessments in several contexts. The following set of recommendations relates to the use of the Teaching Performance Assessment as one indicator of learning as it is currently used in preliminary teacher preparation programs.

Rationale for Teaching Performance Assessment Recommendations

The Teaching Performance Assessment was designed as a standards-based assessment of candidate understanding and acquisition of the Teaching Performance Expectations. The assessment is developmental and formative in nature yet serves as a summative assessment. One purpose is to ensure the quality of the educators being placed in California’s classrooms. The assessment has also become a vehicle for improvement at the course and program level. Both TPA implementers and candidates themselves report the assessments have enhanced candidate understanding of:

- the many decisions to be made in lesson planning
- the implications of gathering and analyzing student data before and after lesson planning
- the importance of post-lesson reflection and evaluation
- the specific and unique needs of English learners and students with special needs

Because the Teaching Performance Assessment was developed as a standards based assessment, when the TPEs are revised to reflect the Common Core State Standards and 21st Century Learning Skills, the TPAs will need to be revised accordingly. The TAP panel finds value in the multiple TPA models and believes that multiple models should be maintained.

The TAP panel surveyed teachers in Induction programs about their experience with the TPA. Over 1,000 beginning teachers completed the survey, representing all three Commission-approved TPA models. Less than half of the TPA completers who responded reported they received some sort of written feedback in addition to a reported score. Only 40% of those candidates, however, reported that the feedback gave them any additional insight into the teaching/learning process. A more meaningful feedback component with specific parameters would enhance the experience for candidates.

Most compelling from the feedback from 1000 beginning teachers who completed the Teaching Performance assessment between 2006 and 2012 was that 72% reported the assessment took away from, rather than enhanced, the Clinical Practice experience. Performing the final TPA assessment after the Clinical Practice requirement would allow candidates to stay focused on the entirety of their practical application experience and keep the emphasis on the work in the classroom.

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With the Induction and Clear Credential programs having an emphasis on individualized growth, the candidate's Teaching Performance Assessment results would support the concept of the continuum of learning for all teacher professionals by building upon candidates' established strengths and needs. This would allow candidates to measure their own professional growth across the teacher certification and employment process and could become evidence for credential renewal if needed. The TPA scores would only be used for professional growth planning, not for employment or evaluation.

If candidates understood the intentional link between the TPEs, TPA, CSTP and further professional study, their perception of the Teaching Performance Assessment as noted in the survey as "overwhelming work on the side" and "a waste of time" may gain the appreciation of being an important part of growth and development and lose some of the stress and overwhelm associated with being "just another hoop to jump through."

Recommendations

The Commission should:

14. Update the Teaching Performance Assessment (TPA) Assessment Design Standards after revision of the California Teaching Performance Expectations (TPEs).
15. Clarify the requirements and restrictions regarding formative feedback during the TPA and consider how to enforce the requirements and restrictions.
16. Seek to better connect teachers' preliminary program to the induction program by having candidates and preliminary programs develop a Transition document that each candidate will take from his or her Preliminary program to the Induction program.

Teaching in Online and Blended Settings

The charge to the Teacher Preparation Advisory Panel asked the panel to review the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California's public schools. Additionally, the panel was asked to consider whether the current K-12 credential classifications and authorizations are appropriate to meet the complexity, demands and expectations of California's public schools.

The panel's review of teaching through new and emerging instructional technologies fell into this aspect of the charge. The current program standards for multiple and single subject preliminary preparation programs were updated in 2008 and currently state:

Standard 11: Using Technology in the Classroom: Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

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Candidates use appropriate technology to facilitate the teaching and learning process.

Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.

Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.

Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.

In the Induction Program Standards, preparation to use technology in instruction is integrated into the program standards including:

Standard 5: Pedagogy – “...Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.”

Standard 6: Universal Access: Equity for all Students – “...Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

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These elements of the program standards provide a foundation on which to build, and the panel's recommendations use these as a starting point. However, as technology has advanced, new concepts of how technology might be used to enhance teaching and learning have emerged. Among these are the concepts of blended learning and fully online learning:

- Blended learning (sometimes referred to as “hybrid” learning environments) is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home.
- Online learning is a formal educational program in which a student learns entirely through virtual delivery of content.

With these foundations and emerging concepts in mind, the TAP panel makes four recommendations.

Rationale for Online and Blended Teaching

The explosive growth of online & blended learning (OBL) opportunities, along with ever advancing technology, demands a response from the educational community.

The data from the International Association for K-12 for Online Learning (iNACOL) and California eLearning Census (CLRN eLearning Census) point to some significant shifts in how many of our public school students are learning:

- 45% of school districts and charters using online/blended learning models- CLRN eLearning Census
- 32% of school districts not using OBL models are in the planning stage and plan to implement next year - CLRN eLearning Census
- Online / blended learning K-12 enrollment continues to grow by 20% - 25% a year - CLRN eLearning Census
- 210,000 K-12 students are learning online in California today – CLRN eLearning Census
- 40 states have state virtual schools or state-led initiatives –iNACOL
- National online / blended enrollment was 1.8 million students in 2009-2010 – iNACOL
- 12% on high school students in the U.S. have taken an OBL class - iNACOL

With these data in mind, the TAP panel concluded that OBL is a current and growing component of the teachers' roles. Currently there is a lack of formal training or certification in technology integration and online/blended pedagogy in California teacher preparation programs. Many new teachers arrive in classrooms not knowing how to use online and blended learning technologies and must learn on the job. Current teachers are often similarly under prepared to use these strategies. Teacher preparation candidates, and current teachers assigned to an OBL positions, need to understand and have experience with online pedagogical practices that include, but are not limited to community building, engagement, appropriate formative and summative assessments, the “4 Cs” embedded as the “Habits of Mind” within Common Core State Standards, (creativity, critical thinking, collaboration, communication), while remembering that technology tools are subordinate to educational objectives. The transition to the Smarter Balance computer adaptive testing as part the Common Core Standards serves to underscore the importance of technology for students learning and assessments.

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The panel's recommendations are responsive to these increasing demands, recommending a revision of the preliminary and induction standards to better represent the technologically enriched instructional environments that teachers will find themselves in and that students require. At the same time, use of technology in instruction is growing so rapidly that distinctions between what are classroom based courses and what are "online" courses are becoming increasingly difficult to make.

Nevertheless, it is evident that courses that are taught in 100% online environments require a specialized set of instructional strategies for which an added authorization is appropriate and should be developed.

The panel considered whether a lower percentage threshold of online teaching in blended environments would be more appropriate. However, the difficulty in determining and monitoring how these percentages are determined led the panel to conclude that such calculations are impractical.

Recommendations for Online and Blended Teaching

The Commission should

17. Ensure that the teacher preparation standards are enhanced related to the pedagogical skills needed in face-to-face, online and blended teaching.
18. Ensure that the foundational OBL pedagogy and instructional skills, which are developed in the preliminary preparation phase will then be extended and contextualized in the induction phase consistent with the teacher's assignment and school context.
19. Develop an Added Authorization required for teachers who teach students in a 100% online environment.
20. Identify the knowledge, skills, and abilities (KSAs) a teacher needs to successfully teach in a Blended teaching environment and provide the identified KSAs as guidance for the field.

Intern Early Completion Option (ECO)

The Early Completion Option for multiple and single subject intern candidates was established to allow exceptional individuals whose teaching expertise and experience were such that completing the full range of coursework and field experiences within a teacher preparation program would not be necessary prior to the individual beginning teaching.

Education Code §44468 requires that all approved multiple and single subject intern programs provide an Early Completion Internship (ECO) option. Commission Coded Correspondence 02-0013 on the Commission website describes the requirements for the Early Completion Option in detail (www.ctc.ca.gov/notices/coded/020013/020013.pdf).

Rationale for Modifying the Intern Early Completion Option

Current education code and subsequent policies create three significant issues for programs:

- Programs are not permitted to make any independent determination about a candidate's

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fitness for the Early Completion Option. Any candidate who meets the requirements must be provided access to the Early Completion Option, including the opportunity to be the teacher of record for students prior to completing the Teaching Performance Assessments.

- Programs are not permitted to examine the range of available qualifying assessment results, nor are they permitted to examine additional information such as prior experience, program created performance assessments, observations of instruction or other indicators, to determine which program experiences may be necessary and which should justifiably be waived.
- Qualifying candidates who do not pass the TPA on the first attempt must complete the full intern program. This creates a significant challenge for intern programs which must create an individualized/modified program specifically for the unsuccessful candidate. In the absence of programs having the ability to determine which candidates are appropriate for and likely to be successful in the Early Completion Option, this creates an unreasonable burden.

These challenges are exacerbated by the limitations of the qualifying exam, The Teaching Foundations Examination (TFE). The panel has concluded that this examination is an inadequate entry assessment for individuals to qualify for the Early Completion Option and recommends that the Commission should find a better entry assessment. The TFE examination is an off the shelf examination which is not owned nor developed by the Commission or for California. It is important to note that the TFE examination does not adequately assess an individual's knowledge of teaching English Learners yet the credential the individual earns includes an authorization to teach English Learners.

Even if the issues with the current qualifying exam are addressed, however, the problematic issues with the Early Completion Option as currently constructed will not be completely resolved. Current law requires programs to waive all coursework and field experiences for individuals who have passed the Commission adopted entry examination (TFE), except for coursework associated with the technology requirement, and pass the Teaching Performance Assessment on the first attempt. Programs cannot, for example, require a period of supervised fieldwork, and then base a candidate's ability to not participate in specific courses on demonstrated capacities or pedagogies demonstrated in the classroom.

Allowing programs to create procedures for reviewing the individual's capacities, which could include both a more careful review of results on currently required evaluations as well as results on program developed procedures (which could include, for example, demonstration lessons, a period of supervised fieldwork, analysis of instructional planning materials, etc.) would result in individuals who are better prepared at the time of earning the Preliminary credential. This flexibility would not preclude programs from allowing qualified candidates whose experience and skills make completion of the full coursework of the teacher preparation program unnecessary as the original law and policy intended. It would, however, allow for a more substantive review of a candidate's experience and skills, greater differentiation of program elements a candidate does or does not require, and ensures that individuals earning teaching credentials are prepared to be successful in the classroom.

The charge to the TAP Panel asked the panel to specifically consider the validity of current pathways to a preliminary teaching credential, including the Early Completion Option. Based on

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a review of the policy and implementation of the Early Completion Option, the panel recommends the following.

Recommendations

21. The Commission should work with the legislature to revise the Early Completion Option (ECO) for Interns.
22. The Commission should not continue to use the Teaching Foundations Examination (TFE) as the entry assessment for the Early Completion Option.
23. The ECO requirement should be amended to allow approved intern programs some flexibility to establish procedures for determining which aspects of the approved program have been successfully demonstrated by the ECO candidate and the components that the candidate needs to complete. Passage of the entry assessment and the teaching performance assessment should continue to be requirements.

Linked Learning Recognition of Study

AB1304 authorized the creation of a Linked Learning Recognition of Study. This recommendation supports that legislation and incorporates it as one of the key consensus recommendations emerging from the work of the TAP Panel. In addition, this recommendation relates closely to another recommendation to review, revise and augment the program standards such that they actively relate and refer to the content and pedagogy frameworks for a range of new knowledge and practice domains, not well understood or relevant at the time that SB2042 was legislated. Among those important new knowledge and practice domains is Linked Learning.

Rationale for Developing a Linked Learning Recognition of Study

Linked Learning standards would detail the knowledge and skills a Linked Learning teacher needs. Single Subject Teacher preparation programs could elect to develop a narrative addressing the standards and sponsor a Linked Learning program. Candidates who complete a Commission-approved Linked Learning program would be eligible for a Recognition of Study in Linked Learning.

Recommendation

24. The Commission should develop program standards for a Recognition of Study in Linked Learning.

EARNING A CLEAR TEACHING CREDENTIAL

Induction

The Beginning Teacher Support and Assessment (BTSA) program was established by the Legislature and the Governor as a result of a pilot study conducted during 1988-1992 by the Commission and the California Department of Education (CDE). This pilot study, known as the California New Teacher Project, demonstrated that in order to increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction and

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certification needed to be redesigned to form a “learning to teach” system that begins with teacher recruitment, extends to new teacher preparation and moves into the beginning years of professional service in the classroom. The pilot project’s summative report recommended a more effective induction of new teachers that would include:

- gradual introduction to the norms and responsibilities of teaching
- an extension of each teacher’s professional learning as initiated during his/her prior preparation
- advice and assistance from experienced colleagues
- evidence-based information about each teacher’s performance compared to established expectations for what beginning teachers should know and be able to do

In response to these recommendations, and after considerable legislative discussion of the pilot project report, (*Success for Beginning Teachers*, 1992) the Governor and the Legislature established the BTSA Program in the State Budget for 1992-93 to provide an effective transition for all beginning elementary and secondary teachers into the teaching profession. This transition was facilitated by the assignment of a trained support provider to each beginning teacher. The support provider was charged with providing individualized support and assistance to the beginning teacher, guided by the results of the formative assessment of each beginning teacher’s practice as measured by the *California Standards for the Teaching Profession*. Passage of SB2042 (Chap. 548, Stats. 1998), which created a two-tiered teaching credential system, significantly changed the BTSA program by aligning it as the second tier in California’s teacher preparation and credentialing system and by establishing the completion of a standards based induction program as a path toward the Clear Credential for the Multiple and Single Subject credentials.

Passage of AB 2210 (Chap. 343, Stats. 2004) established completion of a Commission-Approved Induction program as the required route for SB 2042-prepared Multiple and Single Subject teachers to obtain a clear teaching credential, if an approved Induction program is available. If an employer verifies that an Induction program is not available to a beginning teacher, the teacher may complete a Commission-approved Clear Credential Program to earn the Clear Credential. If changes are made to the standards governing Induction programs, it will be important to review the Clear Credential program standards to understand if comparable changes should be made.

In January 2012, Superintendent of Public Instruction Tom Torlakson announced the formation of the Educator Excellence Task Force. The EETF began meeting in April 2012 and organized its work around five specific work groups: Initial Entry (Recruitment, Selection and Preparation), Induction to the Profession, Professional Learning, Educator Evaluation, and Leadership and Career Development. The Commission served as a co-sponsor of the EETF and provided staff support for two of the five work groups: Initial Entry and Induction into the Profession. The product of the EETF work, *Greatness by Design* (GbD) was released on September 10, 2012 (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>) The following TAP Panel Teacher Induction recommendations and rationales are aligned with or in complement to the *Greatness by Design* report Induction recommendations.

Rationale for a Transition Plan that moves from the Preliminary to the Induction Program with the Teacher

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California *Induction Program Standards* require the providers of induction programs to differentiate the experience for each candidate. The facets of the program necessary to ensure this differentiation include an individual learning plan that is connected to summative performance assessments from preparation thus making for a seamless learning to teach system. Specifically, they require “individualized support and assistance” and “an inquiry-based formative assessment system.” There is a need to further refine and personalize this support. The induction experience should be job embedded and integrated with school and district goals and based upon assessments of teaching practice and student learning, thus ensuring full engagement of, and necessary support for, the candidate.

Recommendation

25. The Commission should require a Transition Plan be developed at the end of the Preliminary program and provided to the Induction Program by the candidate. This Transition Plan should be one basis for the Individual Induction Plan (IIP). The candidate, the employing district designee and the approved clear credential program representative, should develop the IIP. The IIP should incorporate a clear action plan, which incorporates the school and district goals.” The candidate will leave induction with a program completion assessment-learning plan to inform his or her next phase of professional learning.

Rationale for Reviewing and Increasing Rigor in the Induction Standards

The skill of the mentor is paramount to provide effective coaching within the structure of the formative assessment system to support the new teacher in delivery of instruction, curriculum planning and problem solving. To be highly effective, rigorous competency standards are needed for mentors and coaches. Mentor teachers should be models of effective professionals who demonstrate clear evidence of teaching expertise, and possess characteristics such as openness to learning new ideas, receptivity to new practices and ability to use assessment data to refine instruction. They also must demonstrate the competencies of effective coaches, such as building on participant assets, asking good questions, practicing active listening and providing critical feedback in a supportive manner. The skilled mentor provides differentiated support through coaching designed to address both long-term and immediate needs of the candidate and promotes professional reflection and growth. Quality mentoring is created and developed through rigorous selection, and systematic assignment.

Skilled mentors should be available to provide in-classroom coaching and demonstration lessons that allow direct evaluation of, and assistance with, the delivery of instruction, as well as advice and counsel for curriculum planning and problem-solving.

The selection process should be rigorous, including steps such as an application, interviews with role-plays and/or scenarios, recommendations from peers and principal and a classroom visit. The role of the mentor teacher should be viewed as teacher leadership.

Providing resources for the many contributing factors needed to support induction will encourage success at sites and districts. This local support ensures the induction experience is normed into the activities of sites and districts. Assignments of new teachers need to be made to maximize success for new teachers and students. If challenging assignments occur, additional resources and support should be allocated. It takes the cooperation and collaboration of many levels within

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the system to ensure a positive induction experience for new teachers. Induction leaders need “voice” in their local LEA to gain support necessary to engage participating teachers in a successful induction experience. LEAs need to ensure quality of service by including a qualified, leader of induction programs and establishing program expectations for mentoring.

Recommendation

26. The Commission should direct that the Induction standards be reviewed and revised to ensure that there: a) are clear and more rigorous expectations for mentors including teaching expertise, careful and rigorous selection, systematic assignment, and high quality ongoing development and support and b) is language about leadership, structures and resources necessary to operate an Induction program.

Rationale for Defining Induction as Two Years of Individualized Support and Assistance

California *Induction Program Standards* require the providers of induction programs to differentiate the experience for each candidate. The facets of the program necessary to ensure this differentiation include an individual learning plan that is connected to summative performance assessments from preparation thus making for a seamless learning to teach system. Specifically, they require “individualized support and assistance” and “an inquiry-based formative assessment system.” There is a need to further refine and personalize this support and to provide the program for two years of teaching. The induction experience should be two years of job embedded application and integrated with school and district goals and based upon assessments of teaching practice and student learning, thus ensuring full engagement of, and necessary support for, the candidate.

Recommendation

27. The Commission should direct that the induction program standards define Induction as two years of individualized support for participating teachers.

Rationale for Rigorous Completion Criteria

The Teaching Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTP) lay the foundation for rigorous educator preparation and induction expectations. Standard language needs to be clarified for complete and higher expectations to advance the level of practice to clear a credential in California. For determining demonstration of competence based on quality indicators, CDE and CTC should develop guidance for using the Continuum of Teaching Practice (<http://www.btsa.ca.gov/resources-files/Final-Continuum-of-Teaching-Practice.pdf>) which was developed by the Commission, the California Department of Education and the New Teacher Center.

Recommendation

28. The Commission should direct that expectations be made more rigorous so that candidates completing Induction are required to demonstrate comprehensive competence prior to recommendation for the clear credential.

Rationale for the Statewide Induction Infrastructure

Regionally based program leadership and support has been a cornerstone of California BTSA Induction success. Many of the successes of the current BTSA Induction Programs can be

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attributed to sound legislation, cooperative leadership and co-administration with the CDE and CTC, along with comprehensive implementation strategies at the state, cluster region and local levels. Implementation has been a collaborative effort of state administrators and regional directors who serve approved induction programs in six areas, or clusters, in California. AB 1266 (Mazzoni) created the cluster regions; a structure without political or organizational affiliations so the structure is not influenced by local interests or state political complexities.

Among the activities supported by Cluster Region offices are: a state Academy for supporting new leaders; mentoring and formative assessment training for leaders and professional development providers; guidance for credentialing, program evaluation and accreditation; and needs-based resources and support to each approved LEA. Through cluster collaboration, each LEA receives opportunities to connect and collaborate statewide to support strong program implementation. It is important for CDE and CTC to ensure that state and cluster level offices are staffed at adequate levels with carefully selected leaders, to engage in the administration, leadership and support of implementation efforts. The BTSA induction model of local infrastructure should be both fortified for teacher induction and expanded on to build a comprehensive regional support system for all educator preparation programs.

Recommendation

29. The TAP panel recognizes the importance of a strong statewide infrastructure as an indispensable component to an effective teacher induction system in California. The state should renew its commitment to this successful model and take appropriate steps to ensure that it continues into the future. Further, the state should consider the benefits of expanding this highly successful concept of a regional infrastructure system used historically by teacher induction by building a more comprehensive regional system that is cohesive across, and supportive of, all educator preparation programs.

ADDITIONAL RECOMMENDATIONS

Special Education

Rationale

The issues related to educating learners with special needs, whether formally documented or not, are significantly complex and substantial as to warrant a focused and specialized study by a panel of educators with expertise balanced across the domains of special education and general education. Historically, program standards for general education teacher preparation programs and special educator programs have been developed through separate processes, and this practice is somewhat understandable, given the distinct knowledge and skill bases associated with each credential. At the same time, there are important teaching and learning domains in each credential area that could significantly strengthen preparation in other credential areas, if program standards were reviewed for the purpose of better alignment and complementarity. Similarly, distinct program standards with very few explicit areas of alignment and overlap wrongly communicate that these teaching/learning domains are separate, a fact particularly troubling when, increasingly, schools and districts are endeavoring to create highly inclusive settings for all learners. A panel review of the current standards for all teaching credential

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programs would provide an opportunity for those with expertise in this area to establish a new vision for general education and special education teacher preparation. This new vision would ensure that each credential holder has sufficient knowledge and skills for teaching in their particular setting while also guaranteeing that each credential holder has the content knowledge and pedagogical knowledge and skills to operate effectively in collaborative, inclusive settings. This particular set of recommendations complements Recommendation # 3

Recommendation

How to educate students with special needs in the least restrictive environment possible and with the support of adequately prepared and licensed educators has been a perennial challenge for the state of California. Compounding this challenge has been a historical shortage of appropriately licensed educators and bureaucratic constraints that often make educator assignments complex and confounding. The recommendations below are offered in a spirit of ensuring that every California student has access to qualified educators prepared to teach him/her effectively and in learning contexts that are appropriate and flexibly responsive to the learner and his/her needs.

30. The Commission should establish a panel to study the relationship between general education and education specialist credentials. The purpose would be to ensure that general education teachers and Education Specialists have the necessary knowledge and skills to teach effectively to a diverse range of learners, without resulting in a shortage of Education Specialists. Topics this panel might explore should include but not be limited to the ramifications of the following additional items:
 - a. Developing an added authorization option for Education Specialists who do not have a Multiple or Single Subject credential so they are qualified to teach reading to typically developing students.
 - b. Developing an Added Authorization for current holders of the Education Specialist credential authorizing them to work in multi-tiered systems of support (MTSS) at all levels of those systems deemed appropriate. This Added Authorization would not authorize an assignment as the teacher of record in a general education classroom.
 - c. Reviewing the Education Specialist program standards for Mild/Moderate and Language and Academic Development credentials to ensure that program sponsors provide candidates with adequate opportunity to develop sufficient content knowledge, content pedagogy knowledge and knowledge of the general education classroom to be effective in various specialist positions, roles and school/classroom contexts. In particular, review program standards to ascertain their sufficiency in relation to candidate preparation to teach the Common Core State Standards.

Professional Responsibilities

The Education Code, Penal Code and Regulations each have responsibilities that individuals who hold credentials from the Commission must meet and prohibitions of things credential holders must not do. It is imperative that each credential holder is made aware of each requirement while in the preparation program. The Commission should have a compiled, current list of these requirements/prohibitions. The following recommendations address the topic of an educator's professional responsibilities:

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Recommendations

The Commission should:

31. Review and update the Professional Responsibilities and Prohibitions Regulations, and if needed the law, to ensure that the Professional Responsibilities of credential holders are current and appropriate.
32. Require preparation programs to provide information to candidates regarding the Responsibilities and Prohibitions that individuals have because they hold a credential
33. Provide a comprehensive list of the Responsibilities and Prohibitions of credential holders.

Master Plan for Professional Learning

The *Greatness by Design* report dedicates significant attention to issues of creating opportunities for professional learning across the teacher career (Chapter 5: Opportunities for Professional Learning). While the *Greatness by Design* recommendations did not all related directly to issues of credentialing, the link between high quality professional learning opportunities and credential renewal, which is recommended in both the *Greatness by Design* report (Pg. 52), and by the Teacher Preparation Advisory Panel (See recommendation 34), created the need for the panel to consider how effective professional learning might be identified.

Rationale

As a prerequisite to requiring professional learning connected to individualized learning plans as a requirement of credential renewal (see Recommendation 35), a framework that identifies high quality learning opportunities is necessary. Such a framework would have benefits, as elucidated in the *Greatness by Design* report, for educator effectiveness and development broadly. From a credentialing point of view, building renewal requirements around a broader framework for professional learning will increase the likelihood that these requirements are more relevant to both teachers and districts. Once in place, a statewide framework for professional development may also aid the development of other aspects of the credentialing system (including, possibly, aspects of induction, preparation for administrative services credentials, selection and preparation of mentors, selection and preparation cooperating teachers, and the development of teacher leaders as recommended in this report).

Recommendation

34. The Commission should work with the California Department of Education and others to convene an advisory panel composed of experts and stakeholders to develop a “California Master Plan for Professional Learning.” This Plan should be informed by state-adopted standards for professional learning as well as the Common Core Standards and culturally responsive educational practices. The Plan should provide an analysis of the kinds of job-embedded and externally supported professional learning experiences that are currently available to educators, and those professional learning experiences that *should be available* as California rebuilds its educational infrastructure.

Credential Renewal

Prior to 2007, California required professional growth documentation for credential renewal. The ongoing tracking and verifying of 150 professional growth hours was placed at the local level,

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resulting in varying levels of enforcement. In January 2007, SB 1209 (Scott) removed the professional growth requirements for renewal of clear credentials in an effort to lessen hurdles for educators in their career path. The assumption was that local schools and districts would maintain professional growth requirements for their employed workforce. In many cases, this has resulted in a sharp decrease in professional growth for California teachers.

Rationale for a Licensure Renewal System

Current law requires teachers to renew their licenses every 5 years by paying a fee to the state; no other requirements must be met. In essence, California has returned to granting lifetime credentials, despite what we know about the importance of ongoing professional learning for educators. The assumption is that districts will engage educators in a range of professional development activities.

It is recommended that professional learning once again be required for an educator to renew a credential. This professional learning should continue the lifelong learning process begun during preliminary preparation and extended during induction. Professional learning should be self-directed and job-embedded whenever possible, with demonstration of professional learning required at each five year credential renewal. Further, TAP recommends that the professional learning requirement contain a minimum of three components: (1) development of an Individual Learning Plan (ILP), aligned to the California Standards for the Teaching Profession; (2) completion of a series of professional learning activities that are linked to professional development; and (3) reflection on these activities and the teacher's learning, in order to shape the next 5-year ILP.

Consistent with the *Greatness by Design* Professional Learning recommendations, TAP recommends that:

- To be effective throughout their careers, educators must be involved in ongoing professional learning that is based on their own growth goals as well as their districts' goals for student learning.
- To raise the status of teaching as a career, the profession needs to regulate itself and act as a serious and rigorous profession with an expectation of continuous learning.
- To build a coherent educator preparation system, we need to use this opportunity to align teachers' learning across the system, from pre-service to induction to professional learning.

As recommended in the *Greatness By Design* report, professional growth requirements for license renewal should be job-embedded to the greatest extent possible, reflect the local context, and align with teachers' career opportunities and goals. The TAP Panel recommends that professional learning leading to license renewal should contain three components that engage teachers in the same process that they learned in pre-service, is used in Induction, and should continue throughout their careers:

Recommendation

35. The Commission should work with the legislature to reinstate a Professional Learning Requirement for Licensure Renewal which includes the following components:

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- a. Development of an Individual Learning Plan (ILP), aligned to the California Standards for the Teaching Profession;
- b. Completion of a series of professional learning activities;
- c. Reflection on these activities and the teacher's learning, in order to shape the next 5-year ILP.

These requirements should incentivize the types of professional learning that is known to be most effective and that research shows have the greatest impact on student learning. This helps our state work toward having a coherent system of teaching development and learning.

Furthermore, in order to feasibly balance accountability for meaningfully completing the professional learning requirement with cost-effectiveness for the CTC, it is recommended that the CTC institute a random audit process. This process is used successfully in other professions such as law and medicine to ensure license holders complete professional learning requirements.

Survey Individuals at Credential Recommendation and Renewal

Greatness by Design recommended that individuals be required to complete an online survey upon initial and clear licensure as well as license renewal. The survey was envisioned as one that would gather data regarding preparation, induction and professional development. This structure would parallel other professional license renewal surveys such as dentists who complete a healthcare survey when they apply for renewal. License renewal offers a cost-effective means of collecting critical information on the educator workforce and conditions in California. The Commission should engage stakeholders as well as the research community to identify priorities for such a survey. Topics might include:

- Employment status
- District/school and courses/grade level taught since last renewal
- Teaching and learning conditions in your school
- Quality of professional learning activities you engaged in
- College or university where preliminary credential was earned

As part of the five-year credential renewal process, teachers and other educators should be required to complete a survey that collects information on the status of California's educational workforce. The Commission should engage stakeholders as well as the research community as to priorities for such a survey. Data collected could include employment (employer, location, credentials being used, assignments, etc.), professional learning, career goals, and teaching and learning conditions. The survey would also require the applicant to reaffirm the educator's understanding of Professional Responsibilities (Recommendations 31-33).

Recommendation

36. The Commission should develop statewide surveys that would be completed by individuals recommended for credentials and at credential renewal.

Credential Fees

TAP believes that the current \$70 renewal fee is insufficient to support the maintenance of a robust credential renewal system and Commission's mandated activities. TAP recommends that

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the credentialing renewal fee be revisited, with input from stakeholders, to consider adjustments that allow the maintenance of the system at sufficient levels to support the online renewal system and audit process.

Rationale

Research on what other professions charge for license renewal shows a wide range of fees charged to practitioners (see fee chart on page 15 of the [November 2011 CTC Agenda Item 4A](#)). For example, the following fees are paid for five-year license renewal in other professions: dental hygienist (\$200), accountant (\$250), engineer (\$325), social worker (\$640).

Recommendation

37. The Commission should work with stakeholders and the legislature to set the credential renewal fee so that it allows the Commission to fulfill its responsibilities for license renewal, supports the development and maintenance of an online ILP submission and audit system, and brings the education profession more in line with other professions.

Teacher Leadership

York-Barr and Duke (2004) have defined teacher leadership as “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.” The Teacher Leadership Exploratory Consortium-TLEC (2010), which included significant participation by the AFT and the NEA, published the Teacher Leader Model Standards which include seven domains of teacher performance and articulate distinct knowledge, skills, and practices central to the roles of teacher leaders. The authors of these standards argue that, “[t]eacher leadership is an idea that is long overdue...we must seek to use the expertise that already exists in the teaching force by ensuring opportunities for recognition and specific leadership roles for those who wish the added responsibilities that come with leadership” (pg.13). They further state that, “We want to reinforce that teacher leadership can play a pivotal role in increasing student achievement and there is an urgency to act now” (pg. 21). The California Task Force on Educator Excellence has recommended that teacher leadership become formally acknowledged through new roles that “build a career continuum,” and “strengthen educator effectiveness” (*Greatness by Design*, 2012). Studies have shown that developing such roles can have a positive impact on student achievement (Waters, T., Marzano, R.J. & McNulty, B, 2008 and REL West Ed, 2010), attract more skilled novices into teaching (TLEC, 2010), and contribute to the retention of effective teachers (Behrstock, E., & Clifford, M., 2009).

Rationale for Teacher Leadership Recommendation

Several districts in California such as Long Beach Unified and San Juan Unified School District have developed formal teacher leadership positions for master teachers, staff development leaders, project leaders and school site leaders (*Greatness by Design*, 2012). Several other states, including Arizona, Georgia, New Mexico, Virginia, Indiana, Iowa and Maine have developed similar positions.

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A Credential emphasis, as defined by the California Commission on Teacher Credentialing, indicates that the holder has completed a commission-approved program that can be applied to the academic instruction authorized by his or her credential. General Fund moneys should not be used for the Emphasis and it should not be used as a condition of employment or be used in making employment decisions pursuant to Section 44955 of the Education Code (Source: Agenda Item 2F, October 2008 CTC). The Emphasis would not be a condition of employment required by school districts or the state, but it would organize opportunities for pre- and in-service training and professional development that could be recognized by districts that elect to do so. Emphasis programs focused on teacher leadership would be designed to prepare teachers to serve effectively in a variety of leadership roles. The Teacher Leader Model Standards, referenced above, could be used as the basis for determining the framework for the Emphasis recommended here. The emphasis could be pivotal for several different components of accredited teacher preparation programs, including identifying mentor teachers, identifying teachers with whom programs can collaborate in designing curriculum and clinical experiences, and as a recruitment tool into teacher preparation programs.

Recommendation

38. The Commission should identify the distinct knowledge, skills and dispositions that teacher leaders possess and recognize the unique ways in which teacher leadership can contribute to and strengthen multiple dimensions of school effectiveness by creating a Teacher Leadership Emphasis that can be added to a Clear Credential and is included in the credential renewal process.

Performance Assessment for a Preliminary Administrative Services Credentials

The charge to the Teacher Preparation Advisory Panel asked the panel to investigate the use of performance assessments as one indicator of learning in a range of contexts, including for those pursuing instructional and/or organizational leadership. The *Greatness by Design* report recommended that a “high-quality performance assessment” be amongst the requirements for initial licensure of administrators (pg. 78). The panel concurs and recommends the following:

Rationale

Relative to other available methods, a performance-based assessment can more closely capture the acquisition and demonstration of aspects of the California Professional Standards for Educational Leaders in a standardized assessment across California programs, including California-specific content such as English learners, California laws and regulations, and the conditions of California schooling.

A performance assessment for administrators aligns with requirements for teacher preparation programs and helps assure the quality of future educator leaders in discrete aspects of the job. The critical need for a comprehensive teacher and administrator evaluation framework that combines formative and summative assessments from a variety of measures has recently been identified (Educator Excellence Task Force *Greatness by Design*, 2012). Other national entities are also looking at improvements in the preparation and performance of school leaders (Center for American Progress, 2011), including performance assessments.

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A survey of 1,000 beginning teachers reported that for many candidates, the Teaching Performance Assessment was viewed as too massive and therefore overwhelming in addition to other coursework and field experiences that were perceived as more meaningful. In order to prevent the same for administrator preparation, implementing a performance assessment in smaller chunks, highlighting discrete skills expected of administrators, is recommended.

Recommendation

39. The Commission should work with stakeholders and the legislature to require passage of a performance-based assessment for all candidates for the Preliminary Administrative Services credential.



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Appendix A

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Appendix B: Learning to Teach System

