

Standards (Common and Program)

- Standards define 1) necessary institutional and program infrastructure and processes that must be in place to support effective educator preparation programs, 2) the program inputs that must be provided to each candidate for a California credential and 3) the knowledge, skills, and abilities that each educator must have before being recommended for the California credential.
- Commission-adopted standards define the minimum state requirements for educator preparation. A program may provide experiences, address concepts, or set requirements that exceed the Commission's standards.
- Standards are monitored through the Commission's accreditation system.
- The Commission's requirements can be defined as Content Expectations, Performance Expectations, Field Experience requirements and Program Design requirements. How should the requirements be defined for the next version of the standards?
 - Content Expectations define the concepts that the program needs to teach
 - Performance Expectations define what a candidate must be able to do at the time of recommendation for the credential
 - Field Experience/Clinical Practice requirements define the range and types of experiences a candidate must have during the program as well as the knowledge, skills, and abilities of the supervisor (program supervisor and district employed supervisor)
 - Program Design requirements, such as Coordination and Communication, define how a program must work with its K-12 partners
- The Commission has directed that its standards should be streamlined. What are essential inputs that all programs must provide? What is appropriately assessed by a performance assessment?

Questions to consider:

1. What concepts in the current standards are essential to quality educator preparation and must be retained in the next version of the standards?
2. What concepts need to be added to the standards to ensure that all educators are well prepared to begin practice?
3. Of the essential concepts, which should be defined as inputs? which are most appropriately measured as candidate outcomes? and which
 - a. Which concepts in the standards are most appropriately defined as program inputs (opportunity to learn)?
 - b. Which concepts are most appropriately defined as abilities that each candidate should demonstrate prior to earning the credential (outcome data)?

| Multiple and Single Subject- Preliminary Credential Program Standards | |
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| 2001, 2009 | 2014-15: Possible focus of standards |
| A: Program Design, Governance, and Qualities | |
| 1: Program Design 2: Communication and Collaboration 3: Foundational Educational Ideas and Research 4: Relationships Between Theory and Practice 5: Professional Perspectives Toward Student Learning and the Teaching Profession | <i>Program Design</i> <i>Communication and Collaboration</i> |
| B: Preparation to Teach Curriculum to All Students in California Schools 6: Pedagogy and Reflective Practice 7: Preparation to Teach Reading-Language Arts 7-A: Multiple Subject Reading, Writing, and Related Language Instruction 7-B: Single Subject Reading, Writing and Related Language Instruction 8: Pedagogical Preparation for Subject-Specific Content Instruction 8-A: Subject-Specific Content Instruction by Multiple Subject (MS) Candidates 8-B: Subject-Specific Content Instruction by Single Subject (SS) Candidates | B: Opportunity to Learn <i>Each Commission-approved program provides extensive opportunities for candidates to learn about and practice...</i> <i>Pedagogy and Reflective Practice</i> <i>Teaching Reading/Language Arts</i> <i>Subject Specific Pedagogy</i> <i>Equity, Diversity and Access to Curriculum—Restorative Justice</i> <i>Healthy Environments</i> |
| C: Preparation to Teach All Students in California Schools 9: Equity, Diversity and Access to the Curriculum for All Children 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning 11: Using Technology in the Classroom 12: Preparation to Teach English Learners 13: Preparation to Teach Special Populations Students with Special Needs in the General Education Classroom | <i>Using Technology in the Classroom</i> <i>Teaching English Learners</i> <i>Teaching Students with Disabilities—MTSS, PBIS</i> |
| D: Supervised Fieldwork in the Program—Should these Standards be more prescriptive? | |
| 14: Learning to Teach through Supervised Fieldwork 15: Qualifications of Individuals who Provide School Site Support | |
| E: Teaching Performance Expectations and the Teaching Performance Assessment—Outcomes—measured by a performance assessment and not as program inputs | |
| 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations 17: Program Administration Processes 18: Candidate Preparation and Support 19: Assessor Qualifications, Training, and Scoring Reliability | |

The California Teaching Performance Expectations

Revisions Adopted, March 2013

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical skills for Subject Matter Instruction

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.

Teaching English-Language Arts in a Multiple Subject Assignment

Teaching Mathematics in a Multiple Subject Assignment

Teaching Science in a Multiple Subject Assignment

Teaching History-Social Science in a Multiple Subject Assignment

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Note: TPE1B addresses each of the thirteen statutory single subject content areas

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8

TPE 6C: Developmentally Appropriate Practices in Grades 9 – 12

TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Outcomes Data

1) *Performance Data*

- a. Multiple and Single Subject Preliminary Programs—TPA data—Pass/Fail, at the individual TPE, the 6 Domains level, or other ?
- b. Preliminary Administrative Services programs—working to develop an APA—measure the CAPEs
- c. Clear Administrative Induction program—demonstration of skills at a program-determined level of competence as measured by the CPSEL
- d. Other programs—what type of performance data would be appropriate? e.g. all SLP candidates must pass the national Praxis examination

2) *Surveys-state and/or local*

Completers—

- a) Preliminary MS and Ed Sp; b) Preliminary SS;
- c) Induction (Gen Ed and Ed Sp);
- d) Preliminary Administrative Services;
- e) Pupil Personnel Services (School Psychology, School Counseling, School Social Work); and
- f) Specialist Teaching (CTEL, Bilingual, Reading, Math, Agriculture, Adapted Physical Education)

Employers

Master Teachers

At time of renewal of credential

3) *Program Data Dashboard—possible data elements for discussion purposes*

- a. Total applications received, accepted and enrolled annually
- b. GPA of entering cohort or annual enrollment
- c. Demographic data
- d. Required number of units/prerequisite units
- e. Required hours of early field experience
- f. Required hours of student teaching or required length of internship
- g. MS/SS: TPA-Initial pass rate and cumulative pass rate
- h. MS and Ed Sp: RICA-Initial pass rate and cumulative pass rate
- i. Percentage completing program: completed/enrolled; full time vs part-time
- j. Job placement rates—within 6 months or a year
- k. Retention in profession over 3 or 5 years
- l. Number of County or State *Teachers of the Year*

Accreditation Activities

1) *Biennial Reports*

Currently

- a. Data from 4-6 key assessments—candidate competence and program effectiveness
- b. Analyze data
- c. Decide if program modifications are needed
- d. Document program modifications and standards impacted

Future

- a. Increase consistency of data reported*
- b. Report on outcome of previous modifications*

2) *Program Assessment*

Currently

- a. Program Summary
- b. Full Program Narrative
- c. Course Syllabi-with detail to show standards are being addressed
- d. Key Assessments
- e. Rubrics for Key Assessments

Future

- a. Program Summary*
- b. Shortened Narrative*
- c. Alignment Matrix—courses to candidate outcomes/TPEs*
- d. Recent Course Syllabi*
- e. Key Assessments*
- f. Rubrics for Key Assessments*

3) *Site Visit*

Currently

- a. Thoroughly reviews Common Standards
- b. Program Sampling if Program Assessment has standards Preliminarily Aligned

Future

- a. Survey data could determine if some standards are met prior to visit*
- b. CS Review prior to arriving at site visit could target what is reviewed at the site visit*