
II

Information

General Session

Educator Excellence Task Force (EETF) Recommendations: Analysis and Discussion

AGENDA INSERT

Executive Summary: This item provides an initial analysis of the EETF recommendations, including the recommendations which are within the Commission's mandate, what type of action would be needed if the Commission were to decide to implement one or more of the recommendations within its mandate, and information regarding how the recommendations intersect with the work of the Teacher Preparation Advisory Panel.

Recommended Action: For information only

Presenter: Mary Sandy, Executive Director

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

September 2012

Summary of Current Commission Work and its Relationship to the EETF Recommendations

Commission Work in Progress	Relevant EETF Recommendation
<p><i>Teacher Preparation Advisory Panel</i></p> <ul style="list-style-type: none"> - Review and make recommendations on how individuals are prepared to be general education teachers—Preliminary and Induction levels - TAP is discussing expectations for clinical experience, content areas and grade levels authorized, 21st Century Schools, Linked Learning - Based on recommendations adopted by the Commission, revised program standards could be developed, beginning late 2012-13 	<p><i>Strengthen preparation of individuals to be teachers</i></p> <p>Update licensure and program standards, clinical training, residency, clarify competency, Induction with regular mentoring and personalized learning</p>
<p><i>Update Teaching Performance Expectations (TPEs)</i> to ensure continued alignment with Common Core State Standards</p> <ul style="list-style-type: none"> - Revise TPEs (draft in December 2012) - Review and revise CalTPA as needed to address the revised TPEs - Monitor FAST and PACT to ensure modification, as needed, to address the revised TPEs 	<p><i>Common Core and Teacher Preparation</i></p> <p>Clarify competency expectations of beginning teachers</p>
<p><i>Increasing Consistency of Scoring of the Teaching Performance Assessment</i></p> <ul style="list-style-type: none"> - Initial discussion on this topic but no decisions have been made 	<p><i>Valid and reliable performance assessments</i></p>
<p><i>Administrative Services Standards Development (12-13)</i></p> <ul style="list-style-type: none"> - Review and revise standards that govern Preliminary Administrative Services Credential - Develop standards for Administrative Services Induction Programs - Develop California Administrator Performance Expectations (CAPEs) 	<p><i>Preparation of individuals to be administrators</i></p> <p>Clarify competency expectations of beginning administrators, clinical experience for administrators, Induction for administrators</p>
<p><i>Review Accreditation System</i></p> <ul style="list-style-type: none"> - Develop completer and employer surveys - Increase consistency and comprehensiveness of data submitted in Biennial Reports - Develop more streamlined, targeted site visit model - Develop a fee recovery system for activities that exceed the regularly scheduled 	<p><i>Strengthen and streamline accreditation</i></p> <p>Incorporate valid and reliable performance assessments into accreditation</p>
<p><i>New Single Subject Content Area in World Language: English Language Development</i></p> <ul style="list-style-type: none"> - Adopted Subject Matter Requirements and Program Standards - Developing the SS WL:ELD CSET exam - Adopt an authorization statement for the SS WL:ELD credential - Adopt Preconditions for WL SS:ELD Subject Matter Programs <p><i>English Language Development Specialist Credential</i></p> <ul style="list-style-type: none"> - Develop and adopt program standards for an advanced authorization for those with in-depth preparation to teach English language development and provide English language development professional development to other educators 	<p><i>Strengthen preparation of individuals to teach English Learners</i></p>

The following questions focus on EETF Recommendations where the Commission i) does not currently have work in progress or ii) is working on the general topic, but additional policy decisions need to be made related to the EETF Recommendation. The following questions are designed to promote Commission discussion and direction to guide future work.

- 1) Is the Commission supportive of removing the one year limit for preliminary multiple and single subject teacher preparation?
- 2) Is the Commission supportive of a *Recognition of Study* or a P-3 credential for individuals who have completed a specialized course of study for teaching in early childhood?
- 3) Preparation for individuals to be special education teachers —*December 2012*
 - a. Should the preparation for Education Specialists be completed concurrently or subsequently to preparation as a general education teacher instead of the current structure which allows an individual to earn a special education as the first credential?
 - b. Should there be an expedited route that allows current special education teachers to earn a limited general education authorization?
- 4) Teaching Performance Assessment—*Agenda item 2C, September 2012*
 - a. With local implementation and scoring of the TPA, how can the Commission be assured that scoring is consistent? Across programs? Across models?
 - b. Is the Commission supportive of strengthening the connection between preliminary preparation and induction?
 - c. Should the assessment data be aggregated at the program level and used in the Commission’s accreditation system?
- 5) Assessing school administrators—*Agenda item 2D, September 2012*
 - a. Should a statewide assessment be required for all candidates? At the Preliminary or Second Tier level?
 - b. If there is an assessment, should it be a performance assessment?
 - c. If there is an assessment, should the assessment data be aggregated at the program level and used in the Commission’s accreditation system?
- 6) Credential Renewal and Career Development
 - a. Is the Commission supportive of a professional learning requirement for credential renewal?
 - b. Is the Commission supportive of developing licensing structures that conceptualize a career continuum and include optional advanced certificates?
 - c. Is the Commission supportive of developing a *Recognition of Study* for a Professional Learning Facilitator?

**Analysis of Commission Role regarding the EETF Recommendations
September 2012**

- This table provides the EETF recommendation in the first column.
- The second column provides information regarding the avenue(s) through which the recommendation might be addressed, if the Commission were to decide that the EETF recommendation is one that should be implemented. The route toward implementation might be a legislative change, regulatory change, revised program standards, sharing information with the field, or collaboration between the Commission and the CDE, SBE, and possibly other organizations. A blank cell indicates that implementing this recommendation is not within the Commission’s mandates.
- The two right hand columns indicate if work related to this recommendation is currently in progress. Specifically, if the TAP panel is focusing in the area of the EETF recommendation, TAP will appear in this column.

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
Chapter 2: Recruiting and Distributing Excellent Educators to all Communities			
2A. Recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs			
1: Offer subsidies and expand programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations	Legislation could address this recommendation		
2: Create 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	Commission would be a logical partner for this work		
3: Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language development/bilingual education, mathematics or physical science	Commission has approved programs in these fields Existing funding for intern programs could be used for this purpose		
2B. Distribute well-prepared teachers & leaders equitably to all students	Assignment monitoring provides information related to this. Commission could evaluate monitoring and enforcement strategies	Yes	

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
Chapter 3: Educator Preparation			
3A. Update licensure and program accreditation standards for teachers and administrators to support the teaching of more demanding content to more diverse learners. (Incorporate CCSS and revise CPSEL)	Revise program standards to address the recommendation Commission adopts revised program standards Programs implement the revised standards	Yes	Yes
1. Infuse preparation for Common Core state standards (CCSS) in both teacher and administrator preparation standards	Revised program standards	Yes	Yes
2. Strengthen the California Professional Standards for Educational Leaders	Review and revise as part of Admin Standard Writing work	NA	Yes
3B. Strengthen and streamline accreditation by incorporating the features of successful programs and the results of national accreditation, creating common data (e.g., graduates' and employers' surveys; performance assessment outcomes) and creating more strategic review processes	Develop common data elements for Biennial Reports. Develop completer and employer surveys. Revise the Accreditation Framework as needed. If necessary amend Education Code §§44370-44374	Yes	
3C. Incorporate valid and reliable performance assessments into licensure and accreditation for both teachers and school leaders. Use results on these assessments to improve candidate preparation, build tailored induction experiences and leverage program improvement	<i>Teachers</i> —discussion of increasing consistency of scoring of performance assessment <i>Administrators</i> - Discussion of requiring an assessment for administrators. Amend Education Code §44270 Accreditation Framework to require in accreditation	Yes	Under discussion
3D. Set clearer and stronger clinical training expectations and expand models of training that prepare candidates well for practice. Support residency models and school-university professional development school (PDS) partnerships for teachers, especially in high-need communities, and residency components of preparation programs for administrators. Ensure that both new teachers and principals receive high-quality mentoring that builds on the strong clinical training they will have already received	<i>Teachers</i> : TAP Recommendations Standards writing panel Commission adopt revised program standards <i>Administrators</i> : Standard writing panel in 2012-13	TAP	Yes

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
<p>3E. Strengthen preparation for educators in key, high-need fields: early childhood educators, teachers and administrators who serve new English learners and standard English learners, and teachers and administrators who serve students with disabilities in both general education and specialist contexts</p> <ol style="list-style-type: none"> 1. All educators shared common base of preparation 2. part of a team approach and effectively implement instructional approaches 3. Sufficient clinical experience throughout program 4. Education Specialists should be advanced preparation 5. Provide additional training and authorization for current Education Specialists to be qualified to teach general education 6. Support dual certification in general and special education 7. Provide stipends, service scholarships and forgivable loans 	<ol style="list-style-type: none"> 1-4. Review and revise both general education and Special Education program standards. Commission adopts revised standards. Programs implement revised standards. 5. Could provide a bridging program to allow Ed Sp teachers to earn Gen Ed authorization 6. The Commission standards could require this 7. Beyond Commission authority 	Yes	NA
3F.1 Remove barriers to undergraduate teacher education and expand and streamline successful “blended” program models at the undergraduate level	The Commission could provide education and sharing of best practices	Yes	NA
3F. 2. Lift the cap on credits allowed for initial preparation to support blended undergraduate models and successful post-baccalaureate models.	Amend Education Code §44259(a)	TAP	NA
Chapter 4: Induction of Teachers and Leaders			
<p>4A. Define standards for induction for teachers/ administrators</p> <ol style="list-style-type: none"> 1. Regular mentoring 2. Personalized learning plans 3. Allocation of resources 	<p><i>Teachers:</i> Review and revise Program Standards</p> <p><i>Administrators:</i> 2012-13 work to develop Induction Standards</p>	Yes	Yes

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
4B. Clarify the competencies beginning teachers/administrators and their mentors should have, and embed these in appropriate assessments	<i>Teachers:</i> Review and revise TPEs. Make alignment of TPEs and CSTP more evident. <i>Administrators:</i> Develop CAPEs Clarify support provider/coach qualifications in program standards	Yes	Yes
4C. Provide a strong statewide infrastructure to allow all districts to offer such programs (funding, infrastructure, (state, regional, local)			
4D. Align the teacher early career system to allow a seamless transition from prep to career decisions and ongoing development. Induction for administrators	Revise program standards for preliminary and second tier programs. Provide technical assistance to support recommendation	TAP	
Chapter 5: Opportunities for Professional Learning			
5A. Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through ILP 1. Base credential renewal on accrued professional learning hours 2. Support Individual Professional Learning Plans for each educator	Amend Education Code to require professional learning to renew the credential. If amended, the Commission should be included in the process to develop the new professional learning expectations	TAP	
5B. Establish a strong infrastructure for ongoing high-quality professional learning that ensures educators will be able to develop the skills they need to support student success 1. Standards and quality criteria for professional learning to guide systems at the state, regional, district and local school levels. 2. Develop a CA master plan for professional learning that guides those developed by each county, district and school 3. Develop and leverage incentives for professional growth opportunities 4. Leverage technology for professional learning	The Commission could partner with CDE to address some of these recommendations		

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
5C. Create review processes to support statewide learning about high-quality professional development 1. Framework 2. Voluntary review process 3. CDE and CTC clearinghouse to share info on availability and quality of professional development	The Commission could partner with CDE to address some of these recommendations		
5D. Provide consistent, high-leverage resources for professional learning 1. Dedicate share of ed. budget 2. Monitor commitment 3. Provide incentives for schools to establish flexible structures within the teaching day and year for teacher to plan and grow			
Chapter 6: Educator Evaluation (A-F for teachers; G-J for administrators)			
6A. Standards-based evaluations of practice for initial entry and later personnel decisions should be based on the CSTP	CSTP-based rubrics have been developed, the Commission could offer guidance		
6B. Evaluations should include multifaceted evidence of teacher practice, student learning, professional contributions			
6C. Teacher evaluation system should include formative and summative assessments			
6D. Evaluations should be accompanied by useful feedback, and connected to professional learning opportunities 1. Evaluations should identify needs 2. Evaluators should be knowledgeable 3. LEA should develop educator evaluation systems			
6E. Accomplished teachers should be part of the PAR system for teachers needing assistance			
6F. The collaboration system should value and promote teacher collaboration			

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
6G. Standards-based evaluation for initial entry and later personnel decisions			
6H. Evaluation includes multi-faceted evidence			
6I. Evaluation includes useful feedback and professional learning			
6J. LEAs should develop PAR for administrators			
Chapter 7: Leadership and Career Development			
7A. Create a career development framework....to support new leadership roles for teachers; 1. CDE support districts regarding teacher leaders 2. Reinstate NBC subsidies and compensation 3. CTC develop a <i>Recognition of Study</i> for Professional Learning Facilitator	3. The Commission could develop a <i>Recognition of Study</i>	TAP	
7B. Develop licensing structures that conceptualize a career continuum and include optional advanced certificates	Commission could develop optional added authorizations. Legislative change might be needed	Yes	
7C. Promote labor-management collaboration to enable innovation 1. Labor-management statewide conference 2. Develop an agenda for improving labor-management collaboration 3. In developing teacher-leaders and administrators, include strategies for labor-management collaboration and opportunities to learn new collaborative skills			
7D. Focus state agencies on becoming leaders of a learning system 1. Document and disseminate info on effective models 2. Support school and district networks 3. Use what is learned about effective practices to inform state policy	The Commission could partner with CDE to address some of these recommendations		