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Information

General Session

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

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

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

Introduction

This agenda item presents information about the recommendations of the Educator Excellence Task Force (EETF). The full report is available from the California Department of Education's Educator Excellence Task Force web page: <http://www.cde.ca.gov/eo/in/ee.asp>. This item provides an initial analysis of the EETF report, including identification of the recommendations that are clearly within the Commission's mandate, and discusses potential actions that could be taken if the Commission were to decide to pursue implementing any of the EETF recommendations that are within its purview.

Background

In January 2012, Superintendent of Public Instruction Tom Torlakson announced the formation of the Educator Excellence Task Force. Superintendent Chris Steinhauser, Long Beach Unified School District, and Linda Darling-Hammond, Stanford University School of Education, served as co-chairs of the task force. The membership of the EETF is provided in Appendix A. 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
- 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**," was released on September 10, 2012 (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>). Appendix B provides a summary overview listing of the EETF recommendations by work group topic and the initial analysis on how the recommendation intersects with the Commission's legislative mandates.

In particular, the topics of preliminary and second tier teacher preparation are clearly within the Commission's mandated responsibility (work groups on Initial Entry and Induction to the Profession). Chapter 3 (Educator Preparation) and Chapter 4 (Induction into the Profession) of the **Greatness by Design** report address these topics, but there may be additional EETF recommendations in other chapters that also touch on areas of Commission responsibility.

Relationship of the EETF Work to the Work of the Teacher Preparation Advisory Panel

The Commission's Teacher Preparation Advisory Panel (TAP) began meeting in February 2012. An update on the panel's work was presented at the June 2012 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6E.pdf>). As described in the June 2012 agenda item, the TAP panel was on a meeting hiatus from April until mid September 2012.

During the hiatus, the members worked in small groups gathering information on a variety of topics. Work group topics included face to Face-to-Face/Blended/Online Teaching, Field Experience, K-12 Credential Classifications, Performance Assessments, Subjects for the 21st Century, and Teacher Leadership.

The TAP panel met in Sacramento on September 13-14, 2012 and the work groups presented information collected during the meeting hiatus that related to the content, structure and requirements for California teacher preparation and licensure.

One major objective of the September meeting was to discuss the EETF recommendations. The panel focused on identifying how and where the EETF recommendations intersected with, complemented, and/or provided additional direction or information for the work both completed to date by the TAP panel and remaining to be completed. The results of this discussion, along with further analysis of the EETF recommendations that may be within the Commission's mandate but not specifically within the TAP panel's work focus, will be provided by an agenda insert prior to the September 27-28, 2012 Commission meeting.

Next Steps

Depending on Commission direction, staff will prepare future agenda items to address the EETF panel recommendations as related to the work of the Commission.

Appendix A

Educator Excellence Task Force (EETF)		
Co-Chairs of EETF		
Linda Darling-Hammond Charles Ducommun Professor of Education, Stanford University		Chris Steinhauser Superintendent, Long Beach Unified School District
Members		
Member	Role	Representing
Matthew Alexander	Principal	June Jordan School For Equity, San Francisco Unified School District
Mark Archon	Director	Madera County Office of Education
Donna Artukovic	Parent	PTA Member
Debbie Ashmore	Principal	Musick Elementary School Newark Unified School District
Rafael Balderas	Principal	Los Angeles Unified School District
Constance Blackburn	Commissioner & Teacher	Commission on Teacher Credentialing Escondido Union School District
Susan Bonilla	Assemblymember	California State Assembly
Maureen Burness	Retired Administrator	Special Education Cordova Unified School District
James Carreon	Assistive Technology Coordinator	California School for the Blind
Rebecca Cheung	Academic Coordinator	University of California Berkeley
Carole Cobb	Curriculum Designer	Program Developer and Teacher Compton Unified School District
Paula Cordeiro	Dean of the School of Leadership and Education	University of San Diego
Larry Ferlazzo	Teacher	Burbank High School Sacramento City Unified School District
Roberta Furger	Associate Director	PICO
Ken Futernick	Director	WestEd
Cindy Gappa	Induction Regional Director	Tehama County Office of Education
Jeff Gilbert	Lead Principal	Marrakech House at Hillsdale High School
Victoria Graf	Professor	Director of Special Education Program Loyola Marymount University
Cynthia Grutzik*	Associate Dean	School of Education CSU Dominguez Hills
Carol Hansen	Assistant Superintendent	ABC Unified School District
Martha Infante	Teacher	LA Academy Middle School Los Angeles Unified School District
Holly Jacobson	Director	Center for the Future of Teaching and Learning at WestEd
Daly Jordan-Koch	Teacher	Vallejo City School District

Educator Excellence Task Force (EETF)		
Co-Chairs of EETF		
Linda Darling-Hammond Charles Ducommun Professor of Education, Stanford University		Chris Steinhauser Superintendent, Long Beach Unified School District
Members		
Member	Role	Representing
Tara Kini*	Staff Attorney	Public Advocates
Kelly Kovacic	Teacher	Preuss School at University of California San Diego
Debbra Lindo	Superintendent	Emery School District
Alan Lowenthal	Senator	California State Senate
Meera Mani	Director	Packard Foundation
Kim Mecum	Assistant Superintendent	Fresno Unified School District
Ellen Moir	Executive Director	New Teacher Center
Doreen Osumi	Assistant Supt. Ed Services	Yuba City Unified School District
David Rattray	Senior Vice President of Education & Workforce Development	Los Angeles Chamber of Commerce
Gary Ravani*	President, EC/K-12 Council	California Federation of Teachers
Sue Rich	Assistant Superintendent	Stanislaus County Office of Education
Francisco Rodriguez	President	Mira Costa College
Maria Santos	Deputy Superintendent	Oakland Unified School District
Ilene Strauss	Member	State Board of Education
Page Tompkins*	Executive Director	Reach Institute
Merrill Vargo	Executive Director	Pivot Learning Partners
Roxanna Villasenor	Vice Principal	Valley High School
Dean Vogel	President	California Teachers Association
Sue Westbrook	Retired Teacher	Ocean View School District
Angelo Williams	Assistant Executive Director Policy and Programs	California School Boards Association
Beverly Young*	Vice Chancellor	California State University

*Member of the Commission's Teacher Preparation Advisory (TAP) Panel

Appendix B

EETF Recommendations		Analysis of Commission Mandate
Chapter 2: RECRUITING AND DISTRIBUTING EXCELLENT EDUCATOR TO ALL COMMUNITIES		
2A	Recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs.	<p>Recruitment of prospective educators is not within the Commission's current mandates other than to monitor misassignments.</p> <p>It is possible that addressing items 2A2 and 2A3 could fall partially within CTC's jurisdiction.</p> <p>In monitoring misassignments, the Commission brings the misassignments to the district's attention and provides technical support to correct the misassignments. This activity could assist with 2B4.</p> <p>The misassignment report might provide information related to 2B4.</p> <p>The review of the Declaration of Need (DON), PIP and STSP processes could address parts of 2B5.</p>
	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.	
	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.	
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.		
Distribute Well-Prepared Teachers and Administrators Equitably to All Students		
1. Enact a more equitable Weighted Student Funding Formula,		
2B	2 & 3 Require that districts distribute resources equitably to high-poverty schools	
	4. Report progress toward educator equity targets at the state and local levels.	
	5. Strengthen enforcement by CDE and CTC of existing federal and state laws requiring the equitable distribution of fully-prepared and experienced teachers.	
	6. Create incentives for expert, experienced teachers and leaders to serve in high-need schools	
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.	Within the Commission's current mandates
	1. Infuse preparation for Common Core state standards (CCSS) in both teacher and administrator preparation standards.	Within the Commission's current mandates
	2. Strengthen the California Professional Standards for Educational Leaders	Within the Commission's current mandates
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.	Within the Commission's current mandates

EETF Recommendations		Analysis of Commission Mandate
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.	Within the Commission's current mandates
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.	Within the Commission's current mandates
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.	Within the Commission's current mandates
	1. All educators (general educators, special educators and bilingual educators) should share a common base of preparation in general education by completing a common set of courses based on a common set of standards prior to specializing	Within the Commission's current mandates
	2. The common set of standards should prepare all educators to work collaboratively as part of an instructional team, to co-teach with other educators and to be able to effectively implement instructional approaches, such as differentiated instruction, Universal Design for Learning, positive behavior support, progress monitoring and Response to Intervention.	Within the Commission's current mandates
	3. The Clinical/Field experience should be modified for all general educators so that they have sufficient relevant clinical experience throughout their program to be able to effectively teach students with disabilities and culturally and linguistically diverse students.	Within the Commission's current mandates
	4. Preparation of Education Specialists should be advanced preparation based on the common foundation in general education for all initial candidates.	Within the Commission's current mandates
	5. Preparation for current Education Specialists who do not now have a multiple or single subject credential should be provided so that they are qualified to teach typically developing students.	Outside the Commission's current mandates
6. To strengthen preparation, the state should support existing dual certification programs in general and special education where all graduates earn both credentials, and support the development of "integrated" preparation models in which all educators are first prepared together in rich programs of general teacher preparation, and those who wish to become Education Specialists continue on for in-depth advanced training.	Within Commission's mandates Currently programs exist that do this and could serve as models Modification of program standards could require	

EETF Recommendations		Analysis of Commission Mandate
	7. Support for these higher demands should be provided through stipends, service scholarships and forgivable loans to underwrite the costs of training for candidates.	This is beyond the Commission's Mandates
3F	Remove barriers to successful teacher education program models and expand those that work.	
	1. Remove barriers to undergraduate teacher education and expand and streamline successful "blended" program models at the undergraduate level.	Allowed by the Commission's standards
	2. Lift the cap on credits allowed for initial preparation to support blended undergraduate models and successful post-baccalaureate models.	Legislative change would be needed
Chapter 4: INDUCTION OF TEACHERS AND LEADERS		
4A	Define the standards for quality induction programs for both teachers and administrators and embed them in state accountability systems for funding and accreditation.	Within the Commission's current mandates
	1. Regular mentoring within the educator's context by a carefully selected and trained mentor to accelerate the development of beginning teachers and leaders.	Within the Commission's current mandates Implement through adopted Program Standards
	2. Personalized learning plans and opportunities that are integrated with the school and district goals. --An Individualized Learning Plan (ILP) --A Process of Self-Assessment for Continuous Improvement --High Quality Professional Development --Job-Embedded Supports for Learning:	Within the Commission's current mandates Implement through adopted Program Standards
	3. School and district induction plans that orchestrate the support components needed for early career success.	Within the Commission's current mandates Implement through adopted Program Standards
4B	Clarify the competencies beginning teachers and administrators – and their mentors – should be expected to acquire and ensure they are represented in appropriate assessments.	Within the Commission's current mandates Implement through adopted Program Standards
4C	Provide a strong statewide infrastructure to allow all districts to offer such programs.	The Commission's standards require the institution sponsoring an Induction program to provide evidence of sufficient infrastructure. The Commission's mandates do not address regional or state infrastructure or provide resources.
	1. State Level Infrastructure:	
	2. Regional Infrastructure:	
	3. Local Infrastructure --Identify a qualified, dedicated, full-time leader of induction programs --Establish program expectations for mentoring --Ensure quality of service	
	4. Fiscal and human resources, including dedicated time for participants and mentors:	
4D	Align the teacher early career system so that it allows a seamless transition from preparation to career decisions and ongoing development. Support an induction program for administrators that aligns with their early career needs.	Within the Commission's current mandates for preliminary to induction. Ongoing development would need legislation

EETF Recommendations		Analysis of Commission Mandate
Chapter 5: OPPORTUNITIES FOR PROFESSIONAL LEARNING		
5A	Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through Individual Learning Plans	Legislation would be necessary
	1. Base credential renewal on accrued professional learning hours that reflect high-quality options,	Would be within the Commission Mandates if required for credential renewal
	2. Support Individual Professional Learning Plans for each educator	
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.	Outside the Commission's current mandates
	1. Adopt standards and quality criteria for professional learning to guide systems at the state, regional, district and local school levels.	Currently outside the Commission's mandate, but a collaboration with CDE might be one way to address these recommendations
	2. Create a California master plan for professional learning that guides those developed by each county, district and school.	
	3. Develop, leverage and incentivize a range of rigorous, standards-based, professional growth opportunities	Outside the Commission's current mandates
4. Leverage technology for professional learning	Outside the Commission's current mandates	
5C	Create review processes to support statewide learning about high-quality professional development.	Outside the Commission's current mandates
	1. Create a framework for state, county and local boards to evaluate and update their policies around professional learning opportunities.	Outside the Commission's current mandates
	2. Support a voluntary review process that examines the quality of professional learning systems, identifies promising practices and provides support for improvement.	Outside the Commission's current mandates
	3. Create a portal/clearinghouse through CDE and CTC to share information about the availability and quality of professional development.	Currently outside the Commission's mandate, but a collaboration with CDE might be one way to address these recommendation
5D	Provide consistent, high-leverage resources for professional learning.	Outside the Commission's current mandates
	1. Dedicate a consistent share of the education budget to professional learning investments.	
	2. Monitor implementation in times of flexibility	
	3. Provide incentives for schools to establish flexible structures within the teaching day and year that provide time for teachers to participate in collegial planning and job-embedded professional learning opportunities.	

EETF Recommendations		Analysis of Commission Mandate
Chapter 6: EDUCATOR EVALUATION		
Teachers	A. Standards-based evaluations of practice for both initial entry and later personnel decisions should be based upon the California Standards for the Teaching Profession.	<p>Evaluation of educators for employment purposes is outside the Commission’s mandates.</p> <p>California is a local control state and the majority of these recommendations would be the responsibility of the individual school districts, boards of education and local bargaining units.</p>
	B. Evaluations should include multi-faceted evidence of teacher practice, student learning and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context.	
	C. A teacher evaluation system must include both formative and summative assessments to ensure that it helps improve teaching and learning.	
	D. Evaluations should be accompanied by useful feedback and connected to professional learning opportunities that are relevant to teachers’ goals and needs, including both formal professional development and peer collaboration, observation and coaching.	
	E. Evaluations should be used to identify needs	
	F. Evaluators should be knowledgeable	
	G. Local educational agencies should develop educator evaluation systems	
	H. Accomplished teachers should be part of a Peer Assistance and Review (PAR) process for teachers needing assistance.	
	I. The evaluation system should value and promote teacher collaboration, both in the standards and criteria that are used to assess teachers’ work and in the way results are used to shape professional learning opportunities.	
Administrators	J. Administrator evaluation for both initial entry and later personnel decisions should be based on professional administrator standards and should be sophisticated enough to assess leadership quality across the continuum of development from novice to expert administrator.	
	K. Evaluations should include multi-faceted evidence of leadership practice, student learning and professional contributions that are considered in an integrated fashion in relation to one another and to the leadership context.	
	L. Evaluation should be accompanied by useful feedback and connected to professional learning opportunities.	
	M. Lead Educational Agencies (LEAs) should develop Peer Assistance and Review (PAR) programs for administrators. Accomplished administrators should be part of the assistance and review process for new administrators and for administrators needing extra assistance.	

EETF Recommendations		Analysis of Commission Mandate
Chapter 7: LEADERSHIP AND CAREER DEVELOPMENT		
7A	Create a Career Development Framework supported by research, technical assistance and training opportunities to support new leadership roles for teachers.	Outside the Commission’s mandates
	1. CDE should provide districts with general research, case studies and technical assistance on the utilization of teacher leaders	Outside the Commission’s mandates
	2. California should reinstate fee subsidies and compensation incentives for teachers who earn National Board Certification (NBC),	Outside the Commission’s mandates
	3. The California Commission on Teacher Credentialing should develop a new authorization or Recognition of Study for a “Professional Learning Facilitator” (PLF).	May be within the Commission’s current mandates Legislative action would support
7B	Develop licensing structures that conceptualize a career continuum and include optional advanced certificates for both teachers and administrators to encourage and recognize accomplishment and to support the development of new leadership roles.	May be within the Commission’s current mandates Legislative action would support
7C	Promote labor-management collaboration to enable innovation in educator roles, responsibilities and compensation systems.	Labor-management relations are outside the Commission’s mandates
	1. Convene a task force consisting of superintendents, union leaders and school board leaders to collaboratively plan for a statewide conference on labor-management collaboration to share innovative practices and to promote cross-district dialogue.	
	2. Develop a comprehensive agenda for improving labor-management collaboration in school districts across the state.	7C3 has implications for administrator preparation standards
	3. In developing expertise for teacher leaders and administrators, include a focus on understanding strategies for labor-management collaboration and opportunities to learn new collaborative skills.	
7D	Focus state agencies on becoming leaders of a learning system.	Within the Commission’s current mandate
	1. Document and disseminate information on effective models of preparation, induction, professional learning, evaluation and career development to share with institutions of higher education, schools and districts through online vehicles, conferences and public/professional outreach.	The Commission could work with the California Department of Education and the State Board of Education in this area
	2. Support networks of schools and districts to engage in shared learning and knowledge production.	
	3. Use what is learned about effective practices to inform state policy as it influences legislation, regulatory guidance and plans for scale up and expansion of practice.	