
4D

Information/Action

Professional Services Committee

Recommendations from the Teacher Preparation Advisory (TAP) Panel

AGENDA INSERT

Executive Summary: This agenda item presents the recommendations from the Teacher Preparation Advisory Panel to the Commission for initial review and discussion.

Policy Questions: Do the proposed recommendations presented by the Panel serve the objectives of the Commission? How should the recommendations be prioritized for future discussion and work?

Recommended Action: That the Commission provide direction as to how it wishes to proceed with further consideration of adoption and/or implementation of the panel's recommendations.

Presenters: Pia Wong and Page Tompkins, Co-Chairs, Teacher Preparation Advisory Panel, and Teri Clark, Director, Professional Services Division

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.

June 2013

Recommendations from the Teacher Preparation Advisory (TAP) Panel

Background

The 40 recommendations of the Teacher Preparation Advisory (TAP) panel are being presented at the June 2013 Commission meeting. To assist the Commission in gauging the level of public support for the multiple, wide-ranging recommendations and to assist the Commission in developing a workplan for the potential adoption and/or implementation of these recommendations, a field survey was made available beginning on May 7, 2013. The survey was open for individuals to provide comment through June 7, 2013. Typically, stakeholder feedback is collected following presentation of an advisory panel report to the Commission. However, because the completion of the TAP recommendations coincided with the end of the academic year for many institutions, the survey was made available in May and June to ensure that stakeholders would have an opportunity to comment on the recommendations prior to summer break.

Purpose of the Stakeholder Feedback Survey

The survey was designed to provide stakeholder feedback regarding:

- 1) the level of support for each recommendation; and
- 2) the urgency with which stakeholders believe the recommendation should be implemented.

The details of stakeholder responses to these overarching questions are represented in the tables presented in Appendix A and B and the overall comments are summarized in this insert. Respondents also were asked to provide demographic information, and to the extent provided by stakeholders, this information is summarized below.

Demographic Information on Survey Respondents

A total of 650 individuals accessed the survey. A clear majority of survey respondents were holders of a multiple or single subject teaching credential (71.9%) with less than half (39.1%) of the respondents representing faculty or staff at a Commission-approved Multiple or Single Subject Teacher preparation program. Respondents held a wide range of education positions, including secondary school teacher (35.8%), faculty member at an institution of higher education (26.8%), district or county office employee (7.4%), early care and education personnel (8.1%), teacher preparation program director (7.8%), elementary school teacher (7.4%), dean at an institution of higher education (2.6%), staff member at an institution of higher education (2.3%), K-12 school site administrator (2.3%), teacher on special assignment (2.3%), credential analyst (1.3%), or other (10.4%).

Respondents were 78.7% female and 21.3% male. Ethnically, 80.4% of respondents identified themselves as white, non-Hispanic, with 6.0% African American or black, 3.8% Latin American, Latino, Puerto Rican or other Hispanic, 4.7% Mexican American or Chicano, 2.9% Asian American, and 1.1% Native American, American Indian, or Alaskan Native.

Survey Results

While 650 individuals accessed the survey, not all individuals commented on all recommendations. The highest number of response for any single recommendation was 521 responses and the lowest was 321. It is possible that some individuals accessed the survey for information about the recommendations only and did not intend to provide feedback, or that respondents chose to respond to only those recommendations in which they were personally interested.

Summary of Level of Support for Recommendations

Appendix A contains each of the 40 recommendations and the percentage of respondents who responded either positively or negatively to the question, “*In general, are you supportive of each of these recommendations?*” Each of the recommendations received strong support from the survey respondents with none of the recommendations receiving less than 70% support. Fifteen recommendations received support from 90% or more respondents, 20 of the recommendations received support from 80-89% of respondents, and the remaining five received support from 72-80% of respondents. The recommendation that received the strongest level of support from stakeholders (93.7%) was the recommendation that the Commission should clarify the requirements and restrictions regarding formative feedback during the TPA (Recommendation #16a). The recommendation that received the least support (71.8%), but was nevertheless supported by a majority of respondents was Recommendation 36 which recommended that the Commission work with the legislature to reinstate a professional learning requirement for licensure renewal. It is important to note the limitations of the survey design, however, in that this question provided a forced choice answer of only “yes” or “no” regarding a “general” level of support, and did not break down the individual components of each recommendation, some of which included multiple elements or concepts. Thus, it is difficult to ascertain which part or parts of the recommendation the respondent agreed with and which the respondent might not agree with in this context. The tendency of a respondent when faced with a question of “general” support is typically a “yes” answer.

Summary of Feedback Related to Urgency of Implementation

The second, and perhaps more interesting section of the survey, asked for the respondents’ opinions about the urgency with which the Commission should implement each recommendation. Respondents’ choices were: 1) implement as soon as possible, 2) implement when feasible, and 2) should not implement. Appendix B provides the results of the survey responses. A majority of survey respondents responded that 8 of the 40 recommendations should be implemented as soon as possible. Recommendation #10, which calls for two new content areas (Dance and Theatre) be added to the Single Subject credential options, received the highest average agreement (70.2%) that implementation should be as soon as possible. However, it should be noted that a significant number of respondents commented on this particular area as compared to the general level of responses for other recommendation areas. In total, 21 additional recommendations received some level of support for immediate implementation, with

support percentages ranging from a high in the 40s, to the lowest with 25.5 percent. The recommendation that received the highest level of agreement (26.4 %) that the recommendation should **not** be implemented was Recommendation 36, which recommended that the Commission work with the legislature to reinstate a professional learning requirement for licensure renewal.

Summary of Survey Results by Recommendation Groupings

The TAP panel recommendations are presented in five major groups. The recommendation for each of the five groups with the highest level of support for immediate implementation is as follows:

1. **General Recommendations:** *The Commission should work with the legislature to remove the one year limit that restricts the length of preliminary, post baccalaureate, student teaching preparation programs for Multiple and Single Subject Credentials.* (Recommendation 4). The percentage responding that this should be implemented as soon as possible was 54.7%.
2. **Credentials, Subjects, and Authorizations:** *The Commission should seek to 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. Art and Music are currently issued as distinct content areas on the Single Subject Credential while Dance and Theatre content is encompassed within other broad content areas (Dance within Physical Education and Theatre within English).*
 - *Maintain Dance content and authorization for the current broad content area of Physical Education and maintain Theatre content in current broad content area of English*
 - *Add two new subject content areas to the Single Subject Credential: Dance and Theatre* (Recommendation 10).The percentage responding that this should be implemented as soon as possible was 70.2%.
3. **Preliminary Teacher Preparation:** *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.* (Recommendation 13). The percentage responding that this should be implemented as soon as possible was 57.5%.
4. **Earning a Clear Credential:** *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.* (Recommendation 30). The percentage responding that this should be implemented as soon as possible was 51.8%.
5. **Additional Recommendations:** *The Commission should provide a comprehensive list of the Responsibilities and Prohibitions of credential holders.* (Recommendation 34). The percentage responding that this should be implemented as soon as possible was 50.4%.

Open-Ended Comments

The survey included opportunity for the respondents to provide open-ended comments on each of the recommendations. Because of the extensive nature and amount of these comments, there

was insufficient time to analyze and report on these comments to meet agenda deadlines. However, an analysis of the individual comments will be completed and used as these topics are addressed at future meetings.

Appendix A Results of TAP Survey

<i>In general, are you supportive of each of these recommendations?</i>	<i>Number of Responses</i>	<i>Yes</i>
General 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.	456	85.5%
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.	437	89.7%
3. The Commission should revise and strengthen the MS and SS Program Standards and TPE 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 TPE with the Common Core standards.	401	91.3%
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.	399	83.2%
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.	407	90.9%
Credentials, Subjects, and Authorizations		
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.)	422	80.6%
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 authorized to teach in departmentalized settings for preschool, grades K-12, and in classes organized primarily for adults.	410	85.8%
8. Last phrase of recommendation 10 addresses this recommendation.		
9. 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 credential.	395	88.6%
10. Address a current inequity in the single subject program standards. 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 for the Single Subject credential: Dance and Theatre.	521	92.5%
11. California should create special emphases options that allow credential holders to seek, demonstrate and be authorized in specific content areas. Three types of emphases to initially consider are Early Childhood Education, Middle School, and Bridge Emphases.	417	88.2%
Preliminary Teacher Preparation		
12. 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.	361	85.9%
13. The Commission should set minimum requirements for field experiences and provide	383	90.9%

<i>In general, are you supportive of each of these recommendations?</i>		<i>Number of Responses</i>	<i>Yes</i>
greater clarity and specificity about minimum requirements for types of field experiences, components of field experiences, and duration.			
14. 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.		366	89.6%
15. Update the Teaching Performance Assessment (TPA) Assessment Design Standards after revision of the California Teaching Performance Expectations (TPEs).		355	93.5%
16.	a. The Commission should clarify the requirements and restrictions regarding formative feedback during the TPA.	350	93.7%
	b. The Commission should consider how to enforce the TPA requirements and restrictions.	350	89.1%
17. Seek to better connect the 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.		346	82.7%
18. The Commission should ensure that the teacher preparation standards are enhanced related to the pedagogical skills needed in face-to-face, online and blended teaching.		376	91.2%
19. The Commission should ensure that foundational OBL (online and blended learning) 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.		358	88.8%
20. The Commission should develop an Added Authorization required for teachers who teach students in a 100% online environment.		358	80.2%
21. The Commission should identify the knowledge, skills, and abilities (KSAs) a teacher needs to successfully teach in a Blended (a combination of face-to-face and online) teaching environment and provide the identified KSAs as guidance for the field.		351	91.5%
22. The Commission should work with the legislature to revise the Early Completion Option (ECO) for Interns.		333	87.4%
23. The Commission should not continue to use the Teaching Foundations Examination (TFE) as the entry assessment for the Early Completion Option.		325	87.7%
24. 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.		322	88.5%
25. The Commission should develop program standards for a Recognition of Study in Linked Learning.		321	84.4%
Earning a Clear Teaching Credential			
26. 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.		333	80.5%
27. 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.		335	84.2%
28. The Commission should direct that the induction program standards define Induction as two years of individualized support for participating teachers.		330	83.9%
29. The Commission should direct that expectations be made more rigorous so that candidates completing Induction are required to demonstrate comprehensive		339	72.3%

<i>In general, are you supportive of each of these recommendations?</i>	<i>Number of Responses</i>	<i>Yes</i>
competence prior to recommendation for the clear credential.		
30. 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.	332	85.5%
Additional Recommendations		
31. The Commission should establish a panel to study the relationship between general education and education specialist credentials.	345	82.6%
32. 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	336	89.9%
33. Preparation programs must provide information to candidates regarding the Responsibilities and Prohibitions that individuals have because they hold a credential.	339	92.3%
34. The Commission must provide a comprehensive list of the Responsibilities and Prohibitions of credential holders.	345	92.5%
35. 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.”	335	78.5%
36. The Commission should work with the legislature to reinstate a Professional Learning Requirement for Licensure Renewal.	348	71.8%
37. The Commission should develop statewide surveys that would be completed by individuals recommended for credentials and at the time of credential renewal.	332	77.7%
38. 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.	333	74.5%
39. 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.	342	82.7%
40. 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.	332	87.0%

Appendix B

Urgency of Implementation: Please indicate if you believe the recommendation should				
<ul style="list-style-type: none"> • Be implemented as soon as possible (ASAP) • Be implemented, but it is not essential that it is implemented immediately. • Should not be implemented 	# Responses	ASAP	When feasible	Not implement
General 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.	296	50.7% (150)	35.5% (105)	13.9% (41)
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.	290	39.7% (115)	49.7% (144)	10.7% (31)
3. The Commission should revise and strengthen the MS and SS Program Standards and TPE 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 TPE with the Common Core standards.	277	54.5% (151)	37.5% (104)	7.9% (22)
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.	285	54.7% (156)	30.9% (88)	14.4% (41)
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.	278	46.0% (128)	47.1% (131)	6.8% (19)
Credential, Subjects, and Authorizations				
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.)	284	42.6% (121)	37.0% (105)	20.4% (58)
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 authorized to teach in departmentalized settings for preschool, grades K-12, and in classes organized primarily for adults.	279	43.4% (121)	40.5% (113)	16.1% (45)
8. Last phrase of recommendation 10 addresses this recommendation.				
9. 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 credential.	276	45.7% (126)	42.8% (118)	11.6% (32)
10. Address a current inequity in the single subject program standards. 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 for the Single Subject credential: Dance and Theatre.	463	70.2% (325)	24.0% (111)	5.8% (27)
11. California should create special emphases options that allow credential holders to seek, demonstrate and be authorized in specific content areas. Three types of emphases to initially consider are Early Childhood Education, Middle School, and	310	41.6% (129)	45.8% (142)	12.6% (39)

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Bridge Emphases.				
Preliminary Teacher Preparation				
12. 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.	263	49.8% (131)	37.3% (98)	12.9% (34)
13. 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.	273	57.5% (157)	34.4% (94)	8.1% (22)
14. 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.	267	53.2% (142)	38.2% (102)	8.6% (23)
15. Update the Teaching Performance Assessment (TPA) Assessment Design Standards after revision of the California Teaching Performance Expectations (TPEs).	262	43.9% (115)	48.1% (126)	8.0% (21)
16. a. The Commission should clarify the requirements and restrictions regarding formative feedback during the TPA.	261	48.7% (127)	43.7% (114)	7.7% (20)
	b. The Commission should consider how to enforce the TPA requirements and restrictions.	257	45.1% (116)	43.6% (112)
17. Seek to better connect the 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.	260	41.5% (108)	44.6% (116)	13.8% (36)
18. The Commission should ensure that the teacher preparation standards are enhanced related to the pedagogical skills needed in face-to-face, online and blended teaching.	266	48.1% (128)	43.6% (116)	8.3% (22)
19. The Commission should ensure that foundational OBL (online and blended learning) 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.	259	42.1% (109)	46.3% (120)	11.6% (30)
20. The Commission should develop an Added Authorization required for teachers who teach students in a 100% online environment.	269	45.0% (121)	37.5% (101)	17.5% (47)
21. The Commission should identify the knowledge, skills, and abilities (KSAs) a teacher needs to successfully teach in a Blended (a combination of face-to-face and online) teaching environment and provide the identified KSAs as guidance for the field.	261	44.4% (116)	46.4% (121)	9.2% (24)
22. The Commission should work with the legislature to revise the Early Completion Option (ECO) for Interns.	255	36.9% (94)	52.2% (133)	11.0% (28)
23. The Commission should not continue to use the Teaching Foundations Examination (TFE) as the entry assessment for the Early Completion Option.	249	36.5% (91)	50.6% (126)	12.9% (32)
24. 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.	254	37.0% (94)	50.4% (128)	12.6% (32)
25. The Commission should develop program standards for a Recognition of Study in Linked Learning.	247	25.5% (63)	57.5% (142)	17.0% (42)
Earning a Clear Teaching Credential				
26. The Commission should require a Transition Plan be developed at the end of the	255	36.5%	45.1%	18.4%

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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.		(93)	(115)	(47)
27. 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.	254	45.7% (116)	41.7% (106)	12.6% (32)
28. The Commission should direct that the induction program standards define Induction as two years of individualized support for participating teachers.	254	44.5% (113)	39.0% (99)	16.5% (42)
29. 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.	255	42.0% (107)	38.4% (98)	19.6% (50)
30. 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.	253	51.8% (131)	35.6% (90)	12.6% (32)
Additional Recommendations				
31. The Commission should establish a panel to study the relationship between general education and education specialist credentials.	259	41.7% (108)	44.4% (115)	13.9% (36)
32. 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	256	44.5% (114)	48.0% (123)	7.4% (19)
33. Preparation programs must provide information to candidates regarding the Responsibilities and Prohibitions that individuals have because they hold a credential.	254	47.2% (120)	45.7% (116)	7.1% (18)
34. The Commission must provide a comprehensive list of the Responsibilities and Prohibitions of credential holders.	258	50.4% (130)	43.0% (111)	6.6% (17)
35. 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."	256	39.8% (102)	41.8% (107)	18.4% (47)
36. The Commission should work with the legislature to reinstate a Professional Learning Requirement for Licensure Renewal.	265	37.4% (99)	36.2% (96)	26.4% (70)
37. The Commission should develop statewide surveys that would be completed by individuals recommended for credentials and at the time of credential renewal.	259	32.8% (85)	46.7% (121)	20.5% (53)
38. 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.	256	38.7% (99)	39.5% (101)	21.9% (56)
39. The Commission should identify the distinct knowledge, skills and dispositions that teacher leaders possess and recognize the unique ways in which teacher leadership	261	39.1% (102)	47.5% (124)	13.4% (35)

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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.				
40. 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.	260	45.8% (119)	41.2% (107)	13.1% (34)