

California Teacher Credential Structures

Stakeholder Input Session Overview

September 17, 2015



About the Facilitators

- ◆ William Hatrick, Consultant, Commission on Teacher Credentialing
- ◆ Sarah Solari, Consultant, Commission on Teacher Credentialing
- ◆ Teri Clark, Director, Commission on Teacher Credentialing
- ◆ Kristin Wright, Consultant, State Board of Education
- ◆ Carrie Roberts, Director, Department of Education



Session Agenda

- 1:00-1:30** ♦ **INTRODUCTION AND CONTEXT**
- Understand relevant recommendations of Statewide Taskforce on Special Education
- 1:30-3:00** ♦ **MODEL FOCUS GROUPS**
- Review and comment on three possible structures (30 min each)
- 3:00-3:15** ♦ **CLOSING COMMENTS**



Today's Work

- ◆ The purpose of these Stakeholder Feedback Sessions is to gather input from those affected by potential changes to the teacher credentialing structure in California.
- ◆ **Today's session is one of eight** that will take place across the state, designed to gather additional input on the proposed credential models, or to suggest new options or models.



Background

- ◆ In 2014, California convened a Statewide Taskforce on Special Education to review and provide recommendations to improve education for students with disabilities.
- ◆ The Taskforce developed recommendations in seven areas, with eight specific recommendations in educator preparation.
- ◆ Of the eight specific recommendations, **six** apply to educator certification.



Background (Continued)

- ◆ In June 2015, a working group composed of representatives from various stakeholder groups developed proposed models to address the **Taskforce's preparation and credentialing** recommendations.
- ◆ The CTC will analyze feedback and include it along with recommendations to the California Commission on Teacher Credentialing, which will **make a final decision about the state's teacher credentialing structure.**



Background (Continued)

- ◆ Commission on Teacher Credentialing (CTC) is responsible for the preparation and credentialing of educators for California's public schools.
- ◆ Some of the recommendations of the Statewide Taskforce on Special Education fall under the responsibility of other agencies and will not be addressed today.
- ◆ Contact the Task Force directly for recommendations not addressed today:
spedtf@smcoe.org



Today's Ground Rules

1. Demonstrate respect for others in the room and for the teachers and students who will be affected by the recommendations.
2. Focus on constructive criticism.
3. Hold questions until question and answer periods.



Summary of Recommendations - CTC

Recommendation	How to Address
1. (a) Require a Robust Common Trunk for Teacher Preparation	Revised Standards for Preparation Programs—GenEd and SpEd
2. SpEd teachers should be authorized to teach Gen Ed students	Amend regulations for EdSp authorizations IF the preparation supports the authorization
3. Revise EdSp credential structure for greater flexibility	
5. Maintain Multiple Pathways to the credential	Commission values multiple pathways
6. Authorization EdSp to Teach Reading to All Students	Amend regulations for EdSp authorization for those who pass RICA and CSET MS
7. Add teaching GenEd students to the EdSp authorization	Amend regulations for EdSp authorizations IF the preparation supports the authorization



Guiding Principles

1. All adults at the school are responsible for the students' learning.
2. All students can learn and are presumed competent.
3. All students have a right to participate and learn together.
4. All students are welcomed as valued members of general education classrooms.



Feedback Process

- ◆ Review proposed models and ask clarifying questions.
- ◆ Divide into small groups; each group will provide feedback to the facilitator on each model.
- ◆ Engage in facilitated group discussion, and complete “Strengths-Challenges-Opportunities-Changes” feedback sheet, if needed.



Preparation and Credential Structure

Current Structure—Both Special Education (SpEd) and General Education (GenEd) are initial credentials. Unit planning, whole class assessment and curriculum preparation is not required for SpEd teachers and GenEd teachers are not sufficiently prepared to work with all students. Education Specialist (EdSp) credential is available in seven specialty content areas.

#1	Stacked or Concurrent preparation. All SpEd teachers would have a GenEd authorization too.	
#2a	SpEd and GenEd are both Initial Credentials	EdSp-2 credentials that are not based on federal disability categories
#2b	Robust Common Trunk	EdSp-5 specialty content areas instead of 7 with no federal disability categories
#3	All elementary teachers are prepared to teach all students. No federal disability categories in the credential structure. Only SpEd credentials are in ECSE, VI and DHH.	



Questions?

