Learning to Teach System

Skill Building Three

Purpose

- To inform teachers about the current teacher credentialing structure for Multiple and Single Subject teachers
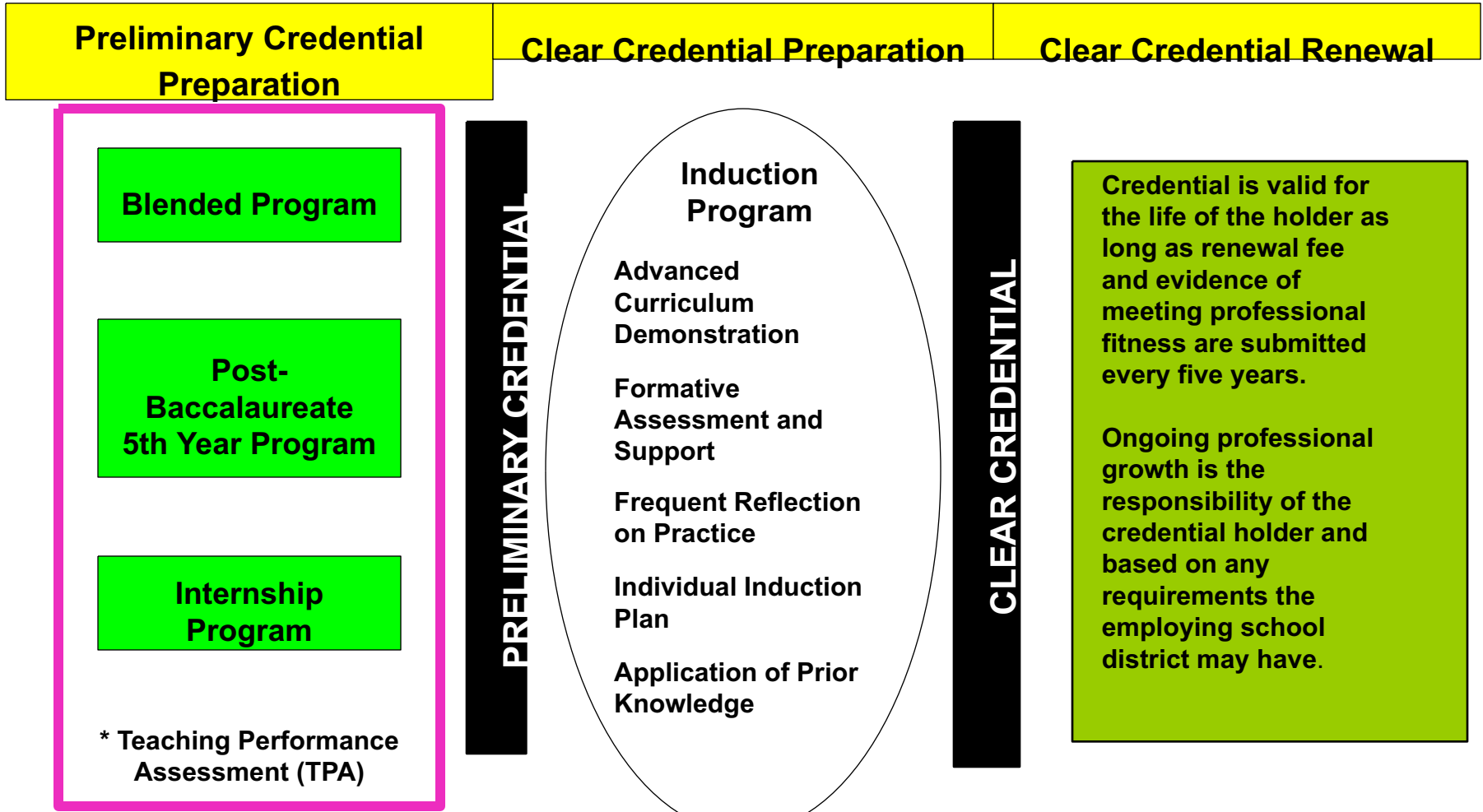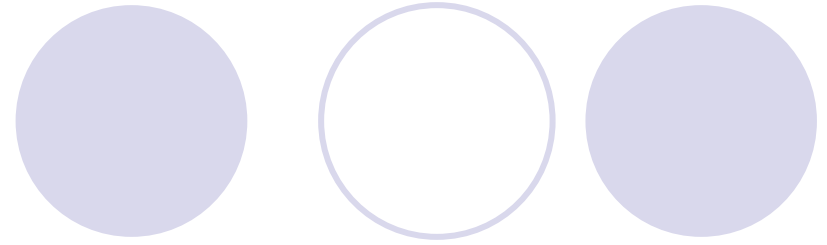
Outcomes

- Understand the Learning to Teach Continuum established by SB 2042

- Familiarize participants with learning goals and assessment tools used for teachers working toward a preliminary credential

- Familiarize participants with learning goals and assessment tools used for teachers working toward a clear credential

Learning to Teach Continuum
(SB 2042 Credential Structure for MS/SS Credentials)

Preliminary Credential Preparation	Clear Credential Preparation	Clear Credential Renewal

Blended Program

Post-Baccalaureate 5th Year Program

Internship Program

* Teaching Performance Assessment (TPA)

PRELIMINARY CREDENTIAL

Induction Program

Advanced Curriculum Demonstration

Formative Assessment and Support

Frequent Reflection on Practice

Individual Induction Plan

Application of Prior Knowledge

CLEAR CREDENTIAL

Credential is valid for the life of the holder as long as renewal fee and evidence of meeting professional fitness are submitted every five years.

Ongoing professional growth is the responsibility of the credential holder and based on any requirements the employing school district may have.

Think, WRITE . . .

- What have you noticed about new teachers recently?

- In what ways may the Learning to Teach System impact the level of teacher quality?

Pair, Share . . .

Teaching Performance Expectations

Definition: Criteria by which Multiple Subject and Single Subject credential candidates are evaluated for recommendation for a preliminary teaching credential.

Teaching Performance Expectations

Domain A Making Subject Matter Comprehensible

Domain B Assessing Student Learning

Domain C Engaging and Supporting Students in Learning

Domain D Planning Instruction and Designing Learning Experiences for Students

Domain E Creating and maintaining Effective Environments for Student Learning

Domain F Developing as a Professional Educator

Domain A:
MAKING SUBJECT MATTER
COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Domain B:

ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

TPE 3:   Interpretation and Use of Assessments

Domain C:
ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

- Developmentally Appropriate Practices in Grades K-3
- Developmentally Appropriate Practices in Grades 4-8
- Developmentally Appropriate Practices in Grades 9-12

TPE 7: Teaching English Learners

Domain D:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8:   Learning about Students

TPE 9:   Instructional Planning

Domain E:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10:   Instructional Time

TPE 11:   Social Environment

Domain F:

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Teaching Performance Assessments (TPA)

are directly linked to the

Teaching Performance Expectations (TPE)

Teaching Performance Assessment Background

1998   Passage of SB 2042. Revision of teacher credentialing standards

1999-2002 Development work on the TPA models

2003-present Implementation delayed due to state budget crisis and requests from the legislature and others

2006 Implementation required by SB 1209 as of July 1, 2008 (Chap. 517, Stats. 2006)

Teaching Performance Assessment

An assessment that requires candidates to demonstrate through their performance with K-12 students that they have mastered the knowledge, skills and abilities required of a beginning teacher, as exemplified in the *Teaching Performance Expectations* (TPEs).

Teaching Performance Assessment

- **Measures aspects of the Teaching Performance Expectations (TPE)**

- **Used to provide formative feedback as well as a summative measure of teaching performance**

- **Embedded in teacher preparation experience**

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What are the Purposes of the Teaching Performance Assessment?

- To help teacher candidates grow as professionals

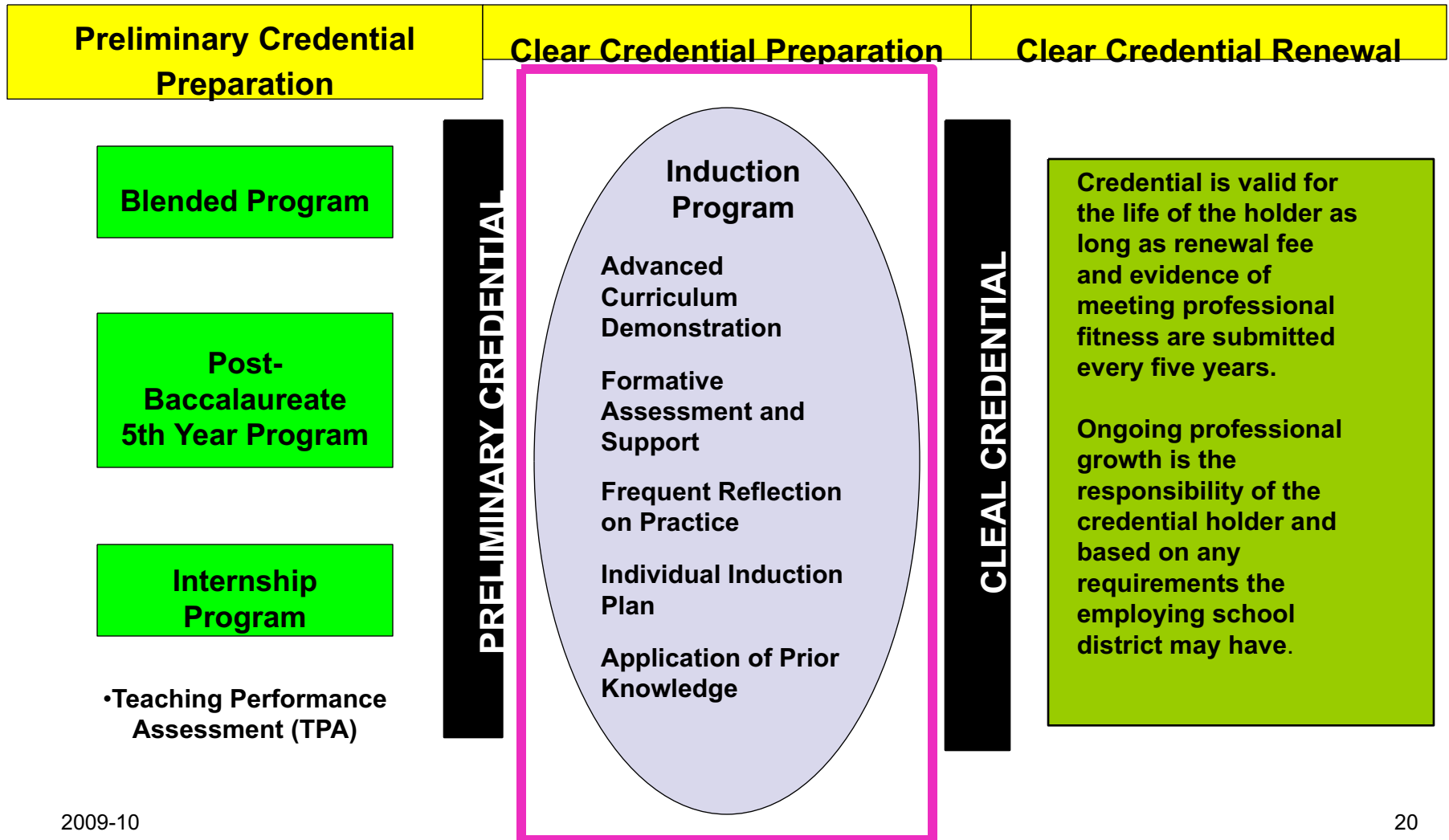- To assure the education profession and the public that teachers meet high professional standards

Teaching Performance Assessment Models

- Three approved models: **CalTPA**, **PACT** and **FAST**

- All TPA models require Commission approval

- Programs must implement an approved TPA model

- All models contain tasks that candidates complete to demonstrate mastery of the *Teaching Performance Expectations*

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2009-10

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Think, Write, Table Talk

How could the information regarding participating teacher's *Teaching Performance Assessments* provide a frame for a discussion with their Support Provider?

- Choose one idea to share out in the room after Table Talk time.

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