
1H

Information

General Session

Update on Actions Addressing the COVID-19 Crisis, Considerations for 2020-21, and Possible Additional Actions for Commission Consideration

Executive Summary: This agenda item reviews the actions taken to date to address the COVID-19 crisis, identifies considerations for the 2020-21 school year and its impact on educator preparation.

Recommended Action: For information only

Presenters: Teri Clark, Director, Professional Services Division; Amy Reising, Director, Performance Assessment Development Division; and Erin Skubal, Director, Certification Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) 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.

Update on Actions Addressing the COVID-19 Crisis, Considerations for 2020-21, and Possible Additional Actions for Commission Consideration

Introduction

This agenda item provides an update on the actions that have been taken by the Commission and the Governor to address the COVID-19 crisis, along with the initial implementation of those actions, and opens a discussion of what additional flexibilities the Commission might want to consider for the 2020-21 year.

Background

At its April 2020 meeting, the Commission acted, in two distinct agenda items, to provide flexibilities for candidates, applicants, credential holders, employers, and educator preparation programs. These actions were summarized in a document posted to the Commission’s website on May 5, 2020 titled [“Flexibilities Approved by the Commission on Teacher Credentialing at the April 2020 Commission Meeting in Response to COVID-19 Related School Closures”](#) and listed in [Appendix A](#) of this document.

Commission staff developed and held a number of webinars in the two weeks after the Commission meeting to share information about the flexibilities approved. Each session generated numerous questions and staff worked to develop accurate responses to the questions. The table below provides links to the archived webinars and the Question and Answer responses.

Topic Link to Webinar Archive	Questions and Answers
Preliminary Multiple Subject, Single Subject, and Education Specialist Preparation Programs	Teacher Preparation-General Questions Teaching Interns and Intern Programs Meeting the Subject Matter Requirement
CalTPA Program Coordinator Update	N/A
Teacher Induction Programs	Induction and the Individual Development Plans (IDP)
CalAPA Program Coordinator Update	Administrator Performance Assessment
Administrator Induction Programs	N/A
Pupil Personnel Services and Speech-Language Pathology Programs	Pupil Personnel Services
Employer Update	CBEST Deferrals Other Standardized Assessments

Support Provided to the Field to Implement the Flexibilities Approved by the Commission

Certification: Guidance for Extensions, Waivers, and Deferrals

Certification staff developed guidance documents to help the field navigate the various flexibility options related to the CBEST deferral, extensions, Program Sponsor-Variable Term Waivers (PS-VTW), and Clear credential renewals. Certification staff also developed guidance for subsequent issuance of Employer-requested Variable Term Waivers when the candidate was impacted by COVID-19 school and testing center closures. Additionally, throughout the stay-at-home orders, the Certification Division has offered expanded Live Chat hours for the field and educators to connect with credential analysts and answer their certification questions. Work was also done to add new database elements to the Commission's credentialing system to ensure that staff can track the number of CBEST deferral requests, extensions, and PS-VTWs received related to COVID-19.

Certificated Assignments

Staff in the Assignment Unit have also developed guidance related to COVID-19 challenges. Posted on the Commission's [Credential Information Guide](#)¹ page, the guidance addresses many challenges that Local Education Agencies (LEAs) may face in the coming months as plans to re-open schools are being drawn. Despite the limitation that LEAs may face due to COVID-19, the requirement that teachers and service providers are appropriately credentialed remains. However, Assignment staff has highlighted several options that LEAs can use for flexibility in assignments, including Local Assignment Options and Short-Term Waivers controlled at the local level. The guidance also provides clarification on various models for distance and online learning and the certification requirements when students are being taught remotely by a live instructor or when instruction is software-based only. Additionally, the Assignment Unit recorded a [training webinar](#) that addresses assigning teachers during COVID-19, among other assignment issues. Assignment staff continue to work with stakeholder groups to ensure open dialogue and clear guidance during these times.

Educator Preparation Program Supports

Staff in the Professional Services Division prepared and hosted a number of webinars, see table on Page 1, to inform preparation programs and employers of the COVID-related flexibilities available to them, to candidates and to completers. The webinars focused on specific topical areas such as teacher preparation, administrator preparation, induction, and Pupil Personnel Services/Speech Language Pathology programs, to name a few. Following each webinar, questions submitted by attendees in the chat or in question-and-answer windows were analyzed, organized, and responded to in the Question and Answer (Q and A) documents that are linked in the table above and also posted to the Commission's COVID-19 webpage. These documents are updated as changes occur, new information becomes available, or particularly poignant questions arise from the field.

¹ The Credential Information Guide (CIG) page is a password-protected page. To access the page, please email Credentials@ctc.ca.gov for log-in information.

Performance Assessment Supports

The Performance Assessment Development Division (PA) staff worked with the Commission's technical contractor Evaluation Systems (ES) to offer a range of supports including written guidance documents, Online Learning webinars, Virtual Think Tanks, and office hours. Each week office hours are offered for both the CalTPA and CalAPA on Thursday mornings. Staff worked with Computer Using Educators (CUE) and other faculty to offer a series of weekly webinars to provide instructional strategies for online learning and assessment to support candidates faced with working in an online synchronous teaching and leading environment. This series of informative webinars has been archived and is available on the [Commission's YouTube Channel](#).

Written guidance and Q and A, related directly to how to navigate the performance assessments in synchronous virtual settings, have been collected through the chat function of the online webinars held through Zoom, and are published on the Commission's website and updated weekly as information changes and new questions are posed by programs and candidates. Performance assessment staff and program faculty experts offer a monthly virtual conversation (VTT) about key topics related to teaching and leading. These VTTs are conducted by faculty for faculty and support the sharing of best practices for programs as they grapple with supporting candidates, and have been particularly well-attended during the COVID-19 crisis months from March through May 2020.

As candidates leave their programs and need assistance during Induction programs to complete and pass their performance assessments, PA staff will offer a series of trainings and webinars, as well as dedicated office hours, to Induction Directors and mentor/coach teachers who support new teachers. These webinars will be offered throughout the summer and fall and will also be archived on the [Commission's YouTube Channel](#). Finally, a series of CalTPA and CalAPA Coordinator workshops were held, and will continue to be held quarterly throughout the year, to provide up to date guidance for programs and candidates on how to complete performance assessments when teaching and leading in virtual settings. PA staff and ES are also publishing additional resources for programs. Program Assessment Guides and online teaching guidance were developed as an outcome of the eight faculty workshops offered this year. As staff worked with faculty, the guides took shape, were edited and are now available for program use. A section on how to support synchronous online settings was added to the guide this month prior to publication.

In addition to supporting programs using the CalTPA and CalAPA, Commission staff supported webinars designed to support programs using the edTPA. Performance Assessment staff will assist edTPA in providing support to educator preparation programs (EPPs) and Induction programs throughout the summer and coming fall months. Staff contacted CSU Fresno where the teacher candidates complete the Fresno Assessment of Student Teachers (FAST). CSU Fresno reported that all completing candidates were able to submit their performance assessment in full in spring 2020.

Executive Order N-66-20

On May 29, 2020, the Office of the Governor took a number of actions that will assist credential candidates impacted by the health and safety restrictions related to COVID-19. These actions, which are effective through August 31, 2020, are separate from the actions adopted by the Commission at its April 2020 meeting. Guidance on the [Executive Order](#) (EO) can be found on the [COVID-19 Information Page on the Commission's](#) website. The EO addresses two groups of individuals working to earn credentials as educators: those candidates completing or who have completed their preparation and those applicants applying to enter educator preparation for the 2020-21 year.

Candidates Completing Educator Preparation

For candidates completing educator preparation programs, the EO suspended some of the Preliminary credential requirements and moved these requirements to the Clear credential for candidates in 2019-20.

Postponement of the Performance Assessment Requirement to the Clear Credential

For candidates who were completing their preliminary preparation in the program's 2019-20 academic year and were impacted by COVID-19 school closures, the EO postpones to the Clear credential i) the teaching performance requirement for Multiple and Single Subject candidates, and ii) the administrator performance requirement for Administrative Services candidates. The new teacher or administrator will need to pass the performance assessment prior to being recommended for the Clear credential. The order specifies that the candidate must have been enrolled in the educator preparation program in 2019-20, and meet the following four criteria:

- (i) Was placed or employed in a local educational agency impacted by COVID-19 related school site closures; and
- (ii) Was in the process of completing the TPA/APA; and
- (iii) Was unable to complete the TPA/APA due solely to school closures; and
- (iv) Successfully completed all other preliminary credential requirements.

A candidate who is completing a teacher or an administrator performance assessment needs to be enrolled in or affiliated with a Commission-approved program. Prior to EO N-66-20, this program was the Preliminary Teacher or Administrative Services preparation program. But now that there will be new teachers and new administrators who hold Preliminary credentials but still need to complete the performance assessment, both the Teacher Induction and the Clear Administrative Services Induction programs will need to be ready to support the new educator who is still completing the performance assessment requirement. This topic is discussed later in this agenda item.

Postponement of the Reading Instruction Competency Assessment to the Clear Credential

In addition, the EO postpones to the Clear credential the Reading Instruction Competency Assessment (RICA) for Multiple Subject and Education Specialist candidates who were impacted by testing center closures due to COVID-19. The criteria for the RICA provision in the EO is that the candidate must have completed all credential and program requirements other than RICA, and that the candidate demonstrate that between March 19, 2020 and August 31, 2020, they

were unable to complete the RICA because testing centers were closed due to COVID-19. If a candidate for a Multiple Subject or Education Specialist teaching credential has completed all credential and program requirements other than passing the RICA examination, the preliminary program will recommend the candidate for the Preliminary credential with a renewal code that identifies that this new teacher needs to pass the RICA prior to earning the Clear teaching credential.

The EO suspension of the TPA and the RICA can be applied to the same candidate if they meet the specified criteria. The teacher preparation guidance document including a flow chart of the options is provided in [Appendix B](#).

Applicants for Enrollment in Educator Preparation for 2020-21

The Executive Order also removed two requirements for applicants to educator preparation programs for the 2020-21 year: basic skills and subject matter requirements. For those who were unable to complete the CBEST due to COVID-19 related testing center closures, the EO suspends the requirement that an applicant seeking to enroll in a teacher preparation program must take the CBEST prior to enrollment and that the program must use the results to ensure that each applicant receives appropriate academic assistance necessary to pass the basic skills test.

This provision means that Commission-approved teacher intern programs may admit to their program and recommend an individual for an Intern credential even though the individual has not passed CBEST. The Basic Skills requirement, which is most often met by passage of CBEST, must be met before any individual is recommended for a Preliminary credential.

The EO also suspends the requirement that an intern must satisfy the subject matter requirement prior to being recommended for an Intern credential. The applicant must demonstrate that he or she was unable to complete the CSET examination between March 19, 2020 and August 31, 2020 because of testing center closures due to COVID-19. As with the CBEST requirement, the subject matter requirement must be met before the individual may be recommended for the Preliminary teaching credential.

Support and Guidance for Educator Preparation Programs and Local Education Agencies Related to the Executive Order

Commission staff developed and held a number of webinars in the two weeks after the EO was released. The table below provides links to the archived webinars and the affiliated guidance document.

Topic Link to Webinar Archive	Guidance Document
Executive Order N-66-20	<ol style="list-style-type: none"> 1. Guidance Regarding Executive Order Actions Related to COVID-19 2. CTC Online Recommendation Guidance Related to the Executive Order Approved Options 3. Summary of Flexibility Options Related to Educator Preparation and COVID-19
Teacher Preparation and the Executive Order	4. Multiple Subject, Single Subject, and Education Specialist (Preliminary and Induction)
Administrator Preparation and the Executive Order	5. Administrative Services (Preliminary and Induction)
Employer Update	6. Local Education Agency Resources

Trailer Bill Legislation—Flexibility for Examination Score Validity and Pupil Personnel Services Field Experience

There are some additional flexibilities that are included in the current draft of the Budget Trailer Bill for the 2020-21 state budget. This language can be found in Education Trailer Bill SB 98 or SB 100. At the time of posting, the bill was not in print. These provisions will be in effect July 1, 2020 once the state budget is signed and if the language is retained in the trailer bill. A summary of the language is provided here:

Teacher Credential Exams Validity Period

Commission examination scores are valid for use towards a California credential for ten years from the date the examination was taken. Due to the testing center closures, the validity period will be extended to 11 years from the date of testing for any examination score used to satisfy a credential requirement from March 19, 2020, to June 30, 2021, inclusive.

Clinical Practice for Pupil Personnel Services Credentials

The Pupil Personnel Services preparation programs include clinical practice hour requirements for candidates and the Title 5 regulations specify a number of requirements for the clinical practice. One requirement within these clinical practice hours is for each candidate to complete two or more school placements in different grade level bands and that each placement be for a minimum of 100 hours. Due to the COVID-19 related school closures, this requirement is reduced to one school setting from March 19, 2020, to June 30, 2021, inclusive.

Once the Education Trailer Bill has been signed into law, staff will work with all preparation programs to understand and implement these two additional flexibilities.

Considerations for the 2020-21 Year

At the time, it is unknown how or when the 2020-21 school year will open and if there will be school closures during the school year. California’s TK-12 school districts and charter schools

are locally administered. The state’s Superintendent of Public Instruction has released a guide, [Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools](#), to inform local districts. California has over 1,000 school districts, over 1,300 charter schools and seven all-charter districts. Each school district and charter school will make decisions as to when and how to open the 2020-21 school year, taking into consideration state and local guidance. The California State University system announced that fall semester will begin in a virtual rather than face-to-face environment. Other colleges and universities are also making decisions about the 2020-21 year. At this time, the only thing that is clear is that the 2020-21 year will be a school year unlike any before the COVID-19 pandemic.

During its April 2020 meeting, the Commission approved flexibilities for candidates who had completed over half to almost all of their educator preparation program in the planned program delivery model. Candidates in 2020-21 may not have the opportunity to complete the majority of their preparation as the program was originally designed, including clinical practice in the public schools. In addition, candidates enroll in educator preparation programs at all times of the year, and 2020-21 candidates will not be in the same situation as candidates for whom the Commission adopted these flexibilities. Candidates who begin their preparation programs this summer and fall may likely still be challenged to complete all the Commission’s requirements for the credential sought if COVID-19 restrictions are still be in place. To better understand the potential need for additional flexibilities in the future, Commission staff is contacting program leaders and other stakeholders to provide input on recommendations for the Commission to consider, as discussed below.

Program Leader Collaborative Input Group

The Commission’s Common and Program Standards define what a teacher preparation program must provide to its candidates. Staff worked with Commissioners Marquita Grenot-Scheyer, Andrew Wall, and Annemarie Francois to identify program leaders in the California State University (CSU), Association of Independent California Colleges and Universities (AICCU), University of California (UC), and district intern teacher preparation programs to meet with staff and complete an analysis of the Common and Program Standards to identify areas where the standards might not be specific enough or might be too restrictive for credential candidates in the 2020-21 year. The first meeting was held on June 9, 2020. The members of the group have agreed to work with the other educator preparation institutions in their segments to collect suggestions, concerns, and issues from the institutions and share information from the Commission.

Segment	Member	Role and Institution
CSU	Ernest Black	Statewide Director, CalState TEACH
AICCU	Deborah Erickson	Dean, Pt. Loma Nazarene University
AICCU	Michael Hillis	Dean, California Lutheran University
UC	Virginia Panish	Director Teacher Education, UC Irvine
LEA	Patricia Pernin	Administrator Coordinator Los Angeles Unified School District
UC	Elisa Salasin	Director, UC Berkeley
CSU	Pia Wong	Associate Dean, CSU Sacramento

The initial analysis of the Commission’s standards will be shared with the program leader group for identification of areas that could use additional definition or modification to accommodate the variety of settings – virtual and in-school – that will be in play next year. After discussion with the program leaders, staff will bring recommendations to the Commission at its August 2020 meeting regarding the flexibilities it could consider for candidates in the 2020-21 year.

Teacher and Administrator Induction—Responsibility to Support Participants in the Performance Assessment

With the inclusion of new educators who still have to complete a performance assessment during their induction program, the question has been raised as to what the Teacher or Administrator Induction Program is responsible for in supporting the Preliminary credential holder or PS-VTW holder as they complete and submit the performance assessment. The Preliminary Multiple Subject/Single Subject Teacher Preparation programs and the Preliminary Administrative Services programs are required to meet specified program standards: [Program Standard 5](#) for Teachers and [Program Standard 8](#) for School Administrators. The remainder of this section addresses the teaching performance assessment, but the recommendations developed for the August 2020 Commission meeting will address both teacher and administrator performance assessments and Induction Programs.

It seems that selected parts of the program standard defining how a program implements a performance assessment should inform and guide the Induction Program when it is supporting an educator to complete and submit a performance assessment. Using the Teaching Performance Assessment as the example, [Program Standard 5](#) identifies a number of areas of responsibility for the Preliminary Program. Provided in the table below is the initial analysis of how components of the performance assessment standard might guide the Induction program for those programs with candidates who must pass a performance assessment.

Component of the Program Standard	Analysis of Importance for the Induction Program to Meet this Component when Candidates must complete a TPA
Standard 5: Implementation of a Teaching Performance Assessment	Important for the Induction Program to be aware of this standard component.
5A: Administration of the Teaching Performance Assessment (TPA)	Not applicable to the Induction Program
5B: Candidate Preparation and Support	Important for the Induction Program to be aware of this standard component.
(1) Defines required forms of support, acceptable, but not required support, and unacceptable forms of support	Essential for the Induction Program to understand this standard component as it supports the candidate.
(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).	Essential for the Induction Program to understand and meet this standard component.
(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.	Important for the Induction Program to be aware of this standard component but probably more important for candidates to contact their Preliminary Program for support in the event that a candidate is not successful on the assessment. For candidates teaching on a PS-VTW, the Preliminary Program will assist the new teacher if remediation is necessary.
5C: Assessor Qualifications, Training, and Scoring Reliability	Not applicable to the Induction Program

Staff is going to work with a group of Induction leaders, both teacher and administrator, to review the Preliminary standard language and brainstorm how Induction Programs can rely on the language to support candidates who need to complete the performance assessment requirement while also in the Induction Program. A report of this work will be included in an August 2020 agenda item for the Commission.

Early Care and Education: Child Development Permit

Just as is the case for teacher and administrator candidates, Child Development Permit candidates must meet an experience requirement to be eligible for five of the [six levels of the permit](#) (the exception being the entry level Associate permit, which does not require prior experience but does have an education requirement). The early care and education programs and settings, like the TK-12 schools, are also currently in flux in terms of what settings may be open, what settings may be open but only in an online delivery format, what settings may open but offer a hybrid format, and what settings whether open, hybrid, or online, may forbid other adults such as permit candidates and faculty supervisors to be present with staff and students.

The Commission's requirement for the completion of field experience for individuals seeking a Child Development Permit is defined in Title 5 Regulations section 80105 is:

- (d) "Supervised field experience" means instruction performed in a child care and development program for college credit which is supervised by a person approved by a regionally accredited institution of higher education.

While the number of hours of field experience varies depending on the permit level, the type of acceptable field experience is the same for all permit levels, and offers considerable flexibility as to how the experience may be obtained. For example, field experiences may take place in school-based settings, community-based settings, and other settings where candidates may work and/or volunteer to help in order to gain experience.

Staff is planning to work with a group of program leaders from the institutions that prepare individuals for the Child Development Permit, including the Community Colleges, the California State University, the University of California, and Private/Independent colleges and universities, as well as early care and education program administrators, and employers of individuals who hold Child Development Permits to help identify and gather information on the questions, concerns, and possible issues concerning preparation for the permit that the leaders see as the 2020-21 year begins. Based on the information collected, if there is some flexibility the Commission should consider, this information will be included in an August 2020 agenda item.

Next Steps

Staff plans to continue consulting with the identified program leaders and other interested stakeholders to develop recommendations for the Commission to consider at its August 2020 meeting regarding its adopted standards.

Staff proposes to work with a wide range of stakeholders between now and the August 2020 Commission meeting to complete a review of the program standards applicable to the implementation of a performance assessment and the identification of the standard language that induction programs would need to consider when a participant is still satisfying the performance assessment requirement. This work would include staff from the Professional Services Division as well as the Performance Assessment Development Division and stakeholders with deep understanding of the Teaching Performance Assessment and the Administrator Performance Assessment.

Staff also plans to gather information from both preparers, program administrators, and employers of those who hold Child Development Permits to gather a better understanding of how the health and safety restrictions are impacting this area of education.

Based on the information staff collects from the variety of stakeholder groups, an agenda item will be prepared for the August 2020 Commission meeting with recommendations on actions for the Commission to consider.

Appendix A

Actions applicable to applicants, candidates, credential holders, employers, and educator preparation programs. The last date to request one of the following is September 1, 2020.

1. Basic Skills Requirement Deferred for One Year

For applicants who were unable to complete the basic skills requirement due to COVID-19, the Commission action defers the requirement for one year from the date of the request. This deferral is only available to individuals who have not previously failed the CBEST examination.

2. COVID-19 Designated as a “Good Cause” for One-Year Extensions

With the definition of COVID-19 as good cause for an extension to any credential, authorization or permit that can legally be extended, intern programs may recommend interns for an additional year, employers may submit an application for an [extension for an employee](#), and educators may request an extension in the event that renewal requirements were not able to be met due to COVID-19. Individuals holding Short-Term Staffing Permits (STSP) or Provisional Intern Permits (PIP) are not eligible for an extension since these one-year documents are not renewable.

3. Authorized Renewals of Clear Credentials

Clear credential holders who were unable to renew their document timely may apply via paper application for a renewal that can be issued without a lapse in validity of the clear document as long as the educator has met the professional fitness requirements.

4. Authorized Issuance of Variable Term Waivers for Credential Candidates

Staff began issuing Variable Term Waivers requested by Program Sponsors (PS-VTWs) on June 1, 2020. Programs that were approved to request such waivers appeared on the April 2020 Commission agenda in Item 3A. Programs may submit paper applications to request a waiver for candidates that were set to complete their program on or before September 1, 2020, but were unable to finish a required examination, assessment, coursework, or clinical practice hours due to COVID-19 closures.

Actions approved for candidates who are on track to complete their educator preparation program between March 19, 2020 and September 1, 2020.

Preliminary Multiple and Single Subject Credential Requirements

- a. Programs have the authority to determine that a candidate has completed sufficient clinical practice hours even if the candidate has not completed 600 hours of clinical practice.
- b. Programs may take the passage of a Commission-approved TPA into consideration; candidates' who have passed a Commission-approved TPA would not be required to complete as many hours of clinical practice as candidates who have not.

- c. Programs have the authority to determine that a candidate has satisfied the formal observation requirement, even if the candidate has not completed six observations/semester or four observations/quarter.
- d. Programs have the authority to determine that a candidate has satisfied the 'solo' teaching experience, even if the candidate has not completed four (4) weeks of solo teaching.

Preliminary Education Specialist Credential Requirements

- e. The Commission suspended this requirement and rely on programs to ensure that each candidate has had sufficiently broad experiences with students. This modification would be noted on the Individual Development Plan (IDP) that the candidate and Preliminary program develop for the new teacher to take to their induction program.

Preliminary Teacher Preparation Preconditions Requiring Candidates to Meet the Subject Matter Requirement

- f. Programs have the authority to determine that an Education Specialist candidate has completed fieldwork that meets the Commission's expectations for the range of grade levels and the range of settings.

Candidates Beginning Daily Whole Class Instruction: Now Through Fall 2020

- g. The Commission-adopted Precondition that requires a candidate to have met the subject matter requirement prior to beginning whole class daily instruction has been waived by the Commission for candidates beginning daily whole class instruction. The subject matter requirement must be met prior to recommendation for a Preliminary teaching credential.

Teacher and Administrator Induction

- h. The Commission confirmed that the 2019-20 school year qualifies as a full year of participation in induction. No candidate who has appropriately participated in a two-year Commission-approved Teacher or Administrator Induction Program should be required to complete an additional three to four months of induction during the 2020-21 year.
- i. The Commission-adopted Precondition that requires an educator to hold a Preliminary credential prior to beginning a Commission-approved Induction Program has been amended to allow all new teachers and administrators who have completed almost all of the preliminary preparation program, were impacted by COVID-19, and hold either a PS-VTW or an Intern extension may also begin an Induction Program.

Services Credentials

- j. The Commission affirmed that the specialized services credential programs should consult the national association guidelines related to flexibility due to COVID-19 and that programs have the authority to determine when a candidate has met the clinical practice requirement as long as the candidate's clinical practice has satisfied the appropriate Title 5 section:
 - School Counseling-Title 5 Section 80632.2(b)

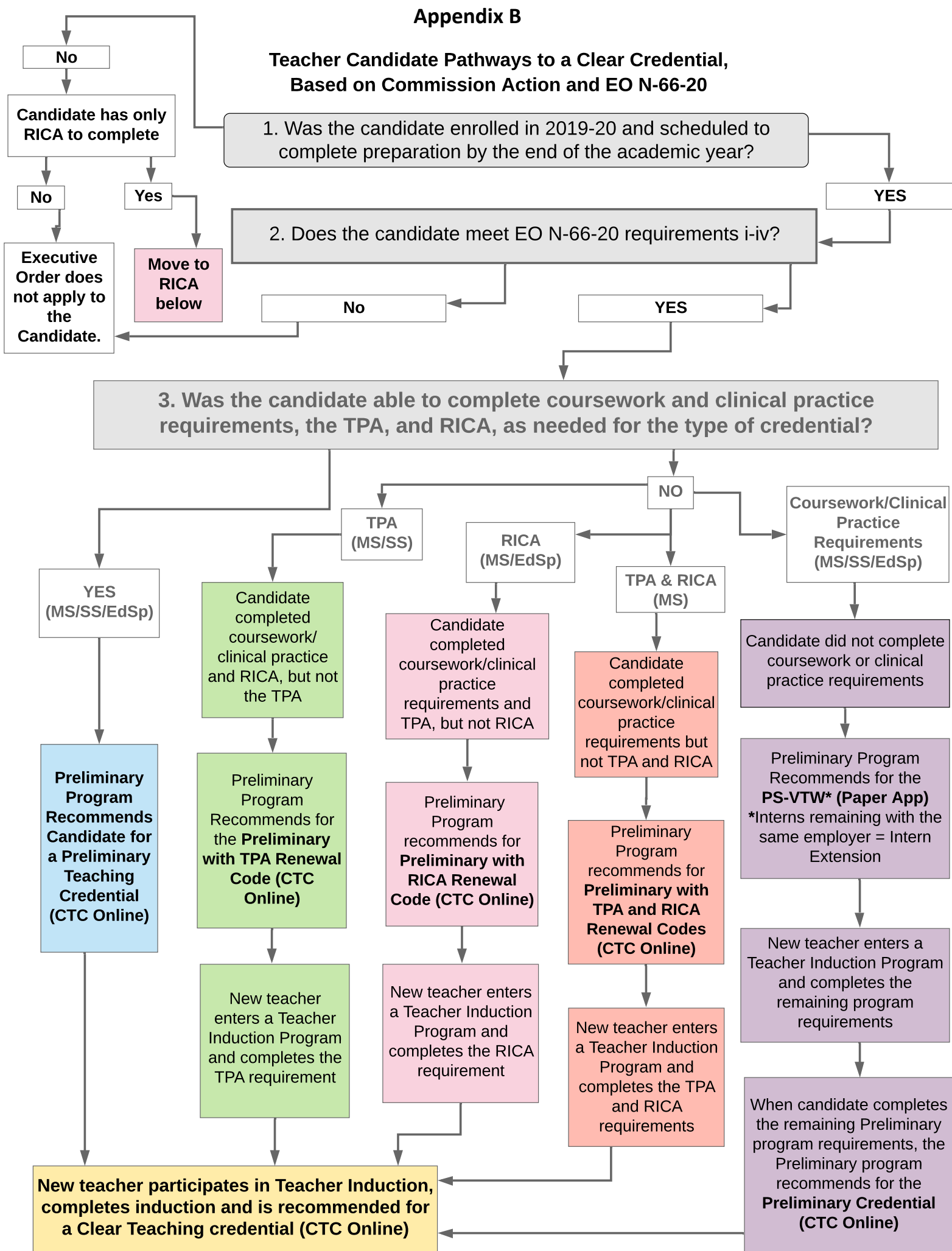
- School Psychology-Title 5 Section 80632.4(b)
- School Social Work-Title 5 Section 80632.3(b)

Preliminary Administrator Preparation and CalAPA

- k. The Commission postponed the CalAPA standard setting study until spring 2021 and confirmed that for the 2020-21 year, the current passing standard for CalAPA will remain in effect.

Appendix B

Teacher Candidate Pathways to a Clear Credential, Based on Commission Action and EO N-66-20



Preliminary Preparation and Induction Program Support for General Education and Education Specialist Candidates Holding a Program Sponsor-Variable Term Waiver (PS-VTWs) or a Preliminary Credential with a TPA and/or RICA Renewal Code Based on Executive Order N-66-20

June 8, 2020

Introduction

This guidance document addresses the support that preliminary preparation and induction programs are expected to provide to candidates who have been affected by the COVID-19 crisis and will be serving in 2020-21 on either a Program Sponsor-Variable Term Waiver (PS-VTW) or on a Preliminary credential, based on flexibilities provided by the Governor’s Executive Order N-66-20. These are candidates who will be completing preliminary Multiple Subject, Single Subject, and Education Specialist program in spring/summer 2020.

The Commission provides guidance and support to preliminary teacher preparation programs to effectively work with candidates seeking a teaching credential in California, and once credentialed, these candidates are then supported by job-embedded induction programs for newly employed teachers. Teaching performance expectations, professional standards, and program standards outline programmatic requirements and candidate competencies that must be fulfilled prior to a candidate being recommended for a Preliminary or Clear credential, respectively. However, given the present circumstances as a result of the COVID-19 pandemic, there are two new pathways for 2019-20 candidates to earn their Preliminary teaching credential and then their Clear teaching credential—the Program Sponsor-Variable Term Waiver (***PS-VTW***) and the pathway authorized by the recent Executive Order N-66-20 signed by Governor Newsom known as the ***Preliminary with TPA and/or RICA Renewal Code***. The distinctions between these two groups of document holders and their respective pathways are explained below.

PS-VTW

At its April 2020 meeting, the Commission took several actions to modify certain programmatic requirements within its purview and clarify program flexibility in implementing other requirements during the COVID-19 school closures. Of particular note, the Commission authorized the issuance of a [Program Sponsor-Variable Term Waiver \(PS-VTW\)](#) that will enable teacher candidates who were on track to complete their program during 2019-20, to secure employment and complete requirements such as clinical practice, TPA, RICA, and/or other program requirements as part of their Induction program. Teacher candidates who were, as of March 19, 2019, on track to earn a Preliminary teaching credential but were unable to complete preparation in the spring or summer of 2020 will need to work with their programs to complete their credential requirements in 2020-21. The PS-VTW is designed for candidates who were on track to complete the program between March 19, 2020 and August 31, 2020 but have not completed credential or program requirements in addition to the RICA and TPA.

Preliminary Credential with TPA and/or RICA Renewal Code

The Governor signed [Executive Order N-66-20](#) to provide flexibility for candidates completing programs in 2019-20 who were impacted by COVID-19. Executive Order N-66-20 postpones the requirement that candidates must pass a Teaching Performance Assessment (TPA) and/or the Reading Instruction Competency Assessment (RICA) in order to earn a Preliminary credential and instead makes these requirements applicable to earning a Clear credential. New teachers will have five years (the period of validity of a Preliminary credential) to pass the TPA and/or the RICA. The Executive Order only applies to candidates who have the RICA and/or the TPA to complete from their preliminary program and who meet the criteria specified within the Executive Order.

Candidate Support

This document outlines the unique support that will be needed for candidates who:

- 1) Are working to earn their Preliminary teaching credential while serving on a PS-VTW; or
- 2) Candidates who earned a Preliminary with TPA and/or RICA Renewal Code and are completing specific credential requirements to earn their Clear teaching credential.

Preliminary Multiple Subject, Single Subject, and Education Specialist Preparation Program Responsibilities:

PS-VTW Candidates

- Provide clear guidance to candidates regarding options to complete the [remaining requirements for the Preliminary teaching credential](#) prior to August 31, 2020.
- Apply for a [Program Sponsor-Variable Term Waiver \(PS-VTW\)](#) on behalf of affected candidates—those who have not fulfilled the performance assessment, credential requirements, clinical practice, and/or coursework required by their preliminary preparation program. The PS-VTW will allow candidates to seek and obtain employment prior to the issuance of a Preliminary credential while they complete the requirements of the Preliminary Multiple Subject, Single Subject or Education Specialist program during Induction.
- Establish the responsibilities of the candidate and the program during the time in which the candidate is teaching on a PS-VTW. Share these responsibilities with the candidate prior to the end of the spring 2020 term.
- Determine and provide clear expectations to program and district-employed supervisors in understanding their respective roles in supporting and guiding candidates as they complete their performance assessment (PA) or other requirements necessary to complete the program.
 - For CalTPA: [CalTPA Support Policy](#), click on *Acceptable Support*.
 - For edTPA: Provide edTPA orientation webinar and access to handbooks and key documents to get started (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.

- Develop and share with candidates the plan to provide support to new teachers who are completing credential requirements. Options that should be considered include the following:
 - Identify faculty/supervisor(s) who will hold an in-person or virtual office hour at least bi-weekly for candidates that have questions about the performance assessment that are best answered by the preliminary program.
 - Identify faculty/supervisor(s) who will respond to questions in a timely manner from preliminary candidates who have received a PS-VTW and may have questions about their progress towards program completion. Provide access to the credential analyst who will provide guidance on how to complete requirements and assist the completer in applying for the PS-VTW or the Preliminary credential once all preliminary requirements are met.
 - Set up a technology based professional learning community for candidates to interact synchronously or asynchronously to share questions, support each other, and problem solve.
- Maintain communication with leadership in districts where the preliminary program's PS-VTW candidates are employed. This relationship will allow coordination of the ongoing support for the candidate between the Preliminary program and the Induction program.

Preliminary Credential with TPA and/or RICA Renewal Code:

Once a candidate is recommended for a Preliminary credential, the preliminary teacher preparation program does not have any requirement to support or maintain affiliation with the former candidate. The Commission suggests, however, that it is appropriate for preliminary programs to be available to completers who hold a Preliminary credential based on the Executive Order, also known as a Preliminary credential with a TPA and/or RICA Renewal Code, in the event that the completer has a question about the TPA and/or the RICA. Many of the activities described above for PS-VTW candidates would also be appropriate for a Preliminary program to maintain with those who have been recommended for a Preliminary teaching credential with a TPA and/or RICA Renewal Code.

Staff Responsibilities Regarding the TPA:

For Commission Staff:

- Maintain a COVID-19 webpage with updated information for all Commission stakeholder groups.
- Provide support for general TPA policy questions unrelated to a specific model via a dedicated email box: TPA@ctc.ca.gov.
- Collaborate with edTPA and California State University, Fresno to offer candidate supports including responding to registration questions, submission clarification, video supports, and other system issues as well as faculty and supervisor support and information.
- For CalTPA programs:
 - Provide, archive, and post explanatory webinars regarding CalTPA. Webinars will be posted on the Commission's [YouTube channel](#) and information will be provided through the weekly PSD e-News.

- Establish a weekly Zoom office hour, outside of the school day, for candidates to ask questions about the CalTPA.
- Establish a weekly Zoom office hour, for Induction Directors and Coaches/Mentors to ask questions about how the CalTPA and how to best support candidates.
- Continue to offer a weekly Zoom office hour for CalTPA program coordinators and faculty supporting candidates as they engage with the CalTPA.
- Maintain the dedicated email box CalTPA@ctc.ca.gov for candidates, faculty, employers, and program directors to submit questions, responding in a timely manner or directing questions to the technical contractor Evaluation Systems group of Pearson (ES), as appropriate.
- Direct ES to continue to offer candidate supports including registration questions, submission clarification, video supports, and other system issues as well as faculty and supervisor support and information, posted on the Commission's examinations website. In addition, the Commission will ensure (as needed) that ES offers additional scoring submission dates, extends registration dates, and provides assessor training to support online learning settings.

For Staff of Other TPA Models:

- For edTPA programs, [SCALE](#) recommends:
 - Programs may:
 - Contact SCALE: stanfordscale@stanford.edu.
 - Post questions and examine the FAQ on the edTPA [online community](#).
 - Consult the edTPA Educator Preparation Program (EPP) support website: edTPA.AACTE.org.
 - Consult the candidate support website: edTPA.com.
 - SCALE will continue to work with ES to offer candidate supports including registration questions, submission clarification, video supports, and other system issues, as well as faculty and supervisor support and information, posted on edTPA.com.
 - Programs may direct queries to edtpaeppsupport@pearson.com.
 - Candidates may direct queries to edtpa-customer-support@pearson.com.
 - In addition, SCALE will ensure (as needed) that ES offers additional scoring submission dates, extends registration dates, and provides assessor training to support online learning settings.
- For FAST, CSU Fresno advised Commission staff that all completing candidates for spring 2020 were able to complete the TPA requirement.

Candidate Responsibilities:

- All Candidates: Enroll in a Commission-approved Induction program upon employment in a public school as a beginning teacher.
- All Candidates: Contact the Preliminary program's TPA coordinator for information regarding access to resources provided for their TPA model (CalTPA, edTPA, or FAST).
- PS-VTW Candidates (Multiple Subject/Single Subject candidates only): Maintain an affiliation with the preliminary preparation program until the completion of all preliminary

program requirements and passage of the TPA in order to meet the requirements for the recommendation for the Preliminary credential.

- PS-VTW Candidates: Complete the remaining requirements of the preliminary teacher preparation program during the first year of employment while participating in the Commission-approved Induction program with guided support from an Induction mentor, working with both Preliminary and Induction programs to ensure that work completed during the Induction program will incorporate the remaining Preliminary program requirements.
- PS-VTW Candidates: Contact the Preliminary program credential analyst with questions regarding the application process for the PS-VTW and/or Preliminary credential.
- All Candidates: Be recommended by the Induction program for Clear credential when induction has been completed and the remaining assessments (TPA and/or RICA) have been passed.

Employer Responsibilities:

- Ensure that, upon employment in a teaching position, PS-VTW candidates and Preliminary credential holders with the TPA and/or RICA Renewal Code candidates are enrolled in a Commission-approved Induction program and are receiving appropriate support.
- Maintain partnerships with each PS-VTW employee's Preliminary program to ensure adequate support and accurate information is provided to candidates.

Induction Program Responsibilities:

- Follow the Commission guidance provided to Induction program leadership regarding how to provide support for candidates who still have to complete the teaching performance assessment, clinical practice, RICA or other preliminary program requirements while also participating in induction.
- Provide a trained mentor to support the PS-VTW candidate and the Preliminary credential holders with the TPA and/or RICA Renewal Code candidate in the completion of the TPA by focusing the work of the initial Individual Learning Plan (ILP) on the candidate's needed preliminary program requirements within the context of their job assignment as a new teacher. Access trainings and information provided by model sponsors as needed:
 - For CalTPA: Training for Mentors will be available via online webinars by the Commission starting summer of 2020. For CalTPA: [CalTPA Support Policy](#), Click on *Acceptable Support*.
 - For edTPA: edTPA orientation webinar for mentors, handbooks and key documents (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.
- Provide clear expectations and time to mentors regarding their key role in supporting the new educator to complete the performance assessment, clinical practice, RICA or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.

- Guide mentors to provide job-embedded “just in time” support to their candidates as part of the Induction program, while improving their long-term professional practice through the completion of the TPA.
- Count the work done under the initial Individual Learning Plan (ILP) as part of candidates’ two-year participation in a job-embedded induction program. Once the TPA is completed and passed, work under the ILP and induction supports will continue, based on the needs of the candidate.
- Maintain the expectation of a two-year induction program participation for the PS-VTW holder and the Preliminary credential holder with the TPA and/or RICA Renewal Code. The only individuals who would need to extend induction beyond two years would be those candidates whose practice requires additional support and guidance or if the candidate had not participated fully in the program.
- Maintain partnerships with each PS-VTW holder’s Preliminary program to ensure adequate support and accurate information is provided to candidates.

Mentor Responsibilities:

- Provide “just in time” support to induction candidates to complete preliminary program requirements, while improving candidates’ long term professional practice through the completion of the remaining components of their preliminary preparation program.
- Participate in professional development to understand their key role in supporting the new educator to complete the performance assessment, clinical practice, RICA or other outstanding preliminary program requirements including participation in webinars regarding the requirements of the TPA provided by Commission staff.
 - For CalTPA: The Commission’s performance assessment staff will provide a Zoom office hour for Q and A as well as ongoing online training webinars to provide information about how to support candidates as they complete the assessment.
 - For edTPA: Mentors may contact the EPP and/or SCALE. Mentors will receive an edTPA orientation webinar and access to handbooks and key documents to get started (e.g., [edTPA Acceptable Support](#) and [Making Good Choices](#)).
 - For FAST: CSU Fresno advised staff that all completing candidates for spring 2020 were able to complete the TPA requirement.
- Individualize the support that a candidate needs based upon the candidate’s Individual Development Plan (IDP) that the candidate has brought from his/her preliminary preparation program.
- Assist candidates with the transition from their Individual Development Plan (IDP) to their Individual Learning Plan (ILP) for Induction while maintaining the goal of supporting candidates’ growth in the profession.