

1. Which type of group does your organization represent?

- Teacher/Educator
- Local Education Agency/Employer
- Association/Representative
- Public Interest Group
- **Educator Preparation Program Representative**

2. What is the name of your organization?

California Community College Teacher Preparation Programs (CCCTPP)

3. In your own words, what is the purpose or mission of the Commission?

The CA Commission on Teacher Credentialing supports LEAs, IHEs and individual applicants with the acquisition and maintenance of Child Development Permits, and TK -12 Teaching Credentials based on a combination of required academic coursework, experiences, verifications, fees, supervision, and health and safety clearance requirements. The CTC helps to ensure that consistent standards are articulated, which in turn supports the development of well-trained, highly qualified teachers to work with California's diverse student population.

The CTC mandates requirements for teacher preparation and continued credentialing that are both reasonable/attainable and demand the highest quality. The field expects the CTC to take lead in the professionalism of all teachers (regardless of age of the children/students).

4. What is the Commission doing well? What services or support are we providing that we should continue?

The Commission is succeeding in many areas:

- CTC works with a large number of stakeholders, from LEAs to community colleges, CSUs, UCs, and private universities to ensure that students receive the appropriate coursework and training to become classroom teachers.
- The CTC website has efficient access to information on credentialed teachers; renewal of credentials.
- CTC is consistent with oversight and recognizes the need for flexibility during the pandemic. The field greatly appreciates this flexibility during Covid-19 and the responsiveness of CTC to the pandemic.
- CTC provides up-to-date standards for TK-12 educators.
- CTC Colleagues are helpful, friendly, and collaborative when working with other education system leads.

- CTC was immediately responsive this summer when a survey was distributed that did not include the Community College system. CCCTPP informed CTC, and they immediately reached out to modify the survey and collect additional data from Community College teacher preparation leads. The inclusive nature and quick response was appreciated by CC teacher preparation system leads.
- Community College leads were invited to the discussion and CTC action items on Early Childhood permit provisions. We look forward to collaborating more regularly and we are here to be a resource.

5. What would you like to see the Commission start doing? What are we not providing that would be helpful for you?

CA Community College Teacher Preparation Programs has a few suggestions to share with our colleagues at CTC.

- Increase collaboration with community colleges and learn the role they play preparing California's teachers. Include community college teacher preparation programs in regular conversations and provide community college teacher preparation a seat at the table for policy making. Community colleges are a tool to diversify the teacher pipeline and have unique needs that will offer value to the CTC.
- CCCTPP would like the CTC take a more active role in promoting careers in education. One idea is a statewide campaign entitled: **Teaching is my Plan A!** In reference to the conception that a career in teaching is a 'plan B'. Imagine a statewide social media and radio campaign, backed with billboards along highway 5. Teaching needs a rebranding as a vehicle to social justice. The next generation will be interested in the career of teaching if they feel like they can change the world as a teacher. We need to bring that empowering feeling back to the teaching career.
- The field would greatly benefit from regular updates on expectations for various levels of teacher prep - i.e. a newsletter that would provide guidance for both undergraduate pre-service teacher preparation and graduate level teacher preparation.
- Provide workshops or videos to support individuals who are on the Multiple Subject pathway and Single Subject pathway. The videos need to provide clarity (steps towards earning a credential), an explanation of terms, and possible scenarios (i.e. already have a credential from out of state / another country...what do I do?)
- Do away with the one year credentialing model and integrate teaching pedagogy and techniques into a four year degree (with no pay disparity due to the integrated model).

- Be nimble, efficient, and responsive to the changes needed in education, especially in light of Covid.
- Update the CTC phone call in system. It is intimidating and daunting. Bring SEL to the way that CTC staff are trained. People are experiencing a traumatic time. They do not want to wait for 55 minutes to ask one simple question about their career. Communication efficiency needs to be a top priority.
- Support Mentors for future teachers at all stages of career development.
- Seek scholarships and other pay options (Paypal, Venmo, etc.) for fees.
- Eliminate assessment options (such as the CSET and RICA) that create barriers for students. Provide alternative assessment options for future teachers with test anxiety or financial barriers. Reduce pathway barriers. MAP the pathways, determine the red tape, and actively work to reduce future teacher barriers.
- Simplify credentialing requirements and align requirements throughout the state with Institutes of Higher Education.
- Provide additional pathways for CA community college students (other than AD-Ts which require early commitment) where students can transfer and enter a teaching pathway at multiple points.
- Create a better screening platform online, where a future teacher can enter what they have, what they want and will be told what they need to do and where they need to go in CA, seek technical, software and financial support from experts in CA, etc.
- Develop a meaningful way to communicate with those who have questions about a course, a ruling, etc. Maybe a monthly Q and A zoom meeting? Something to make the staff at CTC accessible.
- Actively recruit BIPOC, especially men for careers in teaching.
- Offer a credentialing option for ages 3-8, that encourages and trains Early Childhood Education teachers for TK-3rd classrooms.

6. What should the Commission stop doing? What are we doing that is no longer relevant, or is no longer helpful?

CA Community College Teacher Preparation Programs has a few suggestions to share with our colleagues at CTC.

- Remove the RICA. This is a huge barrier for future teachers. CCCTPP has worked with one candidate that has taken the test 7 times and has not passed. She has all other teaching requirements satisfied and is now looking at moving out of state in order to teach. Remove barriers. Allow aspiring teachers to show competence through their coursework or Induction, but get rid of the RICA because it is a gatekeeper exam that keeps too many potentially great teachers out of the profession.
- Simplify. While requirements are in regulation, the descriptors and rules do not have to be defined as if in regulation. Simple, friendly language is needed for what a teacher needs to do. Explore utilizing language, pictures, graphs and charts that provides a welcoming space... especially for students from under-represented communities. Translate the regulations for the regular student or future teacher.
- The current four year degree plus a one year credential program traditional model of teacher preparation is ineffective and a detriment to our children and communities. We ask CTC to support common sense revisions that allow for the most timely and responsive as education and population needs change. We suggest the CTC look for ways to appropriately integrate a teaching degree into a four year Bachelor's degree, while ensuring that teachers trained in this manner will be considered fully credentialed and paid accordingly. There has been significant investment in integrated teacher preparation programs throughout the CSU system. When teacher preparation students engage in the current structure of integrated (4 year) teacher preparation programs, they are most commonly put on the bottom on the pay district scale when they first begin their teaching career until they are able to go back to school to pursue additional education. This hurts retention for new teachers, and ends up feeling like an ambush for those in teacher preparation that are marketed a fast track integrated teacher preparation program. The pay disparity (due to the integrated teacher preparation program model and current district salary schedules) is not discussed with future teachers as they determine which program will best meet their needs. CA teachers need to be able to make a livable wage, and the current structure of integrated programs hurts CA's future teachers ability to make a decent living. Teachers are financially penalized in the long-term by participating in integrated programs, which does not make sense, especially during a statewide teacher shortage.
- Include a community college teacher preparation lead on the board, not only a higher education member from a University. Include CCCTPP leads in all important discussions focusing on preparing and diversifying California's teacher workforce. Community Colleges were not included at the table for the TK-12 teacher provisions, yet over 60% of CA's teachers participate in teacher preparation at the Community College level. Community College leads were invited to the discussion and CTC action items on Early Childhood permit provisions. We look forward to collaborating more regularly and we are here to be a resource.

7. What areas of Commission policy, if any, need to be updated?

Policy opportunities include:

- Increase teacher residency programs that work with district schools (in addition to charter schools) so teachers can become part of a district they can work in as a life-long career.
- Integrating social justice and racial equity elements throughout the teacher preparation process; review of credentialing requirements to include evidence of preparation in culturally sustaining pedagogy; funds of knowledge, diversity of language and culture, etc.
- Develop alternatives for the CBEST, CSET, and RICA for those who struggle with multiple choice exams but clearly have the skills to be great teachers; One community college teacher preparation lead had a student who was nominated for a Pulitzer Prize but she couldn't pass the CBEST! Many people struggle with standardized tests, regardless of gender, race, background, language.
- Create a Commission Policy Task Force. Many statewide policies in California have not really been updated for 20-30 years. A hard look at all policies to eliminate what is outdated and to bring California's education system back to the former prestigious position it once had. California has not progressed since the mid 1990's. The world, and the world of education, requires quick response so policies or procedures that slow response time need to be reviewed. An eye to equity and access must also be at the forefront of all policies. Again, a five year program that takes a young adult out of the workforce and adds financial debt or burden is not acceptable.

8. What new policy areas, if any, should be taken up by the Commission?

CCCTPP suggestions include:

- TK -3 credential that specializes in early care an education.
- Develop anti-racism teacher preparation curriculum during pre-service and induction; inclusion of requirement for social justice education for all credential holders.
- Intentional outreach to community college students and dual enrollment high school students to encourage them to enter teaching.
- Securing financing for future teachers so they do not have to pay so many fees.
- Eliminate test barriers.
- Increase para- to -teacher pipeline.

- Create internships, apprenticeships and help to secure funding for these programs
- Developing a community college pathway grant program: Notice community college students, support them and encourage them to teach!
- Examine rules for fieldwork that preclude using private schools.
- Create policy surrounding CSU/UC and Universities working with Community Colleges as a requirement or best practice for accreditation.

9. Overall and on a scale from 1-10, how satisfied are you with the Commission's effectiveness (1 being extremely dissatisfied and 10 being extremely satisfied)?

Rating varied by TPP lead. The range was 4-8. Overall, the group's average of CTC effectiveness was 5.8.

Please explain.

From the Teacher Preparation lead perspective, the process seems somewhat vague and complicated to many TPP students seeking a credential. There is a system in place and it is working to some degree. Twenty percent of new teachers in California leave the profession after just three years---because they are not prepared with the tools needed to thrive in the field. Surviving is not enough. Knowing content does not make you a teacher. Honing skills and strategies to convey content is what a teacher does. Doing this with mentoring and support will ensure that teacher retention improves.

CTC is traditionally a place students go to get credentialing and permit information. But it should truly be the premier community of educator support, where California teachers are supported from the moment they consider the field of education throughout their career in the classroom.