Executive Summary: This item provides an initial analysis of the EETF recommendations, including the recommendations which are within the Commission’s mandate, what type of action would be needed if the Commission were to decide to implement one or more of the recommendations within its mandate, and information regarding how the recommendations intersect with the work of the Teacher Preparation Advisory Panel.

Recommended Action: For information only

Presenter: Mary Sandy, Executive Director

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.

September 2012
Educator Excellence Task Force (EETF) Recommendations: Analysis and Discussion

Introduction
This agenda item presents information about the recommendations of the Educator Excellence Task Force (EETF). The full report is available from the California Department of Education’s Educator Excellence Task Force web page: http://www.cde.ca.gov/eo/in/ee.asp. This item provides an initial analysis of the EETF report, including identification of the recommendations that are clearly within the Commission’s mandate, and discusses potential actions that could be taken if the Commission were to decide to pursue implementing any of the EETF recommendations that are within its purview.

Background
In January 2012, Superintendent of Public Instruction Tom Torlakson announced the formation of the Educator Excellence Task Force. Superintendent Chris Steinhauser, Long Beach Unified School District, and Linda Darling-Hammond, Stanford University School of Education, served as co-chairs of the task force. The membership of the EETF is provided in Appendix A. The EETF began meeting in April 2012 and organized its work around five specific work groups:
- Initial Entry (Recruitment, Selection and Preparation)
- Induction to the Profession
- Professional Learning
- Educator Evaluation
- Leadership and Career Development

The Commission served as a co-sponsor of the EETF and provided staff support for two of the five work groups: Initial Entry and Induction into the Profession. The product of the EETF work, “Greatness by Design,” was released on September 10, 2012 (http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf). Appendix B provides a summary overview listing of the EETF recommendations by work group topic and the initial analysis on how the recommendation intersects with the Commission’s legislative mandates.

In particular, the topics of preliminary and second tier teacher preparation are clearly within the Commission’s mandated responsibility (work groups on Initial Entry and Induction to the Profession). Chapter 3 (Educator Preparation) and Chapter 4 (Induction into the Profession) of the Greatness by Design report address these topics, but there may be additional EETF recommendations in other chapters that also touch on areas of Commission responsibility.

Relationship of the EETF Work to the Work of the Teacher Preparation Advisory Panel
The Commission’s Teacher Preparation Advisory Panel (TAP) began meeting in February 2012. An update on the panel’s work was presented at the June 2012 Commission meeting (http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6E.pdf). As described in the June 2012 agenda item, the TAP panel was on a meeting hiatus from April until mid September 2012.
During the hiatus, the members worked in small groups gathering information on a variety of topics. Work group topics included face to Face-to-Face/Blended/Online Teaching, Field Experience, K-12 Credential Classifications, Performance Assessments, Subjects for the 21st Century, and Teacher Leadership.

The TAP panel met in Sacramento on September 13-14, 2012 and the work groups presented information collected during the meeting hiatus that related to the content, structure and requirements for California teacher preparation and licensure.

One major objective of the September meeting was to discuss the EETF recommendations. The panel focused on identifying how and where the EETF recommendations intersected with, complemented, and/or provided additional direction or information for the work both completed to date by the TAP panel and remaining to be completed. The results of this discussion, along with further analysis of the EETF recommendations that may be within the Commission's mandate but not specifically within the TAP panel's work focus, will be provided by an agenda insert prior to the September 27-28, 2012 Commission meeting.

**Next Steps**
Depending on Commission direction, staff will prepare future agenda items to address the EETF panel recommendations as related to the work of the Commission.
# Appendix A

## Educator Excellence Task Force (EETF)

### Co-Chairs of EETF

<table>
<thead>
<tr>
<th>Linda Darling-Hammond</th>
<th>Chris Steinhauser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Ducommun Professor of Education, Stanford University</td>
<td>Superintendent, Long Beach Unified School District</td>
</tr>
</tbody>
</table>

### Members

<table>
<thead>
<tr>
<th>Member</th>
<th>Role</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Alexander</td>
<td>Principal</td>
<td>June Jordan School For Equity, San Francisco Unified School District</td>
</tr>
<tr>
<td>Mark Archon</td>
<td>Director</td>
<td>Madera County Office of Education</td>
</tr>
<tr>
<td>Donna Artukovic</td>
<td>Parent</td>
<td>PTA Member</td>
</tr>
<tr>
<td>Debbie Ashmore</td>
<td>Principal</td>
<td>Musick Elementary School Newark Unified School District</td>
</tr>
<tr>
<td>Rafael Balderas</td>
<td>Principal</td>
<td>Los Angeles Unified School District</td>
</tr>
<tr>
<td>Constance Blackburn</td>
<td>Commissioner &amp; Teacher</td>
<td>Commission on Teacher Credentialing Escondido Union School District</td>
</tr>
<tr>
<td>Susan Bonilla</td>
<td>Assemblymember</td>
<td>California State Assembly</td>
</tr>
<tr>
<td>Maureen Burness</td>
<td>Retired Administrator</td>
<td>Special Education Cordova Unified School District</td>
</tr>
<tr>
<td>James Carreon</td>
<td>Assistive Technology Coordinator</td>
<td>California School for the Blind</td>
</tr>
<tr>
<td>Rebecca Cheung</td>
<td>Academic Coordinator</td>
<td>University of California Berkeley</td>
</tr>
<tr>
<td>Carole Cobb</td>
<td>Curriculum Designer</td>
<td>Program Developer and Teacher Compton Unified School District</td>
</tr>
<tr>
<td>Paula Cordeiro</td>
<td>Dean of the School of Leadership and Education</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>Larry Ferlazzo</td>
<td>Teacher</td>
<td>Burbank High School Sacramento City Unified School District</td>
</tr>
<tr>
<td>Roberta Furger</td>
<td>Associate Director</td>
<td>PICO</td>
</tr>
<tr>
<td>Ken Futernick</td>
<td>Director</td>
<td>WestEd</td>
</tr>
<tr>
<td>Cindy Gappa</td>
<td>Induction Regional Director</td>
<td>Tehama County Office of Education</td>
</tr>
<tr>
<td>Jeff Gilbert</td>
<td>Lead Principal</td>
<td>Marrakech House at Hillsdale High School</td>
</tr>
<tr>
<td>Victoria Graf</td>
<td>Professor</td>
<td>Director of Special Education Program Loyola Marymount University</td>
</tr>
<tr>
<td>Cynthia Grutzik*</td>
<td>Associate Dean</td>
<td>School of Education CSU Dominguez Hills</td>
</tr>
<tr>
<td>Carol Hansen</td>
<td>Assistant Superintendent</td>
<td>ABC Unified School District</td>
</tr>
<tr>
<td>Martha Infante</td>
<td>Teacher</td>
<td>LA Academy Middle School Los Angeles Unified School District</td>
</tr>
<tr>
<td>Holly Jacobson</td>
<td>Director</td>
<td>Center for the Future of Teaching and Learning at WestEd</td>
</tr>
<tr>
<td>Daly Jordan-Koch</td>
<td>Teacher</td>
<td>Vallejo City School District</td>
</tr>
</tbody>
</table>
### Educator Excellence Task Force (EETF)

#### Co-Chairs of EETF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
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</thead>
<tbody>
<tr>
<td>Linda Darling-Hammond</td>
<td>Charles Ducommun Professor of Education,</td>
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<tr>
<td></td>
<td>Stanford University</td>
<td></td>
</tr>
<tr>
<td>Chris Steinhauser</td>
<td>Superintendent,</td>
<td></td>
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<tr>
<td></td>
<td>Long Beach Unified School District</td>
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</table>

#### Members

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<thead>
<tr>
<th>Member</th>
<th>Role</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tara Kini*</td>
<td>Staff Attorney</td>
<td>Public Advocates</td>
</tr>
<tr>
<td>Kelly Kovacic</td>
<td>Teacher</td>
<td>Preuss School at University of California San Diego</td>
</tr>
<tr>
<td>Debbra Lindo</td>
<td>Superintendent</td>
<td>Emery School District</td>
</tr>
<tr>
<td>Alan Lowenthal</td>
<td>Senator</td>
<td>California State Senate</td>
</tr>
<tr>
<td>Meera Mani</td>
<td>Director</td>
<td>Packard Foundation</td>
</tr>
<tr>
<td>Kim Mecum</td>
<td>Assistant Superintendent</td>
<td>Fresno Unified School District</td>
</tr>
<tr>
<td>Ellen Moir</td>
<td>Executive Director</td>
<td>New Teacher Center</td>
</tr>
<tr>
<td>Doreen Osumi</td>
<td>Assistant Supt. Ed Services</td>
<td>Yuba City Unified School District</td>
</tr>
<tr>
<td>David Rattray</td>
<td>Senior Vice President of Education</td>
<td>Los Angeles Chamber of Commerce</td>
</tr>
<tr>
<td>Francisco Rodriguez</td>
<td>President</td>
<td>Mira Costa College</td>
</tr>
<tr>
<td>Maria Santos</td>
<td>Deputy Superintendent</td>
<td>Oakland Unified School District</td>
</tr>
<tr>
<td>Ilene Strauss</td>
<td>Member</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>Page Tompkins*</td>
<td>Executive Director</td>
<td>Reach Institute</td>
</tr>
<tr>
<td>Merrill Vargo</td>
<td>Executive Director</td>
<td>Pivot Learning Partners</td>
</tr>
<tr>
<td>Roxanna Villasenor</td>
<td>Vice Principal</td>
<td>Valley High School</td>
</tr>
<tr>
<td>Dean Vogel</td>
<td>President</td>
<td>California Teachers Association</td>
</tr>
<tr>
<td>Sue Westbrook</td>
<td>Retired Teacher</td>
<td>Ocean View School District</td>
</tr>
<tr>
<td>Angelo Williams</td>
<td>Assistant Executive Director</td>
<td>California School Boards Association</td>
</tr>
<tr>
<td>Beverly Young*</td>
<td>Vice Chancellor</td>
<td>California State University</td>
</tr>
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</table>

*Member of the Commission’s Teacher Preparation Advisory (TAP) Panel
**Appendix B**

### EETF Recommendations

<table>
<thead>
<tr>
<th>Chapter 2: RECRUITING AND DISTRIBUTING EXCELLENT EDUCATOR TO ALL COMMUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2A</strong></td>
</tr>
<tr>
<td>Recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs.</td>
</tr>
<tr>
<td>1. Offer subsidies and expand programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations.</td>
</tr>
<tr>
<td>2. Create new pathways into teaching that align the resources of community colleges and state universities with supports for candidates willing to commit to working in high-need schools.</td>
</tr>
<tr>
<td>3. Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language development/bilingual education, mathematics or physical science.</td>
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</tbody>
</table>

| **2B** |
| Distribute Well-Prepared Teachers and Administrators Equitably to All Students |
| 1. Enact a more equitable Weighted Student Funding Formula. |
| 2 & 3 Require that districts distribute resources equitably to high-poverty schools |
| 4. Report progress toward educator equity targets at the state and local levels. |
| 5. Strengthen enforcement by CDE and CTC of existing federal and state laws requiring the equitable distribution of fully-prepared and experienced teachers. |
| 6. Create incentives for expert, experienced teachers and leaders to serve in high-need schools |

### Analysis of Commission Mandate

- Recruitment of prospective educators is not within the Commission’s current mandates other than to monitor misassignments.
- It is possible that addressing items 2A2 and 2A3 could fall partially within CTC’s jurisdiction.
- In monitoring misassignments, the Commission brings the misassignments to the district’s attention and provides technical support to correct the misassignments. This activity could assist with 2B4.
- The misassignment report might provide information related to 2B4.
- The review of the Declaration of Need (DON), PIP and STSP processes could address parts of 2B5.

### Chapter 3: EDUCATOR PREPARATION

| **3A** |
| Update licensure and program accreditation standards for teachers and administrators to support the teaching of more demanding content to more diverse learners. |
| 1. Infuse preparation for Common Core state standards (CCSS) in both teacher and administrator preparation standards. |
| 2. Strengthen the California Professional Standards for Educational Leaders |

| **3B** |
| Strengthen and streamline accreditation by incorporating the features of successful programs and the results of national accreditation, creating common data (e.g., graduates’ and employers’ surveys; performance assessment outcomes) and creating more strategic review processes. |

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GS II-5  
September 2012
<table>
<thead>
<tr>
<th>EETF Recommendations</th>
<th>Analysis of Commission Mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C Incorporate valid and reliable performance assessments into licensure and</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>accreditation for both teachers and school leaders. Use results on these assessments</td>
<td></td>
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<tr>
<td>to improve candidate preparation, build tailored induction experiences and leverage</td>
<td></td>
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<tr>
<td>program improvement.</td>
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<tr>
<td>3D Set clearer and stronger clinical training expectations and expand models of</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>training that prepare candidates well for practice. Support residency models and</td>
<td></td>
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<tr>
<td>school-university professional development school (PDS) partnerships for teachers,</td>
<td></td>
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<tr>
<td>especially in high-need communities, and residency components of preparation</td>
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<tr>
<td>programs for administrators. Ensure that both new teachers and principals receive</td>
<td></td>
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<tr>
<td>high-quality mentoring that builds on the strong clinical training they will have</td>
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<tr>
<td>already received.</td>
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<tr>
<td>3E Strengthen preparation for educators in key, high-need fields: early childhood</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>educators, teachers and administrators who serve new English learners and standard</td>
<td></td>
</tr>
<tr>
<td>English learners, and teachers and administrators who serve students with disabilities in both general education and specialist contexts.</td>
<td></td>
</tr>
<tr>
<td>1. All educators (general educators, special educators and bilingual educators)</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>should share a common base of preparation in general education by completing a</td>
<td></td>
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<tr>
<td>common set of courses based on a common set of standards prior to specializing.</td>
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</tr>
<tr>
<td>2. The common set of standards should prepare all educators to work collaboratively</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>as part of an instructional team, to co-teach with other educators and to be able to</td>
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<tr>
<td>effectively implement instructional approaches, such as differentiated instruction,</td>
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<tr>
<td>Universal Design for Learning, positive behavior support, progress monitoring and</td>
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<tr>
<td>Response to Intervention.</td>
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<tr>
<td>3E The Clinical/Field experience should be modified for all general educators so</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>that they have sufficient relevant clinical experience throughout their program to</td>
<td></td>
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<tr>
<td>be able to effectively teach students with disabilities and culturally and linguistically diverse students.</td>
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</tr>
<tr>
<td>4. Preparation of Education Specialists should be advanced preparation based on the</td>
<td>Within the Commission’s current mandates</td>
</tr>
<tr>
<td>common foundation in general education for all initial candidates.</td>
<td></td>
</tr>
<tr>
<td>5. Preparation for current Education Specialists who do not now have a multiple or</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>single subject credential should be provided so that they are qualified to teach</td>
<td></td>
</tr>
<tr>
<td>typically developing students.</td>
<td></td>
</tr>
<tr>
<td>6. To strengthen preparation, the state should support existing dual certification</td>
<td>Within Commission’s mandates</td>
</tr>
<tr>
<td>programs in general and special education where all graduates earn both credentials,</td>
<td>Currently programs exist that do this and could serve as models</td>
</tr>
<tr>
<td>and support the development of “integrated” preparation models in which all</td>
<td>Modification of program standards could require</td>
</tr>
<tr>
<td>educators are first prepared together in rich programs of general teacher</td>
<td></td>
</tr>
<tr>
<td>preparation, and those who wish to become Education Specialists continue on for in-</td>
<td></td>
</tr>
<tr>
<td>depth advanced training.</td>
<td></td>
</tr>
<tr>
<td>EETF Recommendations</td>
<td>Analysis of Commission Mandate</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>7. Support for these higher demands should be provided through stipends, service scholarships and forgivable loans to underwrite the costs of training for candidates.</td>
<td>This is beyond the Commission’s Mandates</td>
</tr>
<tr>
<td>Remove barriers to successful teacher education program models and expand those that work.</td>
<td></td>
</tr>
<tr>
<td>1. Remove barriers to undergraduate teacher education and expand and streamline successful “blended” program models at the undergraduate level.</td>
<td>Allowed by the Commission’s standards</td>
</tr>
<tr>
<td>2. Lift the cap on credits allowed for initial preparation to support blended undergraduate models and successful post-baccalaureate models.</td>
<td>Legislative change would be needed</td>
</tr>
</tbody>
</table>

**Chapter 4: INDUCTION OF TEACHERS AND LEADERS**

<p>| 4A | Define the standards for quality induction programs for both teachers and administrators and embed them in state accountability systems for funding and accreditation. | Within the Commission’s current mandates |
| 1. Regular mentoring within the educator’s context by a carefully selected and trained mentor to accelerate the development of beginning teachers and leaders. | Within the Commission’s current mandates |
| 2. Personalized learning plans and opportunities that are integrated with the school and district goals. | Implement through adopted Program Standards |
| --An Individualized Learning Plan (ILP) | |
| --A Process of Self-Assessment for Continuous Improvement | |
| --High Quality Professional Development | |
| --Job-Embedded Supports for Learning: | |
| 3. School and district induction plans that orchestrate the support components needed for early career success. | Within the Commission’s current mandates |
| 4B | Clarify the competencies beginning teachers and administrators – and their mentors – should be expected to acquire and ensure they are represented in appropriate assessments. | Within the Commission’s current mandates |
| 4C | Provide a strong statewide infrastructure to allow all districts to offer such programs. | The Commission’s standards require the institution sponsoring an Induction program to provide evidence of sufficient infrastructure. The Commission’s mandates do not address regional or state infrastructure or provide resources. |
| 1. State Level Infrastructure: | |
| 2. Regional Infrastructure: | |
| 3. Local Infrastructure | |
| --Identify a qualified, dedicated, full-time leader of induction programs | |
| --Establish program expectations for mentoring | |
| --Ensure quality of service | |
| 4. Fiscal and human resources, including dedicated time for participants and mentors: | |
| 4D | Align the teacher early career system so that it allows a seamless transition from preparation to career decisions and ongoing development. Support an induction program for administrators that aligns with their early career needs. | Within the Commission’s current mandates for preliminary to induction. Ongoing development would need legislation |</p>
<table>
<thead>
<tr>
<th>EETF Recommendations</th>
<th>Analysis of Commission Mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 5: OPPORTUNITIES FOR PROFESSIONAL LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>5A Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through Individual Learning Plans</td>
<td>Legislation would be necessary</td>
</tr>
<tr>
<td>1. Base credential renewal on accrued professional learning hours that reflect high-quality options.</td>
<td>Would be within the Commission Mandates if required for credential renewal</td>
</tr>
<tr>
<td>2. Support Individual Professional Learning Plans for each educator</td>
<td></td>
</tr>
<tr>
<td>5B Establish a strong infrastructure for ongoing high-quality professional learning that ensures educators will be able to develop the skills they need to support student success.</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>1. Adopt standards and quality criteria for professional learning to guide systems at the state, regional, district and local school levels.</td>
<td>Currently outside the Commission’s mandate, but a collaboration with CDE might be one way to address these recommendations</td>
</tr>
<tr>
<td>2. Create a California master plan for professional learning that guides those developed by each county, district and school.</td>
<td></td>
</tr>
<tr>
<td>3. Develop, leverage and incentivize a range of rigorous, standards-based, professional growth opportunities</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>4. Leverage technology for professional learning</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>5C Create review processes to support statewide learning about high-quality professional development.</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>1. Create a framework for state, county and local boards to evaluate and update their policies around professional learning opportunities.</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>2. Support a voluntary review process that examines the quality of professional learning systems, identifies promising practices and provides support for improvement.</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>3. Create a portal/clearinghouse through CDE and CTC to share information about the availability and quality of professional development.</td>
<td>Currently outside the Commission’s mandate, but a collaboration with CDE might be one way to address these recommendations</td>
</tr>
<tr>
<td>5D Provide consistent, high-leverage resources for professional learning.</td>
<td>Outside the Commission’s current mandates</td>
</tr>
<tr>
<td>1. Dedicate a consistent share of the education budget to professional learning investments.</td>
<td></td>
</tr>
<tr>
<td>2. Monitor implementation in times of flexibility</td>
<td></td>
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<tr>
<td>3. Provide incentives for schools to establish flexible structures within the teaching day and year that provide time for teachers to participate in collegial planning and job-embedded professional learning opportunities.</td>
<td></td>
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</tbody>
</table>
### Chapter 6: EDUCATOR EVALUATION

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Analysis of Commission Mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Standards-based evaluations of practice for both initial entry and later personnel decisions should be based upon the California Standards for the Teaching Profession.</td>
<td>Evaluation of educators for employment purposes is outside the Commission’s mandates.</td>
</tr>
<tr>
<td>B. Evaluations should include multi-faceted evidence of teacher practice, student learning and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context.</td>
<td>California is a local control state and the majority of these recommendations would be the responsibility of the individual school districts, boards of education and local bargaining units.</td>
</tr>
<tr>
<td>C. A teacher evaluation system must include both formative and summative assessments to ensure that it helps improve teaching and learning.</td>
<td></td>
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<tr>
<td>D. Evaluations should be accompanied by useful feedback and connected to professional learning opportunities that are relevant to teachers’ goals and needs, including both formal professional development and peer collaboration, observation and coaching.</td>
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<tr>
<td>E. Evaluations should be used to identify needs</td>
<td></td>
</tr>
<tr>
<td>F. Evaluators should be knowledgeable</td>
<td></td>
</tr>
<tr>
<td>G. Local educational agencies should develop educator evaluation systems</td>
<td></td>
</tr>
<tr>
<td>H. Accomplished teachers should be part of a Peer Assistance and Review (PAR) process for teachers needing assistance.</td>
<td></td>
</tr>
<tr>
<td>I. The evaluation system should value and promote teacher collaboration, both in the standards and criteria that are used to assess teachers’ work and in the way results are used to shape professional learning opportunities.</td>
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<table>
<thead>
<tr>
<th>Administrators</th>
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<td>J. Administrator evaluation for both initial entry and later personnel decisions should be based on professional administrator standards and should be sophisticated enough to assess leadership quality across the continuum of development from novice to expert administrator.</td>
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<td>K. Evaluations should include multi-faceted evidence of leadership practice, student learning and professional contributions that are considered in an integrated fashion in relation to one another and to the leadership context.</td>
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<td>L. Evaluation should be accompanied by useful feedback and connected to professional learning opportunities.</td>
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<td>M. Lead Educational Agencies (LEAs) should develop Peer Assistance and Review (PAR) programs for administrators. Accomplished administrators should be part of the assistance and review process for new administrators and for administrators needing extra assistance.</td>
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<tr>
<td>EETF Recommendations</td>
<td>Analysis of Commission Mandate</td>
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<tr>
<td><strong>Chapter 7: LEADERSHIP AND CAREER DEVELOPMENT</strong></td>
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<tr>
<td><strong>7A</strong></td>
<td>Create a Career Development Framework supported by research, technical assistance and training opportunities to support new leadership roles for teachers.</td>
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<td></td>
<td>1. CDE should provide districts with general research, case studies and technical assistance on the utilization of teacher leaders</td>
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<td></td>
<td>2. California should reinstate fee subsidies and compensation incentives for teachers who earn National Board Certification (NBC),</td>
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<td>3. The California Commission on Teacher Credentialing should develop a new authorization or Recognition of Study for a “Professional Learning Facilitator” (PLF).</td>
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<td>Outside the Commission’s mandates</td>
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<td><strong>7B</strong></td>
<td>Develop licensing structures that conceptualize a career continuum and include optional advanced certificates for both teachers and administrators to encourage and recognize accomplishment and to support the development of new leadership roles.</td>
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<td>May be within the Commission’s current mandates Legislative action would support</td>
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<td><strong>7C</strong></td>
<td>Promote labor-management collaboration to enable innovation in educator roles, responsibilities and compensation systems.</td>
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<td>1. Convene a task force consisting of superintendents, union leaders and school board leaders to collaboratively plan for a statewide conference on labor-management collaboration to share innovative practices and to promote cross-district dialogue.</td>
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<td>2. Develop a comprehensive agenda for improving labor-management collaboration in school districts across the state.</td>
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<td>3. In developing expertise for teacher leaders and administrators, include a focus on understanding strategies for labor-management collaboration and opportunities to learn new collaborative skills.</td>
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<td>Labor-management relations are outside the Commission’s mandates</td>
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<td><strong>7D</strong></td>
<td>Focus state agencies on becoming leaders of a learning system.</td>
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<td>1. Document and disseminate information on effective models of preparation, induction, professional learning, evaluation and career development to share with institutions of higher education, schools and districts through online vehicles, conferences and public/professional outreach.</td>
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<td>2. Support networks of schools and districts to engage in shared learning and knowledge production.</td>
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<td>3. Use what is learned about effective practices to inform state policy as it influences legislation, regulatory guidance and plans for scale up and expansion of practice.</td>
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<td>Within the Commission’s current mandate</td>
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The Commission could work with the California Department of Education and the State Board of Education in this area