



# TRANSFORM

## CALIFORNIA TEACHING & LEARNING

- Teach Plus California Policy Fellows on Supporting & Funding New Teaching Standards

## INTRODUCTION

We are a group of K-12 educators and Teach Plus Policy Fellows who represent a diverse population of students and teachers across California—from San Diego to Sacramento. We recognize the need for teachers across the state to be guided by teaching standards that give us the strongest foundation by which to effectively teach and grow as educational professionals. The [California Standards for the Teaching Profession](#)<sup>1</sup> (CSTP) are a guide that help teachers reflect, develop, and refine their practice. These standards were last revised in 2009, and the education landscape has changed greatly since then. More than ever, our students need teachers who can create well-balanced learning environments through a culturally relevant lens, integrate social-emotional learning supports, utilize technology to fit real-world opportunities, align instruction with California Teaching Performance Expectations (TPE), and gain access to ongoing teacher professional development.

An updated CSTP is one of the best tools we have to support teacher practice and the induction process of becoming a teacher, thus benefiting students. The California Commission on Teacher Credentialing (CTC) acknowledged that the CSTP were in need of revision before the pandemic, and formed a task force in June 2020 to accomplish just this. In February 2021, the CTC shared [draft revisions for public feedback](#).<sup>2</sup> In 2022, Teach Plus California Policy Fellows reviewed the draft standards and published a report, [Realizing the Potential of California Standards for the Teaching Profession to Transform Teaching and Learning](#), that both lauded many of the shifts in the revised standards and made recommendations for how to ensure that the soon-to-be-adopted standards were implemented effectively.<sup>3</sup> Unfortunately, even though we expected the new standards to be adopted in early 2022, it has yet to happen.

As educators, we believe that the revised standards need to be finalized, adopted, and supported. Our colleagues' report called out the need for the CTC to develop a comprehensive CSTP rollout plan; for the Governor and Legislature to invest in the CTC; and for the educator preparation programs and Local Education Agencies (LEAs) to support the essential shifts in the new standards. To support this effort and provide clearer guidance to state leaders on what it might take to implement the new CSTP, we conducted a series of interviews with teacher preparation leaders to gauge what it would take to institute the new CSTP in their programs. In this brief, we present findings from our interviews and recommendations for state leaders, so they can advance the updated CSTP implementation to assist with the growth of new teachers at all levels of the preparation process.

## Findings

1. Implementing the new standards in teacher preparation programs will be difficult without extended timelines and clear expectations.
2. Thoughtful professional development and significant time to implement it are necessary to ensure that schools are equipped to adapt to the new CSTP.
3. There is a need for significant funding for professional development and implementation at all levels if the new CSTP are to reach all teachers and administrators in the state.

## Recommendations

1. Create and distribute a guidebook with flexible sample timelines, professional development ideas, and resources for understanding the new standards.
2. Design professional development that meets the needs of Educator Preparation Programs' (EPPs) leaders and induction professionals.
3. Increase funding for these programs' implementation across the state.

# METHODOLOGY

From February through May 2023, we held interviews with 12 teacher preparation leaders throughout California to understand their perspectives on the current impact of the CSTP. They included individuals within teacher preparation programs at universities in California, as well as induction coaches serving school districts. The sample was an attempt to be representative of the various parties at play in teacher preparation programs. The interviewees were from cities that included Irvine, San Bernardino, Garden Grove, Anaheim, and Long Beach and from various levels of teacher preparation including UC/CSU, county departments of education, and local districts. These interviews were conducted over Zoom and phone.

The questions centered around current implementation of the CSTP, as well as on considerations of how the new CSTP would change the practices at institutions of higher education and LEAs. Before the interview, respondents were provided with a representative sample of the new CSTP along with the current version of the CSTP so they could compare the two documents. Following these interviews, we transcribed the data and coded it based on common themes, including the necessary timelines and processes for rolling out revised standards, the need for implementation support that includes mentoring and coaching, questions regarding clarity of key concepts, particularly as they related to culturally responsive teaching, and the requisite funding for program improvements.<sup>4</sup>

# FINDINGS

## 1. Implementing the new standards in teacher preparation programs will be difficult without extended timelines and clear expectations.

Higher education professionals we spoke with expressed concern around timing and implementation of the new standards. There was a distinct lack of clarity around both— institutions are unsure of how the changes to the CSTP will affect their programs' design. Many leaders felt they might be *“doing the work already,”* but also shared that concrete examples of how CSTP's changes would be reflected in the programs are necessary to help guide the process. Interviewees expressed concerns about implementation around three key issues: the time required to implement significant changes in their institutions, anticipated pushback from educational colleagues, and a lack of clarity around expectations that come with the new CSTP

With regards to the long timelines, our respondents cited the intense bureaucratic shifts inherent in changing institutions and procedures to align with the new CSTP. Many stated that it would require three years minimum for the necessary changes to be made. Education is a notoriously slow bureaucracy and there are layers of transitions, from the institutions themselves to the minutiae of Individualized Learning Plans and teacher-mentor relationships. These transitions would need to reflect the changes in alignment and implementation—training and development of teachers occurs at several stages, and the adjustments at all levels will need to be coordinated.

In addition, accreditation processes would need to be taken into account. One participant stated that, *“You need at least three years to ... invest in revision. So that means that everybody who's not in an accreditation cohort like that is going up in the next three years would then be measured by the standards in. So it's almost like a 10-year roll out, but it's not really, right?...I think there needs to be a lot of investment in that first, like three to five years, to really like support programs and understanding.”*<sup>5</sup>

Our respondents also voiced concern about pushback to the changes, from technological changes to the changes in the wording with the CSTP themselves. A higher education professional reflected that *“people freaked out”* when written forms were changed to online forms. The teachers and mentors who must implement these decisions in their practices would grapple with streamlining and alignment.

These sentiments were reflected in interviews with teacher preparation programs and induction programs' professionals. At both levels of teacher development, respondents were unclear on how the CSTP should be implemented within their program and how fast it should be happening.

## 2. Thoughtful professional development and significant time to implement it are necessary to ensure that schools are equipped to adapt to the new CSTP.

Our respondents also agreed that training and professional development are integral to the success of the implementation of the CSTP. In all levels of teacher development, teachers will need to understand how the new standards will support their growth as educators.

Teacher preparation and induction leaders believe that all school staff need to engage in thoughtful, job-embedded professional development programs connected to the new CSTP and that it will take significant amounts of time to create and implement those programs.

Further, several respondents called out the ambiguity surrounding culturally relevant teaching—including what it is and what it looks like in practice. For example, one teacher preparation leader pointed out when observing new CSTP language that, *“If someone doesn't know what it meant by a culturally relevant, asset based pedagogy, they aren't going to be able to do this with fidelity.”* While an induction leader observing the language shifts wondered, *“Do teachers know what ‘asset based’ means? What does it look like to ‘affirm?’”*<sup>6</sup> Culturally relevant teaching would be one such program that would require consistent and clear professional development.

## 3. There is a need for funding for professional development and implementation at all levels, if the new standards are to reach all teachers and administrators in the state.

Our respondents highlighted the need for significant funding for implementation and professional development around the new CSTP. The needed additional resources cover everything from funding to hiring experts to purchasing materials in order to create appropriate professional development to facilitate the new CSTP being implemented with fidelity. When asked about what would be needed to implement the new standards at their institution, one California induction leader said, *“What's going to be needed is funding for professional learning for both mentors, candidates, and for all of our teachers like in our district.”*<sup>7</sup> Calls for funding are not new, but what is critical here is that our respondents recognize the large numbers of teachers and administrators that need to be trained on the new standards. Paying for the time of experts to design these shifts thoughtfully will determine the success or failure of the CSTP implementation.

Currently, many of the respondents' programs lack the resources and capacity necessary to rewrite curriculum and to train staff to implement these more complex standards. There is variation among the programs relative to how aligned their current offerings are to the revised standards. While some programs, such as Long Beach State and Irvine Unified School District, have leveraged previous grant programs or their own commitment to engage in continuous improvement in order to begin some of the equity work outlined in the new standards, other programs across the state have not, and currently lack the necessary institutional momentum. Making a serious effort now will be costly.

# RECOMMENDATIONS

## 1. The California Commission on Teacher Credentialing should create and distribute a comprehensive guidebook.

We recommend that The California Commission on Teacher Credentialing (CTC), together with an assembled group of diverse educators from across California, develop a guidebook that contextualizes the standards and includes a glossary of terms in order to create a common understanding of their intended meaning. It can include sample implementation timelines, professional development ideas, and resources for understanding the new standards to ensure fidelity and consistency. These clarifying efforts are essential to ensure that LEAs and teacher preparation programs are guided by comparable interpretations of these complex standards when making local policy. The guidebook should also take into account the accreditation cycles that teacher preparation programs are navigating, offering timeline options for embedding new CSTP implementation into pre-existing processes to make the load more manageable for LEAs.

As one participant stated, *“We have to train our administrators. We're going to train all of our teachers on the new standards, you know, Once they're adopted, and they're, you know, they're good standards. But you know clarity around all of the updated terms. What is cultural, what are culturally relevant classroom routines. So it's not just establishing classroom routines, but culturally relevant classroom routines. So you know, I'm thinking, oh, my gosh, this is going to take some time right? And so how do we? What would be the timeline for holding teachers accountable to meet these if they are indeed part of the evaluation process. I don't know if they are for other school districts. I know for us they are.”*<sup>8</sup>

## 2. Design professional development that meets the needs of EPP programs' leaders and induction professionals.

As the body that develops the standards, the CTC holds much of the responsibility to ensure that the professionals running programs around these standards understand how to bring these revised standards to life in teaching and learning. The commission should offer training support to EPP leaders aligned with the guidebook. At the same time, LEAs will also need targeted professional development for induction providers, as well as those managing teacher development. The CTC and the California Department of Education should coordinate this targeted professional development that builds on the guidebook and focuses on what the CSTP look like in practice and how the programs can reflect them, and provide concrete examples of culturally relevant teaching, particularly given their emphasis in the new CSTP.

One participant stated, *“I know at Cal State Long Beach, and maybe we did this in anticipation of the new standards. We put all the instructors from all the eight subject matter programs through a culturally responsive pedagogy training. And I think that’s what needs to happen also at the district level. If you know, districts are going to continue to run induction programs or county offices of education. Then they’re going to need to be trained in that, too, and I don’t see how you can do that realistically and under two years. So I think it’s ambitious. It’s a good goal. But there’s going to be a lot of resources.”*<sup>9</sup> Professional development is desired – it is a matter of providing it with consistency and continuity.

### **3. Increase funding for these programs’ implementation across the state.**

To prepare our teaching force to effectively use these new standards, the state must allocate funds to effectively prepare preservice teachers, induction candidates and veteran educators. Currently, according to the CSU and the Legislative Analyst, most university funding comes from the state and the rest is provided by students through tuition and fees.<sup>10</sup> The state cannot allow the UC/State universities to raise tuition to cover the growing cost of CSTP implementation.

Furthermore, the state provides no targeted funding to LEAs for supporting new teachers. While the state used to provide explicit funding for beginning teacher support programs, within the context of the Local Control Funding Formula the state passes the cost on to LEAs and allows them to determine at each local level how they support new teacher induction. This has led to wide variation in how much LEAs invest in Induction, creating inequities statewide.<sup>11</sup> Current base grant levels in the Local Control Funding Formula do not allow many districts, mostly suburban, and county departments of education the fiscal flexibility to redesign and/or reinforce induction programs to meet the new standards. This is why some programs rely on our newest educators to subsidize the cost to complete induction.<sup>12</sup> This lack of financial resources also has the potential to be passed onto our newest educators through induction fees.

As stated by one of the interviewees, *“I think funding is key, right? I think that it’s really important. Anytime. You’re making any type of significant shift. You need to compensate people to make program revisions right?”*<sup>13</sup>

The state must fund their new teaching performance mandate first by directing the California Department of Education to work with diverse teacher preparation leaders throughout the state to study the potential fiscal impacts of the new standards and devise a rubric to evaluate LEA and university teacher training programs’ funding needs. This process could also be used to create a system for reviewing how the state ensures adequate ongoing funding for teacher preparation, induction and professional development related to the CSTP that is implemented every five years. While the study of the fiscal impacts is critical to inform the level of investment tied to the standards rollout, lessons from previous efforts suggest that the state must allocate at least \$50 million to the effort. This matches the previous state’s allocation for supporting the roll out of new curriculum and standards, like the recent adoption of the Ethnic Studies model curriculum. These funds should be awarded to LEAs and universities that demonstrate CSTP implementation needs that exceed their normal state budget allocations.

# CONCLUSION

To effectively teach in 2023 and beyond, California's educators need relevant, updated teaching standards to help guide their instruction and grow their practice. The current proposed draft of the standards will make many positive shifts in the education of California's students. This proposal needs to be adopted. Beyond the action of adopting the standards, the California Commission on Teacher Credentialing should work closely with all colleges of education, induction programs in districts, county offices of education, and LEA professional development programs to ensure successful implementation. The success of these standards does not lie only in their adoption but also in their rollout, with robust implementation at all levels, support of funding and time, and the communication between the CTC and all stakeholders.

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## ABOUT TEACH PLUS

Teach Plus is dedicated to the mission of empowering excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success. Since 2009, Teach Plus has developed thousands of teacher leaders across the country to exercise their leadership in shaping education policy and improving teaching and learning, to create an education system driven by access and excellence for all.



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## ENDNOTES

- 1 California Standards for the Teaching Profession (2009) <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>
- 2 California Standards for the Teaching Profession (CSTP) Standards, Elements, and Sample Indicators. (2022). California Department of Education. Retrieved from: [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/draft-cstp-012021.pdf?Status=Temp&sfvrsn=a3b12bb1\\_2](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/draft-cstp-012021.pdf?Status=Temp&sfvrsn=a3b12bb1_2)
- 3 Realizing the Potential of California Standards for the Teaching Profession to Transform Teaching and Learning: Recommendations from Teach Plus Policy Fellows. (2022). Teach Plus. Retrieved from: <https://online.fliphtml5.com/mgbmv/mglz/#p=1>
- 4 Teach Plus California Policy Fellows conducted interviews with twelve higher education leaders across California to better understand how California Standards for the Teaching Profession are being implemented across educator preparation programs. Interviews were conducted from February 2023 to May 2023 and took place on Zoom. Interview questions can be found in the appendix below.
- 5 See Question 3 in the Appendix
- 6 See Question 4 in the Appendix
- 7 See Question 3 in the Appendix
- 8 See Question 2 in the Appendix
- 9 See Question 3 in the Appendix
- 10 Frequently asked questions (FAQ). San Diego County Office of Education. (n.d.) Retrieved from: <https://www.sdcoe.net/educators/educator-preparation/teacher-induction/~board/teacher-induction-program/post/frequently-asked-questions-faq>
- 11 ibid
- 12 ibid
- 13 See Question 3 in the Appendix

## APPENDIX

### - Interview Questions

1. What are some ways you feel your program prepares teachers well? What are some ways it could improve?
2. How much of a shift is this from what your program has already programmed around the 2009 CSTPs? What are the most significant changes you would have to make to your program?
3. What kind of supports do you need to make these shifts? How long would that take?
4. What supports do you envision would be needed for graduates once they exit your program and enter the classroom and induction process?
5. Were you aware/informed about the opportunity to engage and collaborate around the new CSTP's ? Did your university have a representative on the committee, or a way to share ideas and feedback into the committee?
6. Is there anything more you would like to share that was not covered as it relates to the CSTP's?