



PRESS RELEASE

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WEDNESDAY, AUGUST 13, 2008

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Commission Continues to Expand Options for New Teachers

SACRAMENTO – At its August 7 and 8 meeting, the Commission on Teacher Credentialing (Commission) met and approved new Subject Matter programs and new Induction programs for first and second year teachers. Prospective teachers seeking Single Subject Teaching Credentials now have six added opportunities to meet their subject matter competency requirements. Beginning teachers also have additional opportunities to meet clear credential requirements with the approval of two new teacher induction programs.

The Commission’s decision makes the following new subject matter programs available:

- California State University, Northridge (Northridge, CA): Physical Education
- California State University, Dominguez Hills (Carson, CA): Music
- California State University, San Bernardino (San Bernardino, CA): Physical Education
- California State Polytechnic University, Pomona (Pomona, CA): English
- Azusa Pacific University (Azusa, CA): Languages Other Than English: Spanish and Physical Education

All subject matter programs are based on specified criteria and standards and are reviewed by a panel of experts in the subject. The expert panel is made up of representatives of K-12 public schools and university faculty. The review process includes early technical assistance, review, and requests for additional information or suggestions for program changes. When the program meets the criteria and standards, the panel recommends approval to the Commission.

Single subject teaching credentials authorize teaching the subject named on the credential in a “departmentalized” setting typically found in a middle or high school setting. Single subject teaching credential candidates may meet the subject matter requirement by completing an approved subject matter program or by passing a Commission-approved subject matter examination. The approved subject matter programs are part of an academic baccalaureate program and consist of approximately 45 semester units. Teachers must also complete all other credentialing requirements such as student teaching.

Beginning Teacher Support and Assessment (BTSA) Induction Programs provide formative assessment and individualized support for newly-credentialed, beginning teachers, and are the pathway to a California Clear Teaching Credential. Programs work in collaboration with one or more institutions of higher education and may recommend candidates for a California Clear Teaching Credential.

Following are the program descriptions and contact information for a more detailed program description.

NEW SUBJECT MATTER PROGRAM DESCRIPTIONS
Approved by the Commission on Teacher Credentialing
August 7, 2008

California State University, Northridge: Physical Education

In the Physical Education Subject Matter Program at California State University, Northridge (CSUN), faculty have a clear focus to educate and inspire students to gain a comprehensive understanding and appreciation of human movement for personal expression and wellness in themselves, their future pupils and the communities they will serve. The CSUN Physical Education Subject Matter Program purpose states that “Physical Education prepares professionals capable of delivering diverse programs that promote self-directed, responsible, physically active lifestyles in school-aged children and youth in urban settings across the state and region.” The program’s philosophy is based on an integrated approach to the teaching, learning and application of human movement. A commitment to community needs helps faculty and students focus on the needs of a diverse population of pupils.

CSUN’s Physical Education Subject Matter Program conforms to the subject matter standards of the Commission on Teacher Credentialing, which are aligned with the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*. Kinesiology physical education majors have required courses in three themes, coinciding with the State-adopted academic content standards for K-12 students: sport skills (including self-defense/martial arts), fitness and dance.

For further program information please contact: Belinda Stillwell, Assistant Professor, Department of Kinesiology, at (818) 677-5710 or belinda.stillwell@csun.edu

California State University, Dominguez Hills: Music

Prospective music teachers at California State University, Dominguez Hills (CSUDH) receive a thorough grounding in the core concepts of performance, musicianship, and the historical and cultural context of music through the music core, including the study of music theory, music history, musicianship, conducting, instrumentation, applied music, and ensemble performance. Content-specific methods classes in woodwinds, brass, strings, percussion, marching band, instrumental music and choir round out this rigorous curriculum. Successful candidates in the CSUDH Music Subject Matter Preparation Program are expected to know the subject matter they plan to teach and to be able to explain important principles and concepts as delineated in professional, state and institutional standards. Successful candidates are expected to pursue excellence in their education, developing skills in life-long learning and scholarship that will enhance their teaching, personal musicianship, theoretical and aural skills, historical perspectives, and creative pedagogy. It is expected that by the completion of the program, all candidates will have developed competencies that will enable them to teach K-12 music classes.

Significant oral and written communication is required across the music curriculum. Technology, including the various uses of the internet for communication and research and discipline specific software applications (e.g. music printing, sequencing, musicianship training), is used across the music education option curriculum. Prospective music teachers are required to demonstrate

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success in performance classes each semester through public concerts, and individual juries that are reviewed by all Music Department faculty.

For further program information please contact: Dr. Richard Kravchak, Ph.D., Associate Professor of Music, College of Arts and Humanities, at (310) 243-3543 or rkravchak@csudh.edu

California State University, San Bernardino: Physical Education

The pedagogy concentration in the California State University, San Bernardino Kinesiology major is designed specifically to prepare students to teach physical education in the California public school setting. The primary purpose of the undergraduate program is to provide a foundation of interdisciplinary and academic studies capped by rigorous academic coursework in physical education. The program goal is to establish a tradition of excellence in developing independent, critical thinkers who possess a broad-based education, with an in-depth understanding of Kinesiology. The pedagogy concentration addresses the necessary outcomes to prepare future professionals for effective teaching in the diverse settings of California schools.

The philosophy, curriculum and professional practice offered in the pedagogy concentration is consistent with the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*. Candidate achievement is evaluated formatively and summatively throughout the program. Candidates experience a systematically planned sequence of professional preparation course work designed to establish a foundation for teaching diverse groups of children in California public schools.

For further program information please contact: Professor Terry Rizzo, Chair, Department of Kinesiology, at (909) 880-5355 or trizzo@csusb.edu

California State Polytechnic University, Pomona: English

The California State Polytechnic University, Pomona English Subject Matter Program statement of program philosophy states that students must show mastery in "literature, textual analysis, language, linguistics, literacy, composition, rhetoric and communications," essential for teaching language arts in the public schools. The program philosophy demonstrates a strong understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to students in California schools. It gives strong attention to the five areas of emphasis in the content standards (critical reading and writing, written and oral English language conventions, and listening and speaking) in coursework which addresses critical issues related to California secondary students in English classes. All of this preparation for prospective teachers is done self-reflectively and includes field experience in a secondary English classroom. Students graduate from the program with the foundation necessary to launch careers in teaching as well as to continue to develop richer, more complex, and more comprehensive pedagogy that will enable them to become teacher leaders.

The English Program culminates in an assessment seminar, incorporating opportunities for both formative and summative assessment. In this course candidates analyze and discuss key texts, keep a reading response journal, engage in field observations, prepare a portfolio of their best work in English and related courses, and present a model lesson.

For further program information please contact: Dr. John R. Maitino, Professor, English and Foreign Languages Department, at (909) 869-3826 or jrmaitino@csupomona.edu

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Azusa Pacific University: Languages Other Than English: Spanish

The Azusa Pacific University (APU) Spanish Language program philosophy of the Single Subject Credential in Spanish is consistent with the *Foreign Language Framework for California Public Schools* in that the program goal is to provide the training and experience necessary for the teacher candidate to qualify for the credential. The design of the program is based on the major elements of the curriculum framework, using the same strands for learning (reading, writing, speaking and listening). The depth and breadth of the required subject matter courses are categorized under the headings of Language, Civilization and Culture, Literature, Applied Linguistics, Subject Matter Competency Course and Integration Course. The program philosophy underscores the importance of rigorous intellectual preparation, broad social and cultural awareness, appreciation of diversity, along with the pedagogical training and early public classroom experience prospective teachers need in order to be effective in delivering academic content to all students in California schools.

The Program's faculty model appropriate and effective teaching strategies for candidates in the Spanish courses. Built into the course requirements is a study abroad experience where the teacher candidates' previous learning can be reinforced in a natural cultural lab even as new learning is acquired. Candidates demonstrate language competency in listening, reading, speaking and writing through responses, reports, presentations, research and literary analysis. **For further program information please contact:** June Hamlow, Professor Emerita, College of Liberal Arts and Sciences, at (626) 815-6000 ext. 3772 or jhamlow@apu.edu

Azusa Pacific University: Physical Education

The Azusa Pacific University Physical Education Subject Matter Program prepares students to be physical education teachers by providing academically rigorous courses, beginning with skill acquisition and a strong foundation in the sciences, and moving toward pedagogy and advanced principles in the discipline. Courses are designed and assessed based on the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*, National Association of Sports & Physical Education (NASPE), and American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards for physical education teachers. Learning objectives have been developed to frame the overall curriculum.

The Single Subject program in Physical Education emphasizes communication in both written and oral form, the use of multiple technologies, the acquisition of appropriate skills, and the ability to combine and synthesize information from a diversity of sources and individuals. Most of the required courses in the program include field experiences at elementary, middle and secondary grade levels, providing candidates with multiple opportunities to evaluate teaching as a career choice.

For further program information please contact: Dr. Sharon Lehman, Ed.D., Chair, Department of Exercise and Sport Science, at (626) 815-5308 or slehman@apu.edu

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NEW BTSA INDUCTION PROGRAM DESCRIPTIONS
Approved by the Commission on Teacher Credentialing
August 7, 2008

Los Banos Unified School District Professional BTSA Induction Program

In order to better serve its teacher population, Los Banos Unified School District (LBUSD) is moving from a consortium BTSA Induction program to a single district BTSA Induction program. The district houses seven elementary schools, one junior high school, one comprehensive high school, one alternative high school and one community day school. The LBUSD's Professional BTSA Induction Program has established partnerships with California State University, Stanislaus and University of California, Santa Cruz to utilize the New Teacher Center Formative Assessment System. The program has also established collegial partnerships with other BTSA Induction programs including Stanislaus County Office of Education, Merced County Office of Education, Dos Palos Unified School District, Merced Union School District, San Joaquin County Office of Education, Modesto City School District, Lodi Unified School District, and Stockton Unified School District.

For further program information please contact: Dayna Valadao, Professional Development Coordinator, at (209) 829-0480 or dvaladao@losbanosusd.k12.ca.us

Visalia Unified School District Professional BTSA Induction Program

Formerly part of the Tulare County Office of Education's Professional BTSA Induction Consortium Program, Visalia Unified School District (VUSD) will now be operating as a single district BTSA Induction Program. VUSD, the largest school district in Tulare County, has twenty-four elementary schools, four middle schools, four comprehensive high schools, one continuation high school, one independent study high school and one charter high school. The VUSD Professional BTSA Induction Program has established partnerships with California State University, Fresno, Fresno Pacific University and Chapman University. Collaboration also occurs with the statewide BTSA Induction network, which includes other local and statewide BTSA Induction programs. The VUSD program will utilize the California Formative Assessment and Support System, which will guide and inform participating teachers in collaboration with a support provider.

For further program information please contact: Fernie Marroquin, Administrator, Human Resources, at (559) 730-7317 or fmarroquin@visalia.k12.ca.us

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