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Action

Educator Preparation Committee

Proposed Adoption of Revised Elementary Subject Matter Program Standards

Executive Summary: This agenda item presents proposed revisions to the Elementary Subject Matter Program Standards for review and possible adoption.

Policy Question: Do the proposed revisions to the Elementary Subject Matter Program Standards sufficiently address important aspects of program quality?

Recommended Action: That the Commission adopt the revised Elementary Subject Matter program standards.

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Strategic Plan Goal

I. Educator Quality

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

October 2016

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Introduction

Commission-approved subject matter programs provide candidates with defined courses of study that address the subject matter requirements (SMRs) adopted by the Commission. The SMRs are developed in consultation with content expert advisory panels that align the SMRs with the applicable State Board of Education adopted content standards and frameworks. Since the enactment of the No Child Left Behind Act, candidates seeking a single subject credential who successfully complete a Commission-approved subject matter program satisfy the subject matter requirement for the credential and do not have to pass the subject matter examination to be eligible for student teaching or service as an intern. However, all candidates seeking a Multiple Subject credential are required to take an examination to demonstrate subject matter competence. The recent enactment of the Every Child Succeeds Act provides an opportunity to once again allow the successful completion of a Commission approved Elementary Subject Matter program to meet the subject matter requirement.

This agenda item brings proposed updated Elementary Subject Matter (ESM) program standards to the Commission for review and possible adoption in light of the pending regulation change, as proposed in [Agenda Item 3A](#) presented at the June 2016 Commission meeting, to restore allowing completion of a Commission-approved subject matter program to meet the subject matter requirement.

Elementary Subject Matter Program Preconditions

At the September 2016 meeting, the Commission reaffirmed the following Preconditions for Elementary Subject Matter programs:

- Elementary Subject Matter Programs are required by Education Code §44314(b) to have a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies and literature; mathematics; science; social science, history, and humanities; visual and performing arts; physical education; and human development.
- Elementary Subject Matter Programs must include a depth of study with a minimum of 12 semester units of non-remedial coursework in one of the identified content areas.

Elementary Subject Matter Program Standards

[Agenda Item 3D](#), also presented at the September 2016 meeting, proposed ESM Preconditions, draft ESM Program Standards, and the process to review new and/or updated ESM programs. The Commission adopted the review process, reaffirmed the Preconditions, and directed staff to work with stakeholders to review and make recommendations on what the revised ESM program standards should include.

The initial set of SB 2042 [ESM Program Standards](#) was adopted by the Commission in September 2001. Thirty-six institutions were approved to offer ESM programs under these standards. At that time, completion of an ESM program waived the requirement that the prospective Multiple Subject teacher pass the CSET: Multiple Subjects examination. The 2001 adopted ESM Program Standards were organized as follows:

Category I: Substance of the Subject Matter Program Curriculum

- Standard 1: Program Philosophy and Purpose
- Standard 2: Required Subjects of Study
- Standard 3: Depth of Study
- Standard 4: Integrative Study
- Standard 5: Effective Curriculum, Teaching and Assessment Practices
- Standard 6: Assessment of Subject Matter Competence

Category II: Qualities of the Subject Matter Program Curriculum

- Standard 7: Introductory Classroom Experiences (K-8)
- Standard 8: Diverse Perspectives
- Standard 9: Technology in the Subject Matter Program

Category III: Leadership and Implementation of the Subject Matter Program

- Standard 10: Leadership of the Subject Matter Program
- Standard 11: Resources for the Subject Matter Program
- Standard 12: Advising Prospective Multiple Subject Teachers
- Standard 13: Program Review and Development

Appendix: [Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential](#)

- Content Specifications in Reading, Language, and Literature (*Updated for CCSS in 2014*)
- Content Specifications in History and Social Science (*Updated for CCSS in 2014*)
- Content Specifications in Mathematics (*Updated for CCSS in 2014*)
- Content Specifications in Science (*updated for NGSS in 2016*)
- Content Specifications in Visual and Performing Arts
- Content Specifications in Physical Education
- Content Specifications in Human Development

In 2009, the Commission streamlined the Subject Matter Program Standards for the statutory single subject content areas. Comparable work on the Elementary Subject Matter (ESM) Program Standards was not undertaken in 2009 because the ESM programs did not waive the requirement that all prospective Multiple Subject teachers pass the California Subject Examinations for Teachers (CSET). The 2001 Single Subject Matter standards had been organized similarly to the Elementary Subject Matter Standards listed above and were significantly streamlined with the changes enacted in 2009 to two standards: Program Design and Program Resources and Support, along with the required submission of a course matrix and course scope and sequence information.

After the September 2016 Commission meeting, staff contacted the institutions that offered ESM programs under the SB 2042 standards. Since the majority of the ESM programs approved between 2001 and 2004 were sponsored by private and independent postsecondary institutions, staff contacted all private institutions that offered ESM programs under SB 2042 and scheduled three technology-assisted meetings to review the standards. Staff attended the September 30, 2016 meeting of the CSU Liberal Studies coordinators to gather input on the standards.

The following institutions provided input on the standards that should govern how subject matter programs are organized and provided to candidates so that candidates can acquire the knowledge, skills, and abilities defined in the SMRs adopted by the Commission.

Private/Independent Colleges and Universities		CSU Campuses	
<ul style="list-style-type: none"> • Antioch University • Azusa Pacific University • Biola University • Concordia • Dominican University • Loyola Marymount • Notre Dame de Namur • Pt. Loma University 	<ul style="list-style-type: none"> • University of San Diego • University of the Pacific • University of LaVerne • Westmont 	<ul style="list-style-type: none"> • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Monterey Bay 	<ul style="list-style-type: none"> • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

The feedback from the institutions is provided in Appendix A of this agenda item. Respondents were also asked to keep in mind the following:

- The range of essential content knowledge that prospective teachers must have, as defined in the SMRs;
- The concept of parity between candidates who meet the subject matter requirement by examination and those who meet the subject matter requirement through completing a program (i.e., examination candidates are responsible only for the content expressed in the SMRs and no additional content or skills relating to subject matter); and
- The understanding that all candidates for a Multiple Subject teaching credential, whether the candidate meets the subject matter requirement through examination or through program completion, will also be required to complete a Commission-approved teacher preparation program and pass a teaching performance assessment.

The stakeholders agreed that many of the current standards were either already covered in a precondition or that the concept or idea should be covered in the educator preparation program and not in the subject matter program. Still other concepts could be incorporated into the two proposed standards, thus significantly streamlining the standards such that they would be congruent with the Single Subject Matter Standards.

Draft Proposed Elementary Subject Matter Program Standards

The draft proposed program standards for Elementary Subject Matter programs are provided below. These two standards incorporate critical expectations for subject matter preparation, consolidating some of the language in the original thirteen standards and eliminating unnecessary or redundant language. In addition to the program standards, each ESM program would also have to fully address the [Subject Matter Requirements](#) across the 7 multiple subject-related content areas.

Staff proposes that the Commission adopt the following two program standards for Elementary Subject Matter Programs going forward:

Standard 1: Program Design

Elementary Subject Matter programs are based on an explicit statement expressing the purpose, design, and learning outcomes of the program within the context of the university or college. The program curriculum builds on the TK-8 state-adopted content standards, with candidate outcomes and assessments aligned to Commission-adopted subject matter requirements, including the required depth of study concentration. The program provides prospective teachers with conceptual knowledge of the defined subject matter, develops academic literacy and discipline-based fluency, uses technology to enhance learning, offers opportunities to consider issues of equity and diversity across disciplines, and exposes candidates to a variety of learning experiences including field experiences with TK-8 public school students. The program will only verify subject matter competence for candidates who have passing grades in the courses in the Elementary Subject Matter program.

Standard 2: Program Resources and Support

The program sponsor allocates sufficient human, fiscal and physical resources to support effective leadership, planning, direction, implementation, and coordination of the program; to advise students, to facilitate collaboration among stakeholders. A coordinator ensures that the coursework across the departments, schools, or colleges addresses the Commission's adopted Subject Matter Requirements (SMRs). Ongoing review processes use data from candidate assessments and a variety of data such as input from stakeholders and other appropriate sources for review and continuous improvement of the subject matter program.

Previously, ESM programs were not required to address all content areas within the Visual and Performing Arts and Science, rather programs were allowed to address only a subsection of these content areas. Staff notes that in order to provide the same coverage of the elementary subject matter SMRs between program route candidates and examinations route candidates, the updated ESM programs would also be required to address all four of the Visual and Performing Arts content areas (Dance, Music, Theatre, Visual Arts) and all three of the Science content areas (Physical Science, Life Science, and Earth and Planetary Science). In addition, programs would be required to ensure that at least one Science course included laboratory-

based experiences for candidates. These changes reflect an increase in emphasis from the SB 2042 program standards.

Review Process for Elementary Subject Matter Programs

At the September 2016 meeting, the Commission took action to allow institutions that had Elementary Subject Matter programs approved by Commission between 2001 and 2004 to request reactivation by submitting an updated course matrix, course syllabi, and course scope and sequence for the program, showing how and where each of the SMRs was covered within the program. These documents would be reviewed by content experts from the field. These content experts would be trained and calibrated to ensure a consistent review across programs. Existing ESM programs that have been reviewed and recommended for reactivation could be brought before the Commission in a consent item for notification.

Institutions that did not offer a Commission-approved ESM Program under the 2001 standards would need to complete the Initial Program Review (IPR) process. The IPR process for ESM programs requires that applicant institutions develop up to five (5) pages of narrative per standard indicating how the institution meets the standard. The institution must also submit a completed course matrix and course scope and sequence information for the program as well as the syllabi for the courses included in the ESM program. This information would also be reviewed by content experts from the field. New ESM programs deemed aligned to the standards would go to the Commission for approval consistent with the current process for approval.

It is important to note that no approved program would be allowed to verify subject matter competence and waive the CSET Multiple Subject examination until such time that the proposed regulations are approved by the Office of Administrative Law.

Fiscal Implications of Adopting Revised Elementary Subject Matter Program Standards

Two Professional Services Division staff members (an assistant consultant and an analyst) will focus on ESM Programs as part of their 2016-17 work. The review of prospective programs involves bringing together ESM coordinators as content experts to review the documents listed above for both existing and new programs. The Commission pays for travel, lodging, and per diem expenses for individuals who volunteer to provide advice and input to the Commission for activities such as these. By statute, the Commission cannot pay volunteers a stipend or other honorarium for these services. Staff estimates that the expenses to review existing programs would be approximately \$20,000 and these funds are in the 2016-17 budget while the review process for new programs would be approximately \$30,000. Because new programs pay for Initial Program Review, the funds for reviewing any new proposed ESM programs would come from the Cost Recovery fees.

Staff Recommendation

Staff recommends that the Commission adopt the proposed Elementary Subject Matter Program Standards, including the additional specifications for addressing the Visual and Performing Arts (VAPA) and Science within approved ESM programs.

Next Steps

If the Commission adopts the proposed Elementary Subject Matter program standards, staff would issue a Program Sponsor Alert which would notify the field of the Commission adoption of the ESM standards, outline a proposed timeline for receipt of any program documents for review, and begin to determine the training and calibration needs of reviewers to be prepared to review these programs as expeditiously as possible.

Appendix A

SB 2042 ESM Standards	Summary of Key Stakeholder Input
<p>1: Program Philosophy and Purpose The program of subject matter preparation for prospective multiple subject teachers is academically rigorous and intellectually stimulating. Program design follows from an explicit statement of program philosophy and purpose. The institution assigns high priority to and appropriately supports the program as an essential part of its mission.</p>	<p>Keep a Program Design Standard but not as detailed as this standard. WASC addresses academic rigor so this is not needed in the standard.</p>
<p>2: Required Subjects of Study In the program, each prospective multiple subject teacher studies and learns subjects that are required by Education Code Section 51210 and incorporated in <i>California Student Academic Content Standards</i> and <i>State Curriculum Frameworks</i>, focusing on grades K through 8, including the following major subject areas of study: reading, language and literature; history and social science; mathematics; science; visual and performing arts; physical education; health; and human development. The curriculum of the program addresses the <i>Content Specifications for the Multiple Subject Teaching Credential</i></p>	<p>No need for this standard since the program must address all SMRs.</p>
<p>3: Depth of Study The program offers a set of concentrations and/or majors, each of which relates directly to one or more of the major subject areas of study. In the program, each prospective multiple subject teacher selects and completes a concentration or major consisting of twelve or more semester units (or the equivalent) of courses that are coherently related to each other. In each concentration and major, prospective teachers develop a strong understanding of the conceptual foundations of the subject as well as an understanding of how knowledge is created and organized in the subject. A concentration may include no more than three semester units (or the equivalent) of coursework that is required of all prospective teachers in the program.</p>	<p>The concentration or depth of study is addressed in the Preconditions so this standard is not needed.</p>
<p>4: Integrative Study In one or more planned components of the program, each prospective multiple subject teacher systematically examines content-specific connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.</p>	<p>This is a focus of the teacher preparation program especially with CCSS and NGSS. But this does not need to be the ESM program.</p>
<p>5: Effective Curriculum, Teaching and Assessment Practices In the program, prospective multiple subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessment techniques, including those described in the <i>California State Curriculum Frameworks and Standards</i>. Prospective teachers learn to apply academic concepts and principles to specific situations, common problems, and current issues.</p>	<p>This is the role of the teacher preparation program. This standard is not needed.</p>
<p>6: Assessment of Subject Matter Competence The subject matter program includes a summative assessment of the subject matter competence of each prospective multiple subject teacher during one or more program capstone experiences. The assessment is consistent with the provisions of Program Standard 1 and its scope incorporates the content of Program Standards 2 and 3, the <i>Content Specifications</i> in Appendix A, and courses completed in the program and previously at other institutions.</p>	<p>The program must assess each candidate's work. There is no need for a specific standard on this.</p>

SB 2042 ESM Standards	Summary of Key Stakeholder Input
<p>7: Introductory Classroom Experiences (K-8) The program provides each prospective multiple subject teacher with planned, structured observations and experiences in K-8 classrooms beginning as early as possible in the subject matter program. Each prospective teacher’s introductory classroom experiences are linked to subject matter coursework, and are characterized by diversity and dialogue. The sponsoring institution seeks to collaborate with school districts in selecting schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession. The sponsoring institution also communicates with school districts in making logistical arrangements and in planning teachers’ observations and experiences.</p>	<p>Important part of the ESM program. Address in the Program Standards but not as specifically as here.</p>
<p>8: Diverse Perspectives The subject matter program encourages and enables prospective multiple subject teachers to develop respect for human similarities and differences; awareness of their own perspectives pertaining to human diversity; openness to new perspectives regarding important variations among people; and critical understanding of the nature and forms of human discrimination and ways to overcome them.</p>	<p>Important idea. Maintain a focus on diversity in the Program Design Standard.</p>
<p>9: Technology in the Subject Matter Program Study and utilization of current and emerging technologies are integral characteristics of the subject matter program for prospective multiple subject teachers.</p>	<p>Include the use of technology in the Program Design Standard.</p>
<p>10: Leadership of the Subject Matter Program Leadership of the subject matter program is provided by one or more members of the institution’s permanent faculty or academic staff. The program leadership’s authority, responsibility and accountability encompass the all-university course-of-study in the program. Planning and coordination of the program include active involvement by the schools, colleges and departments that are responsible for the general education, subject matter preparation, and professional preparation of prospective multiple subject teachers. Program leaders communicate openly and cooperate fully with feeder community colleges and K-8 schools and districts.</p>	<p>The program is expected to have leadership and this issue should be addressed in the Program Design or Resources standard.</p>
<p>11: Resources for the Subject Matter Program The institution of postsecondary education provides sufficient human, fiscal and physical resources for effective leadership, planning, direction, implementation, coordination and review of the subject matter program for prospective multiple subject teachers, including resources for advising prospective teachers, arranging their introductory classroom experiences, assessing their subject matter competence, and collaborating with local schools, school districts and community colleges.</p>	<p>Addressed in the Resources standard.</p>
<p>12: Advising Prospective Multiple Subject Teachers The subject matter program includes a system for identifying and advising prospective multiple subject teachers, which comprehensively and effectively addresses the distinct needs and interests of resident students and transfer students.</p>	<p>Addressed in the Resources standard.</p>
<p>13: Program Review and Development The institution implements a comprehensive, ongoing system for periodically reviewing and improving the subject matter program for prospective multiple subject teachers. Each review addresses the educational goals and purposes of the program, including those reflected in Program Standard 1. In each review, program participants provide information and contribute to decisions. Each review leads to substantive improvements in the subject matter program, as needed.</p>	<p>The program is expected to monitor program implementation and Program Standard 2 requires this.</p>