
6C

Action

Professional Services Committee

Standards for Single Subject Programs in Art, Languages Other than English, Music, and Physical Education

Executive Summary: This report recommends Single Subject Matter Program Standards for art, language other than English, music, and physical education that, if adopted by the Commission, will be utilized by California accredited colleges and universities to develop subject matter preparation programs in these academic areas. The single subject matter program standards were drafted by subject matter advisory panels under contract with National Evaluation Systems concurrently with subject matter examinations. This report will describe the development process, the field review, and the proposed implementation of these new draft standards.

Recommended Action: That the Commission approve the Single Subject Program Standards and preconditions for the academic areas of art, music, languages other than English, and physical education. That the Commission approve the preconditions for programs in the academic areas of English, mathematics, science and social science.

Presenter(s): Helen Hawley, Consultant, Professional Services Division

Standards for Single Subject Programs in Art, Languages Other than English, Music, and Physical Education

Introduction

Teacher candidates in California are required to demonstrate competence in the subject matter that they will be authorized to teach. Single Subject candidates have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program, or they can pass the appropriate Commission-approved subject matter examination. Because they satisfy the same requirement, these two options should be as aligned and congruent as possible.

The Commission contracted in March 2002 with National Evaluation Systems (NES) to develop new subject matter requirements, examinations and program standards for all 13 single subject matter areas for which the Commission issues credentials. The development work was divided into three phases, of which eight areas have been completed in the first two phases. In the first phase the Commission approved subject matter requirements and standards in 2003 for the subjects of English, mathematics, science and social science. The subject matter requirements for the second phase were approved by the Commission in January 2004. This agenda item presents the new proposed program standards for the second phase in art, languages other than English, music and physical education.

Background

One of the important responsibilities of the Commission is to set standards for teaching credentials (Education Code 44225). In the early 1990's the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies, resulting in program standards and examination specifications (defining the subject matter competence requirements) that were valid and closely aligned with each other. Those standards and specifications have been in use since that time in almost 400 approved single subject matter programs across California. The substance and relevance of the single subject matter programs and the validity of examination specifications (subject matter requirements) is not permanent, however.

The periodic reconsideration of subject matter program standards and need for validity studies are directly related to providing assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills and abilities needed to succeed in California public school teaching. Good professional practice related to the standards and the legal defensibility of the examination specifications require that the Commission's subject matter standards and examinations be periodically reviewed as job requirements and expectations change

over time. The State Board of Education adopted K-12 student academic content standards and frameworks in single subject areas in the late 1990's. These new standards and frameworks have obvious impacts for the subject matter requirements for prospective teachers. The Commission is required to ensure that subject matter program standards and examinations are aligned with the K-12 student academic content standards adopted by the State Board of Education (Education Code 44259).

Subject Matter Advisory Panels

When developing examinations and standards, the Commission is required to work with education experts for professional advising (Education Code 44225, 44288). The Executive Director of the Commission appointed subject matter panels in art, languages other than English, music and physical education to advise Commission consultants and NES on the development of new subject matter requirements, program standards, and examinations for these subject areas in spring 2003. Panel members were selected to ensure diverse representation of race, gender, region, and educational entities. The panels consisted of:

- Classroom teachers of the subject area,
- Subject area specialists from school districts, county offices of education, and post-secondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,
- Members of relevant professional organizations, and
- Members of other relevant committees and advisory panels.

Eighteen members were appointed to the art panel; 28 members were appointed to the panel for languages other than English; 19 were appointed to the music panel; and 18 were appointed to the physical education panel. Attachment A includes a list of panel members.

Under the guidance of Commission consultants and National Evaluation Systems (NES), the panels began their work in May 2003. At the initial meeting, Commission consultants provided and discussed (a) a written "charge" to the panels describing their responsibilities, (b) the existing single subject program standards, and (c) characteristics of the "subject matter requirements" (SMRs) that the panels were to help develop. The SMRs are the subject-specific knowledge, skills and abilities needed by beginning teachers. The SMRs specify the content that is to be taught in Commission-approved subject matter programs and tested on the subject matter examinations. After undergoing field review and panel revisions, the SMRs for the Phase II subjects were approved by the Commission at its January 2004 meeting. The SMRs are attached to this agenda item to provide context for the standards (Attachment B).

Standards Common to All

The Phase II proposed single subject matter standards will also include the same ten "Standards Common to All" that were adopted as part of the Phase I standards in January 2003. Those ten standards will apply commonly to all single subject programs since they address important elements of program systems, structure and quality. The "Standards Common to All" are

included as an attachment to this agenda item to provide context for the proposed subject-specific standards (Attachment B).

Essential Documents for Panel Use

The panels began their work by studying a set of primary resources. The documents listed below were essential for the panels' use in developing the draft program standards that are enclosed for adoption by the Commission.

- The K-12 Student Academic Content Standards and Frameworks that have been approved by the California State Board of Education (1998-2003).
- The Commission-approved (1994) Standards of Quality and Effectiveness for Subject Matter Programs in art, languages other than English, music and physical education.
- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (September 2001).
- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (September 2001).
- Other state and national publications and research articles from the professional literature in a particular subject area.

Development of the Program Standards

The advisory panels have met almost monthly since their establishment in spring 2003. After completing the subject matter requirements, the panels focused their work on the charge to develop new subject matter examinations and program standards, based upon the SMRs, which are aligned with the K-12 student standards and frameworks. The panels drafted standards by consensus through democratic dialogue.

The State Board of Education-adopted K-12 student academic content standards and frameworks were the seminal documents used by the panels and NES staff, as mandated by SB 2042. However, the panels compared all of the resource documents for alignment and congruence. These activities provided the panels with a consistent set of content domains, which became the outline for the SMRs. Although the panels found much of the K-12 student content standards and framework to be consistent with the 1994 Single Subject Standards, they identified important changes that needed to be made to the standards.

Because the Single Subject Credential is a K-12 credential, Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Credential were included as a source document for review. The panel compared the multiple subjects content specifications and standards to ensure accurate articulation of the subject matter. The multiple subject standards organization was adopted by the panels to ensure consistency between the sets of standards.

Where the panels found parallels in content, the panels adopted some of the multiple subject language. The panels also considered the possibilities of primary and secondary teaching assignments for the single subject credentials with regard to subject matter content. Standards for national professional organizations in the subject matter areas were also reviewed to identify subject matter areas that were not in the Commission’s 1994 standards. In all resource documents, content for grades six through twelve was particularly noted by the panels, taking into consideration middle grades curriculum, as well as high school curriculum.

The draft single subject matter standards were formatted and aligned consistent with other standards adopted pursuant to SB 2042. The standard is stated, followed by the identification of required elements of the standard. This practice contrasts with that of the 1992 single subject standards, where a “rationale” was provided for the standard that at times went beyond the standard itself. Also, the 1992 standards included “factors to consider” that were only suggestions for program quality. In the new 2042 standards, all critical elements are required of approved programs. The draft standards are provided in Attachment C.

Field Review Survey

The draft standards underwent a field review to allow constituents the opportunity to offer professional their professional advice. The approved SMRs were referenced in each of the proposed sets of program standards and were included with draft standards when they were sent out for the field review in January 2004. A survey containing the Draft Single Subject Matter Standards was mailed to all deans of education, directors of teacher education and single subject coordinators at all regionally accredited four-year colleges and universities in California. The draft standards surveys were also sent to state-funded subject matter projects, teacher organizations, school districts and county offices of education. The standard surveys were also placed on the Commission’s web site, along with a bulletin on the Commission’s E-News. Enclosed with the survey instrument was a cover page, directions for completing the survey and a scoring rubric for each standard and required element. The format for the survey and scoring rubric is as follows:

Table 1: Sample Survey

Standard Title	Question—How important are these program characteristics for preparing effective teachers of English?			
	Essential	Important	Somewhat Important	Not Important
Standard				
Required Element				
Required Element				

At the end of each standard the following question was asked: Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective teachers? Answer “yes” or “no”. If yes, what would you add?

Consultant staff tallied all responses and listed comments on a master survey form for each subject matter area. The panels then met on March 23, 2004, in Sacramento to consider the responses and comments for each standard and element. The specific instructions given to the panels for revising the draft standards are as follows:

- If 1/4 or more of the ratings were either “somewhat important” or “not important” for a standard or element, the panel must give the standard consideration for revision and document the panel’s response to the feedback. Documentation must include the panel’s action and support for the revision or decision not to revise (e.g., citations from the student academic content standards).
- The panel must respond to all open-ended comments and document the panel’s response to the comment. Documentation must include the panel’s action and support for the revision or decision not to revise (e.g., citations from the student academic content standards).

Commission staff received 115 total responses for the four subject matter areas. All standards were found to be either essential or important by at least 80% of responders. For the more than two hundred required elements, less than one third of responders found any single element to be only “somewhat important” or “not important.” Elements remained unchanged when they were consistent with K-12 standards and frameworks. Revisions by the panels as a result of this process included clarifications, examples, and reorganization. For instance in the Art Survey, only six elements were flagged as having more than one-fourth of responses under “somewhat important” or “not important” out of 47 elements in the standards. The revision to Required Element 17.1 is a good example of the panel’s revision process. The element sent out for review read:

Candidates interact within a community in administering art activities (e.g., community, murals, public school programs, arts administration).

The panel’s revision reads as follows:

Candidates participate in community art activities (e.g., community, murals, public school programs, arts administration).

In this case the panel felt that the element had intrinsic value for future teachers but that the element could be more general in the candidate’s expressed role. The field response was overall positive and validated the panel’s work.

Preconditions for Approved Subject Matter Programs

Preconditions are program requirements based upon California laws or Commission policies. Unlike standards, preconditions specify requirements for program compliance, not program quality. In 1982 the requirements that defined the length and content of subject matter programs were adopted by the Commission and placed in the California Code of Regulations, Title 5. The preconditions for subject matter program approval at that time were based upon the Title 5

regulations. When the Commission adopted the “first generation” of subject matter standards beginning in 1992, the 1982 regulations were still used. In the intervening years, some inconsistencies developed between the 1982 regulations and the realities of the curriculum of the public schools in California. Further, the new draft standards posed even more inconsistencies with the 1982 regulations for several reasons:

- The particular subjects defined for subject matter assignments were out of date
- The need to update requirements for some subjects has become necessary as alignment with K-12 curriculum areas was mandated
- Some academic disciplines have changed significantly enough to require a revised expression of program content
- Current terminology for subjects of study now differs from terminology used in the 1980’s

Because of the inconsistencies of the old preconditions and the timely review of its obsolete regulations, the Commission voted to repeal the 1982 Title 5 Regulations in June 2003. Preconditions will now be adopted as a part of the Commission’s adoption of standards.

The subject matter panels reviewed the draft standards and analyzed changes that should be made in the preconditions. The panels are recommending appropriate changes to the preconditions. All subjects will still require a minimum of 45 semester units (the unit number that was originally designated in Title 5 requirements) except for Languages Other Than English, which will require 33 advanced units. Some subjects will have a redistributed number of units for core and extended studies, and some subjects will have redefined core areas of study. Under these recommendations all single subject matter programs will require a minimum number of units beyond what is required by the No Child Left Behind Act. This agenda item presents the recommended preconditions for Commission action for both Phase I and Phase II subject matter standards (Attachments C and D).

Implementation Plan

It has been the Commission’s policy to provide transition time for institutions that have current approved programs to develop new programs to meet new standards. Typically the transition timeline is approximately two years from the date of Commission adoption of the new standards. During the transition period, Commission consultants, who have served as lead consultants to the subject matter advisory panels in the development of the subject matter standards, provide technical assistance in the development of new institutional documents prepared in response to the new standards.

In the proposed implementation plan, consultant staff will work with advisory panel members to review newly submitted institutional documents for single subject matter programs in art, languages other than English, music and physical education. Additional subject matter experts may be recruited as needed to review program documents. Consultant staff will provide training and calibration activities for reviewers. The reviewers will reach a consensus decision on submitted proposed programs to determine if they need additional information or if they are ready to recommend the program to the Commission for approval. This is the same implementation plan used for elementary subject matter standards and Phase I single subject matter standards.

If the Commission adopts the proposed single subject matter program standards at its May 6, 2004, meeting, the transition period will begin on July 1, 2004, and end on July 1, 2006. At the end of the transition period, programs approved under the 1994 standards will sunset. After July 1, 2006, no new candidates may be admitted to the “old” programs. Candidates in progress will have until July 1, 2008, to complete their programs. Once approved, institutions are expected to enroll all new candidates in the “new” program.

During the implementation period, institutions can redesign their existing programs to meet new standards, and institutions without approved programs will be encouraged to develop subject matter programs to meet the new single subject standards. Institutions will be asked to select a submission date so that the workflow of reviews can be managed efficiently across the implementation period. The first three months will be a planning period, with the first submission window in fall 2004. All institutions that have expressed an interest will be offered technical assistance. Informational meetings and document preparation workshops will be held for interested parties. Of course, institutions may continue to submit programs for approval until new standards are approved in the future.

Subject Matter Examinations Development

Commission consultants and NES are continuing to work with the advisory panels to develop the Phase II CSET examinations through spring 2004. Initial administrations of the new examinations are scheduled for fall 2004. NES will conduct standard setting studies for these CSET examinations after each initial test administration. Results of these studies will be presented to the Commission with recommended passing standards in December 2004 or January 2005. Due to this process, scores for the first two administrations of the new exams will be available to examinees four months after the initial test administration.

Preliminary Education Technology Examination

The Preliminary Education Technology Panel has completed its work of updating the examination for California teachers to meet the new 2042 technology standard for obtaining a credential as part of the work of Phase II. This test is not a subject matter examination but an assessment primarily designed for out-of-state trained teacher candidates to fulfill the California technology requirement obtaining a preliminary credential. California-trained candidates meet this requirement through their preliminary credential program.

Phase III Single Subject Panels

Under contract with NES, newly appointed panels have begun development of subject matter requirements, examinations and standards for agriculture, business, health, home economics, and industrial and technology education in April 2004. A panel for American Sign Language, as a new language other than English (LOTE) approved by the Commission in February 2004, will also complete their work during Phase III to add to the LOTE panel work. The schedule for Phase III is as follows:

- Finalization and adoption of subject matter requirements in winter 2005

- Finalization and adoption of program standards in spring 2005
- First administration of new examinations in fall 2005

ATTACHMENT A

PANEL MEMBERS FOR ART, LANGUAGES OTHER THAN ENGLISH, MUSIC, AND PHYSICAL EDUCATION

ART

Name	Affiliation
Michael Bernbaum	Moreno Valley Unified School District
Paulette Fleming	California State University, Fresno
Janet Gregori	Las Lomas School District
Lee Hanson	Palo Alto Unified School District
Aspasia Neophytos-Richardson	Chapman University - Concord
Garth Newberry	Rialto unified School District
Nancy Oudegeest	California Art Educators Association
Michael Simmons	California State University, Chico
Julie Tabler	San Bernardino City Unified School
District	
David Tamori	Oroville Union High School District
Dede Tisone-Bartels	Mt. View/Whitman School District
Craig Tomlinson	Dinuba Unified School District
Geraldine Walkup	Long Beach Unified School District

MUSIC

Name	Affiliation
Roy Anthony, Jr.	Retired
Nancy Coffey	Palo Alto Unified School District
David Connors	California State University, Los Angeles
Armalyne De La O	San Bernardino City Unified School
District	
Marc Dickey	California State University, Fullerton
Kellori Dower	Val Verde Unified School District
Don Doyle	California Department of Education
Phyllis Grant	San Juan Unified School District
William Helmcke	Chino Valley Unified School District
Frank Heuser	University of California, Los Angeles
Emily Lacina	Long Beach Unified School District
James Mazzaferro	Elk Grove Unified School District
Susan Metz	California State University, Sacramento
Christine Palochak	Happy Valley School District
Mary Salisbury	California State University, Stanislaus

Angeles Sancho-Velazquez

California State University, Fullerton

PHYSICAL EDUCATION

Name	Affiliation
Michelle Astley Bernardino	California State University, San
Cathy Buell	San Jose State University
Rebecca Cleveland	Capistrano Unified School District
Joan Eberle	Shasta College
Mary Geer	West Covina Unified School District
Nancy Hennefer	Lodi Unified School District
Chris Hopper	Humboldt State University
Shari Otto	St. Mary's College
Corina Peruzzi	Chico Unified School District
Terry Rizzo Bernardino	California State University, San
Sylvia Turner	Santa Ana College
Lindy Valdez	California State University, Sacramento
Joan Van Blom	Long Beach Unified School District
Barbara Walker	Oakland Unified School District
Judith Wallis	Coachella Valley Unified School District

PRELIMINARY EDUCATIONAL TECHNOLOGY

Name	Affiliation
Yvette Abatte	Lawndale Elementary School District
Chris Almeida	Private Sector
Otto Benavides	California State University, Fresno
Linda Eastman	Winters Joint Unified School District
Wally Fuller District	Upper Lake Union Elementary School
James Gibson	Glendale Unified School District
Carol Gilkinson	Washington Elementary
Linda Jungwirth Schools	San Bernardino County Superintendent of
Lisa Kala	University of California, Berkeley

Enoch Kwok	La Canada Unified School District
John Lenhardt	Private Sector
Peter Milbury	Chico Unified School District
Gary Quiring	California Department of Education
Bill Ragsdale	Harvest Park Middle School
Pamela Redmond	University of San Francisco
Warren Wagner	Private Sector
Lane Weiss	Saratoga Union School District

LANGUAGES OTHER THAN ENGLISH

Spanish

Name	Affiliation
Jacinta Amaral	California State University, Fresno
E. Dale Carter	California State University, Los Angeles
Duarte Silva	Stanford University
Reyes Fidalgo Von Schmidt	California State university, Fullerton

French

Name	Affiliation
Marie Gautreaux	Retired
Christine Lanphere	Natomas Unified School District
Dede Mousseau	State Center Community College

Korean

Name	Affiliation
Grace Chi	Fullerton Union High School District
Ah-Mi Cho	San Francisco Unified School District
Kijoo Ko	University of California, Berkeley

Punjabi**Name**

Hardial Dulay

Manjit Jhutti

Affiliation

Yuba City High School

Live Oak Unified School District

Vietnamese**Name**

Chi Pham

Affiliation

Evergreen Valley College

German**Name**

Ilse Daly

Bay

Jeffrey High

Marjorie Tussing

Affiliation

California State University, Monterey

California State University, Long Beach

California State university, Fullerton

Japanese**Name**

Hiroko Kataoka

Sachiko Matsunaga

Yoshiko Saito-Abbott

Bay

Setsue Shibata

Affiliation

California State University, Long Beach

California State University, Los Angeles

California State University, Monterey

California State University, Fullerton

Russian**Name**

Natalia Collins

Nina Stankous

Affiliation

Private Tutor

InterAmerican College

Mandarin**Name**

Eugenia Chao

May Su

Affiliation

ABC Unified School District

Defense Language Institute

ATTACHMENT B

PREVIOUSLY APPROVED ITEMS FOR ART, LANGUAGES OTHER THAN ENGLISH, MUSIC, AND PHYSICAL EDUCATION

- **Standards Common to All Single Subjects**
- **Subject Matter Requirements**

Standards Common to All

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Art Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Art

Domain 1. Artistic Perception

Candidates demonstrate an understanding of the foundations of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions.

1.1 Elements of Art

- a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.
- b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.
- c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.
- d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.
- e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Art: Kindergarten: 1.3, Grade 1: 1.3, Grade 2: 1.2 and 1.3, Grade 3: 1.5, Grade 4: 1.2, 1.3, and 1.5, Grade 6: 1.1, Grade 7: 1.3, Grades 9 through 12–Advanced: 1.6.)

1.2 Principles of Design

- a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).
- b. Identify and describe the principles of design in given visual compositions.
- c. Identify the principles of design as observed in natural and human-made objects and environments.
- d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.
- e. Analyze how various principles of design are used in given works of art.
- f. Analyze how various elements of art are used to illustrate principles of design in given artworks.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 3: 1.1, Grade 4: 1.1, Grade 5: 1.1 Grade 6: 1.4, Grade 8: 1.3, Grades 9 through 12–Proficient: 1.2 and 1.4.)

Domain 2. Creative Expression

Candidates demonstrate an understanding of the foundations of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum.

2.1 Creating Original Art

- a. Identify the artistic problem to be solved and generate a variety of solutions.
- b. Apply divergent thinking processes to the production of original works of art.
- c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.
- d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.
- e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.
- f. Articulate the process and rationale for refining and reworking a work of art.
- g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.

2.2 Two-Dimensional Art and Design

- a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).
- b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).
- c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screenprinting, lithography, intaglio).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.1 and 2.3–2.6, Grade 1: 2.1, 2.2, 2.4, 2.8–2.8, Grade 2: 2.1–2.5, Grade 3: 2.2–2.4, 2.6 Grade 4: 2.1–2.2, 2.5–2.8 Grade 5: 2.1, 2.3, Grade 6: 2.2–2.5, Grade 7: 2.2–2.4, Grade 8: 2.1, Grades 9 through 12–Proficient: 2.4. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.3 Three-Dimensional Art and Design

- a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.
- b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).
- c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.2 and 2.7, Grade 1: 1.2, Grade 4: 2.3, 2.4, Grade 5: 2.5, Grade 8: 12.2.2, 2.4, and 2.6, Grades 9 through 12–Proficient: 2.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.4 Media Art

- a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.
- b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.
- c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 2.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.5 New and Emerging Art Forms

- a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).
- b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.
- c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.
- d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 2.7, Grades 9 through 12–Advanced: 2.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

Domain 3. Historical and Cultural Context of the Visual Arts

Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present.

3.1 Visual Art and Society

- a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.
- b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).
- c. Recognize the influences of the visual arts on communities.
- d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).
- e. Demonstrate knowledge of the relationships between technological tools and visual art.
- f. Analyze the purposes of art in societies past and present.
- g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.
- h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 3.3, Grade 4: 3.2, Grade 5: 3.1, Grades 9 through 12–Proficient: 3.4, Grade 9 through 12–Advanced: 3.1-3.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 3 and 4.)

3.2 World Arts

- a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.
- b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).
- c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.
- d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.
- e. Recognize how artworks from various times, places, and cultures both reflect and influence society.

- f. Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.
- g. Compare and contrast utilitarian and nonutilitarian artworks across times, places, and cultures.
- h. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.
- i. Identify major works of art created by women and describe the impact of those works on society at that time.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 3.3, Grade 1: 3.1, 3.3–3.4, Grade 2: 3.2–3.3., Grade 3: 3.1–3.2, 3.4–3.5, Grade 4: 3.2, Grade 5: 3.2–3.4, Grade 6: 3.1–3.2, Grade 7: 3.1–3.2, Grade 8: 3.1–3.4, Grades 9 through 12–Proficient: 3.1. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 4.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an understanding of aesthetic valuing in art as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

4.1 Derive Meaning

- a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.
- c. Analyze the intentions and motivations of artists creating works of visual art.
- d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.
- e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.
- f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grades 9 through 12–Proficient: 4.1–4.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

4.2 Make Informed Judgments

- a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.

- c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.
- d. Employ current and emerging art criticism models in writing and speaking about works of art.
- e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.
- f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 4.4, Grades 9 through 12–Proficient: 4.5, Grades 9 through 12–Advanced: 4.4–4.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an understanding of art connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. Candidates possess a high degree of visual literacy. They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

5.1 Connections and Applications Between Visual Arts and Other Disciplines

- a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.
- b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.
- c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.
- d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, Grades 9 through 12–Advanced: 5.1–5.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 6 and 7.)

5.2 Visual Literacy

- a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.
- b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).

- c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.
- d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 6: 5.4, Grade 8: 5.3, Grades 9 through 12–Proficient: 5.3, Grades 9 through 12–Advanced: 5.2.)

5.3 Art Careers and Career-Related Skills

- a. Demonstrate knowledge of careers in the visual arts.
- b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.
- c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).
- d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.
- e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.4, Grade 3: 5.4, Grade 5: 5.3, Grades 9 through 12–Proficient: 5.4.)

Domain 6. History and Theories of Learning in Art

Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of proficiency levels and developmental stages in art.

6.1 Art and Human Development

- a. Demonstrate knowledge of the role of the visual arts in human development.
- b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.

6.2 Theories of Learning in Art

Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.

(Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 8 and 9.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Art

Candidates for Single Subject Teaching Credentials in the visual arts are proficient artists with comprehensive conceptual and technical skills. They are adept in a variety of art media and are able to demonstrate their skill effectively to structure meaningful art experiences. They apply comprehensive knowledge of art criticism; art heritage of cultures from around the world, past and present; aesthetics, including the diversity of global cultural perspectives; and relationships both among the visual arts and between the visual arts and other disciplines.

They know how to incorporate technology into the creative art process. Candidates are also well versed in a variety of techniques and technical skills, aesthetic awareness, critical analytical skills, and proficiency in creative problem solving in the visual arts. Being familiar with various careers available in the field of visual art, they are able to investigate opportunities for pursuing careers in the visual arts.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: All grade levels: Standards 1–5. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 2–11. National Board for Professional Teaching Standards [NBPTS] Early Childhood and Middle Childhood Art Standards: Standards 1–6 and 9. National Board for Professional Teaching Standards [NBPTS] Early Adolescence through Young Adulthood Art Standards: Standards 1–8 and 10.)

Languages Other Than English Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Languages Other Than English

Domain 1. General Linguistics

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

1.1 The Nature of Language

- a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
 - ◆ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
 - ◆ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
 - ◆ Demonstrate an understanding of the distinction between deep structure and surface structure.
- b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
 - ◆ Demonstrate an understanding of the classification of languages into families and branches.
 - ◆ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).
 - ◆ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
 - ◆ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies,

metaphors, taboos).

1.2 Language Use

- a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
 - ◆ Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
 - ◆ Analyze principles of structure, regularity, and coherence in extended texts.
 - ◆ Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
 - ◆ Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
 - ◆ Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
 - ◆ Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

1.3 Applied Linguistics

- a. Demonstrate an understanding of theories of language acquisition and learning. For example:
 - ◆ Analyze potential differences between learning first and second languages.
 - ◆ Identify the developmental stages through which language learners acquire first and second languages.
 - ◆ Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
 - ◆ Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
 - ◆ Demonstrate an understanding of the creativity and recursive character of human languages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

Domain 2. Linguistics of the Target Language

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured,

and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

2.1 Language Structures

- a. Demonstrate an understanding of the phonology of the target language. For example:
 - ◆ Describe the segmentals of the target language and their allophones.
 - ◆ Describe the suprasegmentals of the target language (e.g., significant tones, accents, intonation patterns).
 - ◆ Describe the syllable structure of the target language (e.g., CV, CVC).
 - ◆ Describe the phonological and morphophonemic rules of the target language.
- b. Demonstrate an understanding of the orthography of the target language. For example:
 - ◆ Demonstrate an understanding of the principles of the standard system for writing the target language (e.g., alphabets, syllabaries, logographic systems).
 - ◆ Demonstrate an understanding of the origins and development of different systems for writing the target language.
- c. Demonstrate an understanding of the morphology of the target language. For example:
 - ◆ Understand inflectional morphology (e.g., verb conjugations, noun declensions).
 - ◆ Understand derivational morphology (e.g., rules for forming derived and compound words).
 - ◆ Describe strategies for identifying and using new words in the target language by recombining morphemes.
- d. Demonstrate an understanding of the syntax of the target language. For example:
 - ◆ Demonstrate an understanding of the rules that govern the formation of phrases and sentences.
 - ◆ Demonstrate an understanding of the significance of word order in the target language.
 - ◆ Identify ways in which syntactic patterns in the target language can be used to convey nuances of meaning.
 - ◆ Identify linguistic devices used to create connected and cohesive discourse in the target language.

- e. Demonstrate an understanding of the semantics of the target language. For example:
 - ◆ Demonstrate an understanding of how meanings are structured and communicated in the target language.
 - ◆ Demonstrate an understanding of the cultural meaning of words and sentences and the cultural significance of a variety of idiomatic expressions.
- f. Describe changes that occur in the target language over time.

2.2 Error Analysis

- a. Identify, analyze, and correct grammatical and mechanical errors in the target language.

2.3 Contrastive Analysis

- a. Analyze and contrast linguistic structures of the target language and English.
- b. Compare and contrast particular words, idioms, and inflections in the target language and English.

2.4 Sociolinguistics and Pragmatics

- a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. For example:
 - ◆ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
 - ◆ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).
- b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

Domain 3. Literary and Cultural Texts and Traditions

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts

were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

3.1 Major Movements, Genres, Writers, and Works

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

3.2 Analysis of Literary and Cultural Texts

- a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).
- b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.
- c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

Domain 4. Cultural Analysis and Comparisons

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art,

cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

4.1 Cultural Perspectives

- a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
- b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

4.2 Cultural Practices

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives. For example:
 - ◆ rituals and traditions
 - ◆ social institutions such as marriage and family
 - ◆ social status and social relationships
 - ◆ holidays and festivals
 - ◆ health practices and traditions
 - ◆ patterns of work and leisure
 - ◆ culinary traditions and practices
- b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

4.3 Cultural Products

- a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
 - ◆ architecture
 - ◆ works of art (e.g., painting, sculpture, handicrafts)

- ◆ artistic performance (e.g., music, dance, drama)
- ◆ literature
- ◆ technology and media (e.g., Web sites, advertisements)
- ◆ entertainment
- ◆ fashion
- ◆ manufactured goods

(American Council on the Teaching Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

Domain 5. Language and Communication: Listening Comprehension

Candidates demonstrate proficiency in the comprehension of oral messages in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to listen effectively and understand oral messages in the target language for various purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended oral messages, including monologues, conversations, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of oral messages, but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about oral messages and to evaluate them in relation to logical and stylistic standards and social relationships, as well as the speaker's purposes, assumptions, and intended audience.

5.1 Literal Comprehension of Spoken Communication

- a. Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts. For example:
 - ◆ Understand the main point of an oral message.
 - ◆ Identify the sequence of steps described in a set of spoken directions.
 - ◆ Recognize a stated cause or effect in a situation described in an oral message.
 - ◆ Choose or provide an appropriate response to a spoken question or comment.
 - ◆ Respond appropriately to a request for information.

5.2 Inferential and Interpretive Comprehension of Spoken Communication

- a. Make deductive and inductive inferences based on information contained in oral messages. For example:
 - ◆ Draw conclusions based on information presented in oral messages.
 - ◆ Characterize the tone or mood of one or more speakers.
 - ◆ Infer the social relationships among speakers (e.g., gender, age, social status).
 - ◆ Analyze a personal relationship implied but not stated in an oral communication.
 - ◆ Interpret the cultural context of spoken communications.

5.3 Critical Analysis of Spoken Communication

- a. Analyze and evaluate oral messages in relation to their purpose, context, and point of view. For example:
 - ◆ Analyze a speaker's assumptions or point of view.
 - ◆ Analyze the historical, social, or cultural context of an oral message.
 - ◆ Evaluate the sufficiency and reliability of evidence presented in support of statements made in oral messages.
 - ◆ Evaluate the social and cultural appropriateness of the language used in oral messages.
 - ◆ Analyze the communicative and discourse strategies employed in oral messages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 6. Language and Communication: Reading Comprehension

Candidates demonstrate proficiency in the comprehension of written texts in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to read effectively and understand written texts in the target language for multiple purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret a variety of texts written in the target language, including expository prose, personal essays, newspaper and magazine articles, narratives and descriptions, correspondence, Web sites, electronic messages, and realia (e.g., signs, flyers, menus). Candidates interpret written texts on a number of levels, analyzing them from multiple perspectives, synthesizing concepts and ideas, and giving detailed personal interpretations that are supported by a rich range of cultural knowledge and

understanding. Finally, they demonstrate the ability to think critically about what they read and to evaluate written texts in relation to logical and stylistic standards and social relationships, as well as the author's purposes, assumptions, and intended audience.

6.1 Literal Comprehension of Written Texts

- a. Demonstrate an understanding of the main ideas and significant details of written texts. For example:
 - ◆ Demonstrate an understanding of the main idea or compose an accurate summary of a written text.
 - ◆ Recognize supporting evidence for an argument made in a passage.
 - ◆ Analyze a passage to determine a causal or temporal sequence of events.

6.2 Inferential and Interpretive Comprehension of Written Texts

- a. Make deductive and inductive inferences based on information contained in written texts. For example:
 - ◆ Make inferences about purpose and audience from information provided in a passage.
 - ◆ Identify a writer's intent, assumptions, or point of view.
 - ◆ Recognize implied cause-and-effect relationships in a passage.
 - ◆ Interpret figurative language (e.g., metaphors, similes) in a passage.
 - ◆ Draw conclusions from information presented in a passage.
 - ◆ Analyze a passage to determine assumptions that are implied, but not explicitly stated, in the passage.

6.3 Critical Analysis of Written Texts

- a. Apply critical reasoning skills to written texts. For example:
 - ◆ Analyze the historical, social, and cultural contexts of written texts.
 - ◆ Analyze relationships among ideas in written texts.
 - ◆ Distinguish between fact and opinion in written texts.
 - ◆ Assess the sufficiency and reliability of evidence presented in support of statements made in written texts.
 - ◆ Recognize fallacies in the logic of a writer's argument.
 - ◆ Assess the credibility, objectivity, or bias of material contained in written texts.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 7. Language and Communication: Oral Expression

Candidates demonstrate proficiency in oral expression in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates

may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various purposes in different contexts, employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

- a. Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
 - ◆ Speak appropriately within the context of everyday situations (e.g., school, work, shopping).
 - ◆ Respond to a variety of unexpected situations (e.g., misplaced luggage at an airport) by explaining or describing events or by requesting assistance.
 - ◆ Formulate and defend a hypothesis in response to a given situation.
 - ◆ Narrate or describe a personal experience.
 - ◆ Deliver oral presentations on a wide variety of topics to diverse audiences.
 - ◆ Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.
 - ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
 - ◆ Take a position on an issue and support it with persuasive evidence.
 - ◆ Demonstrate the ability to speak effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 8. Language and Communication: Written Expression

Candidates demonstrate proficiency in written communication in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools.

Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates write in major time frames, employ vocabulary appropriate to purpose and audience, and use a variety of different syntactic structures. When writing texts of several paragraphs in length, they demonstrate competence in the use of a variety of cohesive devices and discourse strategies. Candidates demonstrate the ability to write effectively in the target language for various purposes in different contexts, employing a variety of text types, and to accurately express ideas in culturally appropriate language and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they demonstrate the ability to express themselves through formal and informal writings on practical, social, and professional topics and to write about issues and events of public and personal relevance through extended written texts.

8.1 Writing in the Target Language for a Variety of Purposes in Authentic Contexts

- a. Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
 - ◆ Demonstrate the ability to compose written texts in appropriate orthography and writing systems.
 - ◆ Compose personal correspondence.
 - ◆ Compose formal correspondence for a variety of purposes and audiences.
 - ◆ Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).
 - ◆ Write extended narratives and detailed descriptive accounts of events.
 - ◆ Formulate and defend a hypothesis in response to a given situation.
 - ◆ Describe the reasoning behind a personal or professional decision.
 - ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
 - ◆ Take a position on an issue and support it with persuasive evidence.
 - ◆ Demonstrate the ability to write effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Music Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Music

Domain 1. Artistic Perception

Candidates demonstrate an advanced understanding of the facets of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They possess highly developed aural musicianship and aural analysis skills and have acquired advanced knowledge of written music theory and analysis.

1.1 Aural Musicianship

- a. Recognize errors in solo and ensemble performances (e.g., melodic, rhythmic, harmonic, intonation, dynamic, interpretational).
- b. Transcribe aurally presented musical excerpts into melodic, harmonic, and rhythmic notation.
- c. Analyze and describe the form, style, and expressive elements of a musical example.
- d. Recognize and describe cultural elements from diverse historical periods, genres, and styles of Western and non-Western music.
- e. Analyze and describe the use of musical elements in a given work (e.g., melody, harmony, rhythm, texture) that make it unique, interesting, and expressive.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.2, Grade 2: 1.3–1.4, Grade 3: 1.3 and 1.6, Grade 4: 1.4 and 1.6, Grade 5: 1.4–1.6, Grade 6: 1.3 and 1.5–1.6, Grade 7: 1.3 and 1.5–1.6, Grade 8: 1.3 and 1.5–1.7, Grades 9 through 12–Proficient: 1.2 and 1.4–1.6, and Grades 9 through 12–Advanced: 1.2 and 1.4–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

1.2 Written Theory and Analysis of Western Music

- a. Demonstrate the ability to read and notate music (e.g., use of notation in various clefs; key and time signatures; scales and melodic elements; intervals, triads, and chords; figured bass; rhythm, meter, and tempo; dynamic and expressive symbols; music terminology).
- b. Demonstrate the ability to read a full instrumental and/or choral score and describe how the elements of music (e.g., doublings, melody and accompaniment, transpositions, orchestration) are used.

- c. Analyze and identify the form, style, compositional devices, harmonic progressions, and cadences in a score excerpt.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.1–1.2, Grade 2: 1.1–1.4, Grade 3: 1.1–1.2 and 1.6, Grade 4: 1.1–1.4 and 1.6, Grade 5: 1.1–1.3 and 1.6, Grade 6: 1.1–1.2 and 1.5–1.6, Grade 7: 1.1–1.2 and 1.5–1.6, Grade 8: 1.1–1.2 and 1.5–1.6, Grades 9 through 12–Proficient: 1.1 and 1.6, and Grades 9 through 12–Advanced: 1.1 and 1.5–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard I.)

Domain 2. Creative Expression

Candidates demonstrate an advanced understanding of the facets of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They perform expressively and skillfully on a primary instrument or with voice. To meet the needs of the general music classroom and ensemble rehearsals, they also play the keyboard proficiently. Candidates have a thorough knowledge of conducting techniques, and they demonstrate that they can conduct choral and instrumental ensembles expressively and skillfully. They are also skilled at sight-singing, sight-reading, composing, arranging, and improvising music for classroom and performance situations.

2.1 Instrumental and Vocal Proficiency

- a. Demonstrate competence on a primary instrument or with voice by performing individually and in ensembles with appropriate expression and good musicianship skills (e.g., technical accuracy, tone quality, intonation, articulation).
- b. Demonstrate sight-singing and sight-reading skills.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.1–2.3, Grade 1: 2.1–2.3, Grade 2: 2.1–2.3, Grade 3: 2.1–2.3, Grade 4: 1.2–1.3 and 2.1–2.2, Grade 5: 1.1–1.3 and 2.1–2.2, Grade 6: 1.1–1.2, 1.4, and 2.1–2.3, Grade 7: 1.1–1.2, 1.4, and 2.1–2.3, Grade 8: 1.1–1.2, 1.4, and 2.1–2.3, Grades 9 through 12–Proficient: 1.3 and 2.1–2.5, and Grades 9 through 12–Advanced: 1.3 and 2.1–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.2 Functional Keyboard Skills

- a. Demonstrate functional keyboard proficiency.
- b. Demonstrate sight-reading proficiency.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.3, Grade 4: 1.2–1.3 and 2.2, Grade 5: 1.1–1.3 and 2.2, Grade 6: 1.1–1.2, 1.4, and 2.3, Grade 7: 1.1–1.2, 1.4, and 2.3, Grade 8: 1.1–1.2, 1.4, and 2.3, Grades 9 through 12–Proficient: 1.3 and 2.4, and Grades 9 through 12–Advanced: 1.3 and 2.4. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.3 Conducting

- a. Understand and demonstrate basic conducting patterns.
- b. Understand and demonstrate cuing techniques.
- c. Understand and demonstrate techniques for conducting expressively.
- d. Interpret and analyze a choral or instrumental score (e.g., identifying potential performance issues).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 1.1, 1.4, 2.1, and 2.3–2.5, and Grades 9 through 12–Advanced: 1.1, 2.1, and 2.3–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.4 Composing and Arranging

- a. Recognize and understand compositional techniques and textures (e.g., counterpoint, ostinato, melody and countermelody, tone row).
- b. Understand and demonstrate how to arrange music (e.g., scoring techniques, transpositions, ranges) for voices and/or various acoustic or digital/electronic instruments.
- c. Understand and demonstrate how to harmonize a given melody.
- d. Understand and demonstrate, given specific parameters, how to create a melodic and/or rhythmic composition.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.4, Grade 3: 2.4, Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.4–2.5, Grade 7: 2.4–2.5, Grade 8: 2.4–2.5, Grades 9 through 12–Proficient: 2.6–2.8, and Grades 9 through 12–Advanced: 2.6–2.7.)

2.5 Improvising

- a. Understand and demonstrate how to create melodic and rhythmic improvisations.
- b. Understand and demonstrate techniques for improvising an accompaniment on keyboard.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.4, Grade 2: 2.4,

Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6–2.7, Grade 8: 2.6–2.7, Grades 9 through 12–Proficient: 2.9–2.10, and Grades 9 through 12–Advanced: 2.8. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

Domain 3. Historical and Cultural Foundations

Candidates demonstrate an advanced understanding of the historical and cultural foundations of music contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They demonstrate wide knowledge of music from around the world, the history of Western music, and the history of music in the United States and California. They use this knowledge when analyzing musical works for various purposes.

3.1 Music History and Cultural Context

- a. Identify and describe stylistic differences (e.g., genres, media, social functions) in music from various cultures and historical periods.
- b. Analyze musical works from various cultures and historical periods in terms of their form or genre, organizational principles, historical and cultural context, use of the elements of music, use of expressive devices, and any unique features they possess.
- c. Understand the roles of musicians and composers in diverse cultures and historical periods.
- d. Identify the influences of diverse cultural and ethnic groups on music in California and the United States.
- e. Demonstrate knowledge of instruments from a variety of cultures and historical periods.
- f. Explain how music from various cultures and historical periods reflects social functions, changing ideas, and cultural values.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 3.1–3.4 and 4.2, Grade 1: 3.1–3.4, Grade 2: 3.1–3.3, Grade 3: 3.1–3.4, Grade 4: 1.5 and 3.1–3.5, Grade 5: 3.1–3.5, Grade 6: 1.5 and 3.1–3.5, Grade 7: 1.5 and 3.1–3.6, Grade 8: 1.5, 3.1–3.6, and 4.3–4.4, Grades 9 through 12–Proficient: 1.6, 3.1–3.3, and 4.3–4.4, and Grades 9 through 12–Advanced: 1.6, 3.1–3.3, 3.5–3.8, and 4.2–4.3. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an advanced understanding of aesthetic valuing in music as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both

broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, and critique performances and works of music, including their own.

4.1 Critical Evaluation

- a. Know and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, and arrangements.
- b. Evaluate a performance, composition, arrangement, or improvisation by comparing it with an exemplary model.
- c. Know and apply criteria for evaluating and assessing the quality and effectiveness of one's own musical performance.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 2: 4.1, Grade 3: 4.1 and 4.3, Grade 4: 4.1, Grade 5: 4.2, Grade 6: 3.5 and 4.1–4.3, Grade 7: 4.1–4.3, Grade 8: 4.1–4.4, Grades 9 through 12–Proficient: 4.1–4.4, and Grades 9 through 12–Advanced: 4.1–4.3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an advanced understanding of music connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. Candidates are also familiar with the broad range of career and lifelong learning opportunities available in the field of music as well as the ways in which music functions in the media and entertainment industries.

5.1 Connections and Relationships

- a. Recognize and describe ways of integrating arts disciplines.
- b. Understand how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- c. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- d. Identify and explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated (e.g., acoustics).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.1, Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, and Grades 9 through 12–Advanced: 5.1–5.2.)

5.2 Career Applications and Functions of Music

- a. Identify a variety of careers and avocations in the field of music.

- b. Explain ways in which music functions in the media and entertainment industries (e.g., radio, television, Internet, advertising, film, video, theatre).
- c. Know and apply current research to support the inclusion of music in the school curriculum.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.2, Grade 2: 5.2, Grade 3: 5.2, Grade 5: 5.1–5.2, Grade 6: 5.2, Grade 7: 5.2–5.3, Grade 8: 5.2–5.3, Grades 9 through 12–Advanced: 4.1 and 5.2–5.3, and Grades 9 through 12–Proficient: 5.2–5.3.)

Domain 6. Music Methodology and Repertoire

Candidates demonstrate an advanced understanding of music methodology and repertoire for listening and performance that reflects the content in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of methodology of general music as well as instrumental and choral performance ensembles. Candidates are familiar with a broad range of repertoire, and they apply criteria to evaluate pieces of music for specific purposes. Candidates are familiar with the broad range of technology used in creating, listening to, and studying music. They are also knowledgeable about strategies for sequencing music activities and about specialized music evaluation tools.

6.1 Music Methodology

- a. Demonstrate knowledge of techniques for developing aural perception skills and for developing the ability to read and interpret music.
- b. Demonstrate basic knowledge of various music learning approaches and methodologies (e.g., Orff Schulwerk, Kodály, Dalcroze, Suzuki, and Gordon Music Learning Theory).
- c. Demonstrate knowledge of basic instrumental techniques.
- d. Demonstrate knowledge of basic vocal/choral techniques.
- e. Demonstrate basic knowledge of solfège methodologies.
- f. Demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar, and percussion.
- g. Demonstrate knowledge of ensemble rehearsal techniques.
- h. Demonstrate knowledge of the effects of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances on music learning.
- i. Identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- j. Demonstrate knowledge of specialized music evaluation tools such as pencil-and-paper critiques, videotaping, audiotaping, portfolios, adjudication forms, and rubrics.

- k. Demonstrate an understanding of the developmental stages of learning (i.e., knowledge of the cognitive, physical, and social development of students) in relation to music.
- l. Recognize uses of technology as a tool in creating, listening to, and studying music
(e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, other digital/electronic technology).
- m. Understand strategies for facilitating equity, access, accommodation, and adaptation in learning music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard III.)

6.2 Repertoire and Literature for Listening, Performance, and Study

- a. Know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods for various developmental levels and applications in school and community settings.
- b. Demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- c. Demonstrate familiarity with sequential, developmental, and cultural factors used in selecting music literature for performance.
- d. Know and apply criteria for selection of music repertoire and literature to make connections and enhance relationships with other curricular areas.
- e. Know copyright laws and legal consequences as they apply to the school music program.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 4: 2.1–2.2, Grade 5: 2.1–2.2, Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 2.1, 2.4, and 3.4–3.5, and Grades 9 through 12–Advanced: 2.1, 2.4, and 3.4. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard IV.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Music

Candidates for Single Subject Teaching Credentials in music are accomplished musicians with excellent musicianship skills and a thorough understanding of musical content knowledge. They demonstrate functional keyboarding skills and perform proficiently on a primary instrument or with voice, and they are able to demonstrate these skills effectively in the classroom to inspire and instruct their students. They apply their comprehensive knowledge of music theory, music history, and cultural context to analyze musical works. They use this information to conduct and produce technically accurate and musically expressive instrumental and choral performances. Using their knowledge of aesthetics, they develop and apply criteria for critiquing performances and compositions.

As prospective music teachers, candidates are knowledgeable about various methodologies for providing developmentally appropriate sequential instruction in general music and performance classes. Candidates have a thorough knowledge of the California State Content Standards for music, and they incorporate these standards into instruction. They know how to incorporate technology into instruction, and they connect instruction in music with other arts and academic disciplines. They are also familiar with a wide range of repertoire for listening and performance, and they incorporate into instruction pieces of music from a wide range of historical periods, styles, and cultures. They know techniques for developing singing skills and techniques for playing a variety of instruments and can transfer this information to their students. Candidates are also well versed in a variety of techniques for planning and assessing learning in general music and performance classes, and they are able to adapt instruction to meet the needs of all students in their classes. Being familiar with various careers available in the field of music, they are able to inform students about and encourage students to investigate opportunities for pursuing a career in music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards III and IV. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

Physical Education Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Physical Education

Domain 1. Professional Foundations

Candidates demonstrate an understanding of the philosophical, historical, and legal/ethical foundations of physical education. To plan and implement programs that are aligned with the approved Physical Education Framework or other approved state documents and the Challenge Standards for Student Success: Physical Education (1998), candidates must have a broad and deep understanding of issues that affect the field, of the professional responsibilities of physical educators, and of the past and present philosophies of physical education and their impact on contemporary programs.

1.1 Philosophies of Physical Education

- a. Demonstrate knowledge of past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs.
- b. Demonstrate an understanding of the organization, purposes, and goals of contemporary physical education programs.

1.2 Historical Development

Demonstrate knowledge of the historical development of physical education, including contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.

1.3 Current Research, Trends, and Issues

Analyze current research, trends, and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.

1.4 Legal and Ethical Issues

Demonstrate an understanding of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability, and diversity.

1.5 Interrelationships of the Subdisciplines of Kinesiology

Demonstrate an understanding of the interrelationships of the subdisciplines of kinesiology.

1.6 Professional Responsibilities, Organizations, and Resources

- a. Demonstrate knowledge of professional responsibilities, organizations, and resources that support physical education (e.g., AAHPERD, American College of Sports Medicine, National Council for the Exceptional Individual).
- b. Demonstrate knowledge of current state and national standards for physical education.

1.7 Relationship Between Human Movement Activities and Values

- a. Demonstrate an understanding of human movement activities as instruments for maintaining traditional values and/or for examining and changing traditional values.
- b. Analyze the role of physical education in promoting equity for diverse groups.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4, 7, 8, and 9.)

Domain 2. Growth, Motor Development, and Motor Learning

Candidates must demonstrate an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach the movement knowledge and skills contained in the Challenge Standards for Student Success: Physical Education (1998). Foundational knowledge of physical growth, motor development, and motor learning helps ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe, and effective physical education program.

2.1 Individual Differences

- a. Demonstrate knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength, and speed.
- b. Analyze individual physical changes and their impact on mechanical and physiological aspects of motor performance.

2.2 Perceptual-Motor Development

Know components of perceptual-motor development such as visual, auditory, tactile, and kinesthetic discrimination and how they relate to skill acquisition and performance.

2.3 Physical and Developmental Changes

Demonstrate an understanding of physical changes that occur with growth, development, and age, and analyze their impact on mechanical and physiological aspects of motor performance.

2.4 Motor Learning

Relate classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.

2.5 Motor Task Analysis

Apply knowledge of motor task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to the process of learning movement skills.

2.6 Conditions Affecting Growth, Motor Development, and Motor Learning

Analyze conditions that affect growth, motor development, and motor learning such as diseases, disabilities, and social, emotional, and environmental factors.

2.7 Developmental Differences Affecting Motor Skills Acquisition

Demonstrate an understanding of developmental differences in motor learning and factors that affect motor skills acquisition for individuals with disabilities.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1 and 2. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standard 2.)

Domain 3. The Science of Human Movement

Candidates demonstrate an understanding of the scientific bases of human movement. To guide students in meeting the goals identified in the Challenge Standards for Student Success: Physical Education (1998), candidates must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences, including disabilities. A broad and deep understanding of the sciences involved in human movement, including anatomy, physiology, kinesiology/biomechanics, exercise physiology, and health-related fitness, enables candidates to understand and explain motion; recognize changes in body systems resulting from practice, development, and response to exercise; and provide instruction in safe and efficient body mechanics.

3.1 Body Systems

Demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.

- 3.2 Basic Kinematic and Kinetic Principles of Motion**
Apply knowledge of basic kinematic and kinetic principles of motion including, but not limited to, summation of forces of equilibrium, vectors, and force-velocity relationships.
- 3.3 Biomechanical Principles**
- a. Apply knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) to a broad range of movement activities.
 - b. Apply knowledge of biomechanical principles in relation to individual differences and to body mechanics for safe and efficient movement/motion.
- 3.4 Movement Analysis**
Apply knowledge of movement analysis to movement patterns, including technologies for movement analysis.
- 3.5 Effects of Exercise**
Demonstrate knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.
- 3.6 Components of Wellness**
- a. Demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction, and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition).
 - b. Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical fitness.
- 3.7 Physical Fitness Testing and Prescription**
Demonstrate knowledge of physical fitness testing, exercise prescription, and fitness programs for all individuals, including those with disabilities, as well as the components of health-related fitness and technologies for fitness testing and training.
- 3.8 Factors Affecting Physical Performance**
Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical performance.
- 3.9 Safety, Injury Prevention, and First Aid**
Demonstrate an understanding of safety-related topics such as the prevention and care of injuries, cardiopulmonary resuscitation, and first aid.
- 3.10 Physiological Principles of Fitness**
Apply knowledge of physiological principles (e.g., overload, specificity, FIT, reversibility) to the components of physical fitness.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 4. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 3, 5, and 10.)

Domain 4. The Sociology and Psychology of Human Movement

Candidates demonstrate an understanding of the sociology and psychology of human movement. Physical activity provides a context for a broad range of experiences that can be used to promote the personal and social developmental concepts and skills contained in the Challenge Standards for Student Success: Physical Education (1998). A broad and deep understanding of the sociological and psychological aspects of movement activities helps ensure that candidates are prepared to promote students' motivation for physical activity, regardless of students' abilities, and their development of positive, responsible personal and social behaviors that encourage lifelong physical activity.

4.1 Personal Development

Analyze the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression, and body image.

4.2 Theories Related to Motivation

Demonstrate an understanding of contemporary theories such as attribution, social learning, competence, learned helplessness, self-efficacy, and other social/psychological theories as they relate to motivation in physical activities.

4.3 Social Development

- a. Analyze the relationship of movement to social interaction and the development of group member identity through physical education activities.
- b. Identify strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building, and risk taking.

4.4 Role of Movement Activities in Society

- a. Demonstrate knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values, and institutions.
- b. Demonstrate knowledge of the role of movement activities in the development of social interaction skills, a sense of group identity, and a sense of productive participation with others.
- c. Demonstrate knowledge of the role of movement activities in promoting positive social behaviors and traits (e.g., loyalty; compassion; fairness; understanding and appreciation of similarities, differences, and abilities).

4.5 Factors Influencing Activity Choices

Analyze factors that influence an individual's activity choices (e.g., gender, age, ethnicity, culture, disability).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 4, 5, and 6. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4 and 8.)

Domain 5. Movement Concepts and Forms

Candidates demonstrate an understanding of the movement concepts and forms contained in the Challenge Standards for Student Success: Physical Education (1998). These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, candidates must have a broad and deep understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.

5.1 Fundamental and Creative Movement Skills

- a. Demonstrate knowledge of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).
- b. Demonstrate knowledge of creative movement such as exploration, improvisation, and problem solving.

5.2 Dance Concepts and Forms

- a. Demonstrate knowledge of skills used in rhythmic activities, creative dance, and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical).
- b. Demonstrate an understanding of the use of dance to express perceptions, feelings, images, and thoughts.
- c. Demonstrate an understanding of dance concepts, forms, and basic vocabulary.

5.3 Gymnastic Movements

- a. Demonstrate knowledge of gymnastic forms such as rhythmic gymnastics and educational gymnastics.
- b. Demonstrate knowledge of gymnastic movements such as stunts, tumbling, apparatus work, and floor exercise.

5.4 Aquatic Skills

Demonstrate knowledge of aquatic skills such as water safety, swimming strokes, diving, and water fitness activities and games.

5.5 Individual, Dual, and Team Sports and Games

- a. Demonstrate knowledge of techniques, skills, critical elements, scientific principles, and equipment for individual, dual, and team sports and games.
- b. Apply knowledge of developmental progressions for sports activities.
- c. Demonstrate an understanding of principles of game strategies.
- d. Demonstrate knowledge of safety, etiquette, fair play, and fair competition.
- e. Apply knowledge of how to promote critical-thinking, decision-making, problem-solving, collaboration, communication, leadership, conflict-resolution, and teamwork skills through participation in sports and games.
- f. Demonstrate knowledge of the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sports and games.

5.6 Outdoor Education

- a. Demonstrate knowledge of techniques, skills, and safety issues for outdoor education activities.
- b. Identify long-term psychological, physiological, and lifestyle benefits of participation in outdoor education activities.

5.7 Nontraditional and Cooperative Activities

- a. Identify examples of nontraditional, global, and cooperative games and activities (e.g., Pickle ball, bocce ball, team juggling).
- b. Apply knowledge of how to promote critical thinking, decision making, problem solving, collaboration, cooperation, leadership, and communication through participation in non-traditional and cooperative activities.

5.8 Combative Activities

Demonstrate knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.

5.9 Fitness Activities

Demonstrate an understanding of fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 4. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standard 5.)

Domain 6. Assessment and Evaluation Principles

Candidates must demonstrate an understanding of assessment principles and procedures in order to be able to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the Challenge Standards for Student Success: Physical Education (1998). A rigorous knowledge of assessment helps ensure that candidates can determine whether individuals, including those with diverse backgrounds, varying abilities, and special needs, have progressed and achieved specified goals in physical education. Candidates must be able to select, adapt, and develop appropriate assessment instruments and strategies based on sound research principles related to physical, motor, and fitness attributes and needs of individuals and classes.

6.1 Evaluation Methods in Physical Education

Demonstrate knowledge of evaluation methods used for the various domains of learning in physical education (e.g., physical, psychomotor, cognitive, social, affective).

6.2 Techniques of Test Construction, Evaluation, and Administration

Demonstrate knowledge of basic strategies of test construction, evaluation, and administration for traditional, holistic, and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.

6.3 Test Characteristics

Apply knowledge of test characteristics such as validity, reliability, and objectivity.

6.4 Assessment Techniques and Tools

Apply knowledge of assessment strategies and instruments, including technology, that are appropriate for individuals with diverse backgrounds, special needs, and disabilities.

6.5 Types of Evaluation

- a. Demonstrate an understanding of types of evaluation such as norm-referenced, criterion-referenced, content-referenced, and authentic assessment.
- b. Demonstrate knowledge of formative and summative evaluation strategies.

6.6 Basic Statistical Applications

Demonstrate knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.

6.7 Interpretation and Communication of Assessment Data

Apply skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, and 5. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 6, 10, and 11.)

Domain 7. Integration of Concepts

Candidates must demonstrate an understanding of the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences that provide students with opportunities to achieve the goals contained in the Challenge Standards for Student Success: Physical Education (1998).

7.1 Interpretation and Application of the Subdisciplines of Kinesiology

Interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student skill acquisition and performance.

7.2 Selecting, Adapting, and Modifying Activities

Use developmental information to appropriately select, adapt, and modify sports and games based on goals, skill levels, individual needs, and disabilities.

7.3 Developmental Progressions

Demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.

7.4 Learning Concepts and Principles

Use concepts and principles of learning to analyze observed individual differences.

7.5 Connections Between Physical Education and Other Disciplines

Demonstrate knowledge of connections between physical education and other subject areas such as life and physical sciences, social science, health, mathematics, language arts, and visual and performing arts.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 2, 3, 4, 6, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 5, 7, 9, 10, and 11.)

Part II: Subject Matter Skills and Abilities

Applicable to the Content Domains in Physical Education

Candidates apply knowledge of the theoretical and scientific bases of human movement to design, select, and modify physical activities that reflect students' developmental characteristics and individual differences. They draw upon knowledge of the subdisciplines of kinesiology to ensure that students are able to participate safely and effectively in physical education activities designed to develop and enhance their movement skills and movement knowledge.

Candidates understand significant factors and influences in developing, analyzing, and assessing basic motor skills. They know how to structure developmentally appropriate activities to promote maximum participation, inclusion, and active engagement in a wide range of movement forms, including traditional and nontraditional games, sports, dance, and fitness activities. They select and create cooperative and competitive activities that promote trust building, problem solving, collaboration, leadership, and strategic planning. They design fitness programs and recommend exercises and activities that are based on sound physiological and fitness training principles. Candidates understand the short-term and long-term benefits of a healthy, active lifestyle and know how to demonstrate and communicate these benefits to students.

Candidates apply knowledge of the sociological, psychological, philosophical, historical, and cultural dimensions of physical education to select and develop activities and approaches that promote students' development of positive personal and social behaviors, including social interaction and communication skills. They are aware of the role of movement activities in helping participants develop a sense of individual identity and group member identity. Candidates use knowledge of historical and cultural influences on games, sports, dance, and other physical activities to enhance student awareness and appreciation of cultural and artistic diversity, the role of movement in society, and the use of physical activity for enjoyment and self-expression. They recognize the importance of inclusion, fair play, and etiquette, as well as respect and consideration for self and others. Candidates understand that many factors influence an individual's activity choices and carefully evaluate the appropriateness of activities in terms of participants' age and developmental levels, motor proficiency, gender, cultural background, and physical strengths and limitations. Candidates apply knowledge of student development and learning to select activities and approaches that help students experience the benefits of individual challenges and successes, and they use principles of learning and motivation to spark students' interest in physical activity and their desire to engage in lifelong physical activity.

Candidates use their knowledge of assessment principles and procedures to collect, analyze, interpret, and summarize assessment data. They know physical fitness testing principles, technologies, and techniques and are prepared to administer the state-mandated physical fitness assessment. Candidates are able to interpret and communicate test results, performance profiles, and other types of assessment information in a meaningful and sensitive way.

Candidates understand connections among the subdisciplines of kinesiology, as well as connections between physical education and other subject areas and use this understanding to provide learning activities that promote student skill acquisition and performance. Candidates select, adapt, and modify activities based on program goals, individual differences, and individual needs so that all students have an opportunity to develop their understanding and application of movement skills and concepts and to use this knowledge in exploring other academic and life skills areas.

ATTACHMENT C

RECOMMENDED STANDARDS AND PRECONDITIONS FOR ART, LANGUAGES OTHER THAN ENGLISH, MUSIC, AND PHYSICAL EDUCATION

Art Standards

Standard 11: Artistic Perception

The program requires prospective teachers to understand the foundations of artistic perception at an advanced level of proficiency. Throughout the program, students develop perceptual skills and conceptual knowledge of elements of art and principles of design. Candidates respond to the environment and to the formal and expressive qualities in works of visual art and design using arts vocabulary.

Required Elements:

- 11.1 The coursework prepares prospective teachers to demonstrate knowledge of and analyze the characteristics and expressive qualities of the elements of art that contribute to meaning in the environment and works of art and design.
- 11.2 The coursework prepares prospective teachers who demonstrate knowledge of and analyze the characteristics and expressive qualities of the principles of design that contribute to meaning in the environment and works of art and design.
- 11.3 The coursework addresses the interrelationship between the elements of art and the principles of design as a visual language used to respond to the environment and works of art and design.
- 11.4 The coursework requires candidates to perceive and respond to specific effects found in a multiplicity of forms, media, genres, purposes, and functions using visual arts language.
- 11.5 Candidates' responses express complex sensory, emotional, and psychological perceptions of works of art and the environment.

Standard 12: Creative Expression

The program requires prospective teachers to develop breadth of competence in several areas of art production. Prospective teachers are required to practice art production that reflects individual experiences and that moves them toward advanced levels of proficiency. Candidates demonstrate depth of competence in at least one area of two dimensional, three dimensional, new and emerging art forms, and media arts. Prospective teachers develop personal thematic content, individual artistic style, and vision. The program requires candidates to articulate the rationales for their artistic choices.

Required Elements:

- 12.1 Candidates are required to take courses that provide for the development and demonstration of competencies in two-dimensional, three-dimensional, new and emerging art forms, and media arts, including applications of appropriate technological tools.
- 12.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 12.3 The program prepares prospective art teachers to generate multiple solutions to artistic problems using appropriate tools, techniques and materials to create meaningful original art.
- 12.4 Candidates are expected to possess the ability to develop a variety of original problems and solutions, expressing thematic content and individual artistic style.
- 12.5 Candidates will be able to reflect on their artistic processes and the quality of their work. They will articulate the rationale for their visual choices and artistic concerns.
- 12.6 Candidates should possess technical proficiency in the safe use of appropriate materials, tools and processes in the production of original art.

Standard 13: Historical and Cultural Context of the Visual Arts

The program provides a broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts societies, past and present. The program requires all prospective art teachers to demonstrate understanding of the role of art in reflecting, recording, and shaping history. Candidates analyze the artwork of cultures as reflecting the shared values, attitudes, and beliefs of diverse groups of people.

Required Elements:

- 13.1 Coursework will enable candidates to demonstrate knowledge of how visual art communicates, documents, expresses emotion, and shares experiences. Prospective teachers will analyze the purposes of art and understand the role of the arts within both local and global communities throughout history.
- 13.2 The program requires prospective teachers to identify, recognize, analyze and write about artworks and artists from various times, places and cultures. The program requires candidates to compare and contrast artwork within, across, and between cultures.
- 13.3 The program requires candidates to demonstrate knowledge of how the tools, materials and processes of various time periods influenced the form of artworks during those times.
- 13.4 The program requires candidates to demonstrate the ability to analyze artwork that influences as well as reflects the society in which it was created.
- 13.5 Candidates are required to investigate the cultural contributions of various native, immigrant and underrepresented groups to the art of California and the United States.

Standard 14: Aesthetic Valuing

The coursework relates artistic perception to aesthetic concepts to establish a foundation for aesthetic valuing and criticism. Candidates demonstrate the ability to respond to works of art, enabling them to understand the power and nature of the aesthetic experience. Candidates demonstrate the ability to make and justify critical judgments about the quality and success of their own work and the work of others.

Required Elements:

- 14.1 The program provides coursework that clarifies the relationship between the art maker, the artwork and the viewer. Candidates will analyze intentions and motivations of the art maker, derive meaning, and articulate how form, content and cultural context influence the making of art.
- 14.2 Candidates will use elements of art and principles of design, aesthetic theories, art criticism models, critical evaluation and historical influences to assess their own work and the work of others.
- 14.3 The program requires candidates to make informed judgments through analyzing, interpreting and critiquing works of art representing a wide diversity of forms, media, purposes and functions.

Standard 15: Connection, Relationships and Applications

The program provides connections between visual art and performing arts, other academic subjects, and the world at large. Prospective teachers will apply what they have learned in the visual arts across subject areas. Through coursework including visual literacy, candidates discover, appreciate and value contributions of the visual arts to culture, society and the economy in today's world. Candidates experience the role of art in lifelong learning and are exposed to a wide range of careers in the visual arts. Candidates relate art processes to the skills needed for lifelong learning and career development.

Required Elements:

- 15.1 Coursework will develop candidates' understanding of common concepts, areas of concern and methods of inquiry found between arts and other major subject areas. It will address fundamental values that inherently connect subject areas.
- 15.2 Coursework will develop competency in visual literacy that includes the ability to transform thoughts and information into images and construct meaning from the visual image.
- 15.3 Coursework requires candidates to learn about careers in and related to the visual arts.
- 15.4 Coursework requires candidates to demonstrate skills, such as problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.
- 15.5 Candidates utilize the functions and applications of art in a variety of contexts (i.e., entertainment, technological, social, therapeutic, and commercial product design).

Standard 16: History and Theories of Learning in Art

The program provides a comprehensive knowledge of the history and theories of art education and the role of the arts in human development. Candidates consider diverse perspectives in art education which emphasize the influence of the linguistic and cultural backgrounds and learning styles and developmental levels of art learners.

Required Elements:

- 16.1 Through coursework and field work, candidates learn about the role of the visual arts in human development.
- 16.2 Through coursework and field work, candidates learn how culture, ethnicity, language and the arts affect the ways people respond to ideas and visual information.
- 16.3 Candidates in the program analyze and discuss the history, philosophy, and theories that underlie the learning of art.
- 16.4 Candidates gain knowledge of how art making is influenced by individual and cultural diversity.
- 16.5 Through coursework and fieldwork, candidates learn about the role of the visual arts in human development.
- 16.6 Coursework requires candidates to demonstrate understanding of the different developmental levels of visual art learners.
- 16.7 The program addresses equity and access issues in art related to gender, age, culture, economics, politics, and other factors.

Standard 17: The Studio and Field Experience

The program requires candidates to experience visual arts under actual and simulated circumstances. Candidates in the program experience art in actual settings, developing materials to promote entry to a visual arts field. The program develops in candidates habits of responsibility for the maintenance, care and safety of a studio space. Candidates are required to experience art in a real world setting beyond the classroom.

Required Elements:

- 17.1 Candidates participate in community art activities (e.g., community murals, public school programs, arts administration, etc.).
- 17.2 Candidates visit art venues and businesses on a continual basis (e.g., galleries, museums, architecture firms, etc.).
- 17.3 Candidates use current technology in the studio to plan, produce, document and manage art work.
- 17.4 Candidates organize materials and equipment in a productive and safe manner.
- 17.5 Candidates participate in exhibition to include their own work and assemble a representative portfolio of work for purposes of self-assessment and professional advancement.

Standard 18: Core/Breadth

The subject matter preparation for prospective teachers is academically rigorous, creatively challenging, and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted Visual Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001) and Visual and Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004). The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development throughout the teachers' professional careers.

Required Elements:

- 18.1 Coursework in the program requires candidates to utilize and apply the major strands of the state framework and content standards.
- 18.2 The core program provides broad foundational studies in the six domains of the Art Subject Matter Requirements.
- 18.3 The program requires candidates to apply elements of art and principles of design in the development of perceptual and analytical skills.
- 18.4 The core coursework leads to the production of two-dimensional art, three-dimensional art, new and emerging art forms, and media arts using appropriate technology that demonstrates a breadth of technical proficiency in each area.
- 18.5 The program provides preparation in art history (Western and non-Western cultures and perspectives, American, Californian, post-World War II), both integrated and discrete.
- 18.6 The program integrates current and emergent models of art criticism in the curriculum and requires candidates to apply these models to art works.
- 18.7 Candidates develop visual literacy that enables them to understand the roles and functions of art and other disciplines in a global context.
- 18.8 The program requires candidates to demonstrate a comprehensive understanding of the role of art in human development and the history and theories of learning in art.

Standard 19: Studio Concentrations (Depth)

The program includes coursework to supplement the core and prepare prospective teachers in the range of subjects included in the State-adopted Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004) and the Visual and Performing Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001). Candidates are required to specialize in one or more studio content areas.

Required Elements:

- 19.1 The program requires candidates to develop higher level proficiencies within a single, specific studio concentration with intermediate and advanced studies at the university level.
- 19.2 Program faculty provide advising to assist candidates in developing professional focus for their program of study..
- 19.3 Candidates demonstrate their depth of study through a professional portfolio that demonstrates growth; reflects quality of work; expresses informed judgment and critical decision-making; and defines their breadth of technical, conceptual, perceptual, and expressive abilities.
- 19.4 Candidates document, describe, analyze and reflect upon their art experiences (e.g., journals, critical essays, written research, artists' statements) to demonstrate depth of understanding in the discipline.

Preconditions for the Approval of Subject Matter Programs in Art

To be approved by the Commission, a Subject Matter Program in Art must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Art shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in art subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of art and related subjects in the California public schools, including two-dimensional art, three-dimensional art, new and emerging art, media art, art history, art criticism, and history and theories of learning in art.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Languages Other Than English (LOTE) Standards

Standard 11: Program Philosophy and Purpose

The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution's concept of a well-prepared teacher of language.

Required Elements:

- 11.1 The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants' awareness of recent paradigms and research in language, literature, culture and linguistics.
- 11.2 The program philosophy and intended outcomes are consistent with the major themes and emphasis of the Foreign Language Framework for California Public Schools K-12, other state curriculum documents, and nationally adopted guidelines for teaching languages.
- 11.3 The program philosophy recognizes that all students are capable of learning languages in addition to their primary language and should have access to a variety of language learning opportunities.
- 11.4 The program philosophy values candidates' diverse language and cultural backgrounds and acknowledges the need to respond to the strengths and needs of prospective candidates.
- 11.5 The program provides both formative and summative assessment of candidate competencies.
- 11.6 The program philosophy recognizes that prospective teachers need to understand and value the role of culture in language acquisition and are able to function in multiple cultural contexts.

Standard 12: Nature of Language

The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.

Required Elements:

- 12.1 The program develops candidates' abilities to demonstrate an understanding of the nature, purposes and uses of language, including the basic elements of language structure as well as the universal characteristics of human language.
- 12.2 The program prepares candidates to analyze the processes by which languages change over time to understand how languages vary geographically, socially, and ethnographically and to describe the relationships among different languages.
- 12.3 The program prepares candidates to demonstrate an understanding of the communicative functions of language and how those functions vary depending upon the context and purpose of the communications.
- 12.4 The program prepares candidates to demonstrate an understanding of the language acquisition process; developmental patterns of language learning; the cognitive, affective, and social factors impacting language teaching and learning; and the interrelationship of language and culture.

Standard 13: Linguistics of the Target Language

The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.

Required Elements:

- 13.1 The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the target language.
- 13.2 The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in target language samples.
- 13.3 The program requires prospective teachers to analyze and contrast linguistic structures, and compare and contrast words, idioms and inflections of the target language and English.
- 13.4 The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of the target language discourse.

Standard 14: Literary and Cultural Texts and Traditions

The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media.

Required Elements:

- 14.1 The program requires prospective teachers to analyze, interpret and reflect upon the major movements, genres, writers and works in the literature of the target language.
- 14.2 The program requires prospective teachers to analyze the elements of literary works and interpret the use of rhetorical and literary techniques.
- 14.3 The program requires prospective teachers to identify and analyze the historical, social and cultural influences on works of literature in the target language
- 14.4 The program requires prospective teachers to interpret changes over time in the target culture by using their knowledge of the literary and cultural traditions of the target culture.
- 14.5 The program requires prospective teachers to identify and analyze the ways in which literary and intellectual works and movements of cultures associated with the target language both reflect and shape those cultures.
- 14.6 The program requires prospective teachers to analyze and interpret a wide range of literary and cultural texts as represented by a variety of forms and media.
- 14.7 The program requires prospective teachers to evaluate the use of language to inform, persuade, and evoke reader response.

Standard 15: Cultural Analysis and Comparison

The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas.

Required Elements:

- 15.1 Candidates develop an understanding of how a culture manifests itself through multiple perspectives.
- 15.2 Candidates compare and contrast various elements of the target culture with those of other cultures.
- 15.3 Candidates demonstrate an understanding of how factors such as geography, politics, history, religion, education and socio-economic systems, as well as prominent figures, affect the target culture(s).
- 15.4 Candidates demonstrate an understanding of how the practices and products of a target culture reflect cultural perspectives..
- 15.5 Candidates identify and analyze stereotypes and their effects on the perceptions of and attitudes toward the target culture(s).

Standard 16: Language and Communications: Listening Comprehension

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the states of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker's purposes, assumptions and intended audience.

Required Elements:

- 16.1 The program requires candidates to demonstrate an understanding of the main ideas and significant details in a variety of authentic contexts (literal comprehension of spoken language).
- 16.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in oral messages (inferential and interpretative comprehension of spoken communication).
- 16.3 The program requires prospective teachers to analyze and evaluate oral messages in relation to their purposes, contexts and points of view (critical analysis of spoken communication).

Standard 17: Language and Communications: Reading Comprehension

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language. Candidates who are readers of languages using a Roman alphabet will identify main ideas and details, move beyond literal comprehension and identify the author's perspective(s) or cultural perspective(s), and candidates who are readers of languages using a non-Roman alphabet will demonstrate a literal level of comprehension, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. The program also requires that prospective teachers demonstrate the ability to think critically about what they read and to evaluate texts from a variety of media in the target language.

Required Elements:

- 17.1 The program requires that prospective teachers identify and comprehend the main idea and significant details within a given text (literal comprehension).
- 17.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in a variety of texts (inferential and interpretative comprehension of texts and other media).
- 17.3 The program requires candidates to apply critical reasoning skills to texts from a variety of media, including written and electronic media (critical analysis of texts and other media).

Standard 18: Language and Communications: Oral Expression

The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language. Candidates in Group I, II and III languages on the FSI (Foreign Service Institute) scale must speak at a minimum level of Advanced-Low and candidates in Group IV languages must speak at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes.

Required Elements:

- 18.1 The program develops candidates' abilities to communicate effectively in informal settings, including both ordinary and unexpected situations, as well as in formal settings. Each candidate uses different registers and styles of speech appropriate to diverse audiences, as appropriate to the target language.
- 18.2 The program prepares prospective teachers to understand and use appropriate oral discourse for different communicative purposes including narrating, requesting, persuading, comparing and contrasting. Candidates formulate and defend hypotheses as well as speak effectively on abstract topics and themes, as appropriate to the target language.
- 18.3 The program requires prospective teachers to acquire and demonstrate competence in expressing ideas, using culturally appropriate language across a range of content, including the arts, literature, politics, society and current events appropriate to the target language.

Standard 19: Language and Communications: Written Expression

The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language. Candidates in languages that use the Roman alphabet, including classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, and candidates in languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types.

Required Elements:

- 19.1 The program requires candidates to write in major time frames, employing vocabulary appropriate to purposes, using a variety of linguistic structures and idiomatic expressions.
- 19.2 The program requires prospective teachers to employ a variety of text types in their writings and to accurately express ideas in culturally appropriate language across a range of content.
- 19.3 The program requires prospective teachers to write coherent texts, using appropriate stylistic devices and sociolinguistic parameters for given audiences, purposes and occasions.

Standard 20: Connection to Other Disciplines and Language Communities

The program builds upon “Varied Teaching Strategies” (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.

Required Elements:

- 20.1 The program faculty implements a variety of technology-assisted teaching and learning experiences that assist students to identify and interact with the local, regional and international language communities associated with the target language.
- 20.2 The program integrates content from other disciplines to strengthen interdisciplinary competency in the target language.
- 20.3 The program requires students to analyze the role and importance of media in communication in the target language.
- 20.4 The program requires students to know professional opportunities related to languages and the role of language competency in careers and professional issues in a global context.
- 20.5 The program facilitates the interaction of students with local resources and community events that help to deepen and broaden prospective teachers’ language and cultural background for teaching and learning.

Preconditions for the Approval of Subject Matter Programs in Languages Other than English

To be approved by the Commission, a Subject Matter Program in Languages Other than English must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Languages Other Than English shall prepare prospective teachers in one language other than English, and shall include at least 33 semester units (or 50 quarter units) of advanced (non-introductory) coursework in the language and in related subjects commonly taught in California public schools.
- (2) The program coursework in (or directly related to) a language other than English shall include language, culture, linguistics, literature, and other related subjects commonly taught in California public schools. All courses used to meet the standards in the program shall be taught in the target language, with the exception of programs for classical languages such as Greek and Latin.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Music Standards

Standard 11: Artistic Perception: Aural Musicianship, Written Theory and Analysis

Prospective teachers in the program possess highly developed aural musicianship and aural analysis skills and have acquired knowledge of written music theory and analysis.

Required Elements:

- 11.1 The program develops aural musicianship skills, including the ability to transcribe musical excerpts (including rhythm, melodic and harmonic dictation) and error detection in musical performances.
- 11.2 Prospective teachers in the program analyze and describe form, style and expressive elements in Western and non-Western music.
- 11.3 The program prepares prospective teachers to read and notate music at an advanced level, including full instrumental and choral scores.
- 11.4 The program prepares prospective teachers to understand techniques of orchestration and to have facility in transposition.
- 11.5 The program prepares prospective teachers to analyze and identify musical forms and styles, compositional devices, harmonic progressions and cadences.

Standard 12: Creative Expression: Instrumental and Vocal Proficiency, Keyboard Skills, Sight Singing, Sight Reading, Conducting, Composing and Arranging and Improvising

Prospective teachers in the program perform expressively and skillfully on a primary instrument or voice and demonstrate basic proficiency in keyboard skills. Prospective teachers also demonstrate understanding of and skill in conducting techniques. Prospective teachers are able to sight sing, sight read, improvise, compose and arrange music.

Required Elements:

- 12.1 Prospective teachers in the program perform on a primary instrument or with voice using appropriate expression and excellent musicianship and technical skill.
- 12.2 The program prepares prospective teachers to demonstrate functional proficiency on keyboard.
- 12.3 The program prepares prospective teachers to demonstrate basic proficiency in sight singing and sight reading.
- 12.4 The program prepares prospective teachers to understand and demonstrate expressively and skillfully a thorough knowledge of conducting techniques, including analysis, interpretation and identification of potential performance issues in a musical score.
- 12.5 Prospective teachers in the program understand and apply compositional techniques and textures.
- 12.6 Prospective teachers in the program understand and demonstrate the ability to arrange music for voices and various acoustic or digital/electronic instruments.
- 12.7 Prospective teachers in the program are able to harmonize melodies and create melodic and rhythmic compositions given specific parameters.
- 12.8 Prospective teachers in the program are able to improvise in an appropriate style on a primary instrument or voice and are able to improvise an accompaniment in an appropriate style on keyboard.

Standard 13: Historical and Cultural Foundations

Prospective teachers in the program demonstrate wide knowledge of Western and selected non-Western music and apply this knowledge to analyze musical works.

Required Elements:

- 13.1 Prospective teachers in the program identify and describe stylistic differences of music from various cultures and historical periods.
- 13.2 Prospective teachers in the program analyze musical works from various cultures and historical periods in terms of context, elements of music and unique features.
- 13.3 Prospective teachers in the program understand the roles of musicians and composers in diverse cultures and historical periods and how music has reflected social functions, changing ideas and cultural values.
- 13.4 Prospective teachers in the program demonstrate general knowledge of instrument from a variety of cultures and historical periods.
- 13.5 Prospective teachers in the program identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Standard 14: Aesthetic Valuing

The subject matter program develops an understanding of aesthetic valuing in music. Prospective candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze and critique performances and works of music, including their own.

Required Elements:

- 14.1 The program provides prospective teachers with a variety of appropriate strategies for assessing their own musical performance.
- 14.2 The program provides prospective teachers with knowledge to evaluate the quality of musical performances, compositions and arrangements through the study of exemplary models.
- 14.3 The program provides prospective teachers with strategies for analyzing and explaining how people use, give meaning to and respond to music of their own culture.
- 14.4 The program provides prospective teachers with strategies for comparing and contrasting the expressive characteristics in music of various cultures.

Standard 15: Connection, Relations and Applications

The program develops an understanding of music connections, relationships and applications. Candidates understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. The program develops familiarity with the broad range of career and lifelong learning opportunities available in the field of music, the media and the entertainment industries.

Required Elements:

- 15.1 The program develops the ability of prospective teachers to recognize and describe ways of integrating arts disciplines and to lead students toward higher level thinking skills and research practice.
- 15.2 The program develops understandings of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 15.3 The program provides prospective teachers with the ability to identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- 15.4 The program develops prospective teachers' abilities to develop and explain ways in which the principles and subject matter of music and other disciplines are interrelated.
- 15.5 The program develops an awareness of career options and avocations in music and how music functions in the media and entertainment industries.
- 15.6 The program develops an awareness of and an ability to apply current research to support inclusion of music in the school curriculum.
- 15.7 The program develops prospective teachers' understanding of opportunities for personal career development through professional organizations and continuing education.

Standard 16: Music Teaching and Learning

The study and application of music teaching and learning techniques as related to general music classes, instrumental and choral performance are an integral component of each prospective teacher's program of study. The program develops the prospective teacher's familiarity with a broad range of repertoire and literature and the criteria to evaluate those materials for specific educational purposes. Prospective teachers also develop various strategies for planning and assessing music learning in general music and performance classes. Prospective teachers develop familiarity with the broad range of technology, acoustic principles and copyright law.

Required Elements:

- 16.1 The program provides students with the fundamental knowledge of various learning approaches (e.g., Orff Schulwerk, Dalcroze, Kodaly, Suzuki, and Gordon), including techniques for teaching students to respond to, read and interpret music. Additionally, they are able to show the rhythm and expressive nuances of music through movement.
- 16.2 Prospective teachers will demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar and percussion.
- 16.3 Prospective teachers will demonstrate knowledge of basic instrumental and choral teaching techniques and ensemble rehearsal techniques (including performing, conducting, composing and improvising).
- 16.4 Prospective teachers will demonstrate knowledge of appropriate uses of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances in music learning.
- 16.5 Prospective teachers will demonstrate knowledge of specialized music evaluation tools, including portfolio, video recording, audio recording, adjudication forms and rubrics.
- 16.6 Prospective teachers will identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- 16.7 Prospective teachers understand the uses of technology as a tool in creating, listening to and studying music (e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, digital and electronic technologies).

- 16.8 Prospective teachers acquire an understanding of the developmental stages of learning in relation to music instruction.
- 16.9 Prospective teachers develop an understanding of strategies for facilitating equity, access, accommodation and adaptation in the learning of music.
- 16.10 Prospective teachers know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods taking into account sequential factors, developmental levels, and community and school settings.
- 16.11 Prospective teachers demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- 16.12 Prospective teachers know and apply criteria for selection of music repertoire and literature to make connections and relationships with other curricular subjects.
- 16.13 Prospective teachers know copyright laws and legal consequences as they apply to a school music program.

Preconditions for the Approval of Subject Matter Programs in Music

To be approved by the Commission, a Subject Matter Program in Music must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Music shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in music subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of music and related subjects in the public schools, including general music, music theory, music history, ensemble performance, and applied instrumental or vocal music.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Physical Education Standards

Standard 11: Growth, Motor Development, and Motor Learning

The subject matter program provides students with opportunities to develop an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach movement knowledge and skills. The program includes foundational knowledge of physical growth, motor development, and motor learning to ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe and effective physical education program.

Required Elements:

- 11.1 Coursework provides prospective teachers with knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength, and speed.
- 11.2 Coursework prepares prospective teachers to analyze physical changes and their impact on mechanical and physiological aspects of motor performance.
- 11.3 Coursework provides prospective teachers with knowledge of perceptual-motor development such as visual, auditory, tactile, and kinesthetic discrimination and how they relate to skill acquisition and performance.
- 11.4 Coursework requires prospective teachers to develop an understanding of physical changes that occur with growth, development and age, while analyzing their impact on mechanical and physiological aspects of motor performance.
- 11.5 Coursework relates classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning
- 11.6 Coursework provides prospective teachers with knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength and speed.
- 11.7 Coursework requires prospective teachers to develop knowledge of ecological task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to the process of learning movement skills.

- 11.8 Coursework prepares prospective teachers to analyze conditions that affect growth, motor development and motor learning such as disease, disabilities and social, emotional and environmental factors.
- 11.9 Coursework requires prospective teachers to develop an understanding of developmental differences in motor learning and factors that affect motor skill acquisition for individuals with disabilities.

Standard 12: The Science of Human Movement

The program requires preparation in the science of human movement, including the study of anatomy, physiology, biomechanics, exercise physiology and health-related fitness. Prospective teachers must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences including disabilities. Coursework requires prospective teachers to analyze motion and apply knowledge to recognize safe, efficient and effective movement. The program prepares prospective teachers to recognize changes in body systems resulting from practice, development and response to exercise.

Required Elements:

- 12.1 The coursework prepares prospective teachers to demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.
- 12.2 The program includes the study and application of basic kinematic and kinetic principles of motion, including but not limited to summation of forces of equilibrium, vectors and force-velocity relationships.
- 12.3 The coursework includes knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) and develops prospective teachers' abilities to apply principles to a broad range of movement activities to analyze movement patterns, to recognize individual differences, and to analyze body mechanics for safe and efficient movement/motion.
- 12.4 The program includes knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.
- 12.5 The coursework prepares prospective teachers to demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition).
- 12.6 The coursework prepares prospective teachers to analyze the effects of factors such as gender, age, disability, environment, currently identified health/risk factors (e.g., diabetes, asthma, obesity), and substance abuse on physical fitness and physical performance.

- 12.7 The program prepares prospective teachers to demonstrate knowledge of physical fitness testing, exercise prescription, and fitness programs for all individuals, including those with disabilities, as well as the components of health-related fitness and technologies for fitness testing and training.
- 12.8 The program prepares prospective physical education teachers to demonstrate an understanding of safety-related topics (e.g., the prevention of injuries, cardiopulmonary resuscitation, first aid).
- 12.9 The coursework prepares prospective teachers to apply knowledge of physiological principles (e.g., overload, specificity, FIT, reversibility) to the components of physical fitness.
- 12.10 The program provides prospective teachers with opportunities to explore the technologies appropriate for movement analysis and fitness training.

Standard 13: The Sociology and Psychology of Human Movement

The subject matter program provides prospective candidates with opportunities to develop an understanding of the sociology and psychology of human movement. The program provides a context for analyzing a wide range of experiences that can be used to promote personal and social development and skills in physical education. The program includes psychological and sociological analysis of movement activities, which help to ensure candidates are prepared to teach positive responsible and social behaviors that encourage lifelong physical activity, regardless of ability.

Required Elements:

- 13.1 Coursework requires prospective teachers to examine the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression and body image.
- 13.2 Coursework requires prospective teachers to explore contemporary theories (e.g., attribution, social learning, competence, learned helplessness, self-efficacy) as they relate to motivation in physical activities.
- 13.3 Coursework prepares prospective teachers to analyze the relationship of movement to social interaction, the development of group member identity, the development of a sense of productive participation with others, and the promotion of positive life skills (e.g., loyalty, compassion, fairness, understanding and appreciation of similarities, differences and abilities) through physical education activities.
- 13.4 Coursework provides prospective teachers with strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building and risk taking.
- 13.5 Coursework requires prospective teachers to develop knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values and institutions.
- 13.6 Coursework prepares prospective teachers to analyze factors that influence an individual's activity choice (e.g., gender, age, ethnicity, culture and disability).

Standard 14: Movement Concepts and Forms

The subject matter preparation program requires coursework that develops knowledge, skills, and the ability to integrate and apply movement concepts in physical activities. These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, prospective teachers must have a thorough understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.

Required Elements:

- 14.1 The program requires prospective teachers to develop knowledge of and demonstrate fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).
- 14.2 The program requires prospective teachers to develop knowledge of and demonstrate creative movement, such as exploration, improvisation and problem solving.
- 14.3 The program requires prospective teachers to develop knowledge of skills used in rhythmic activities, creative dance and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical); an understanding of the use of dance to express perceptions, feelings, images and thoughts; and an understanding of dance concepts, forms and basic vocabulary.
- 14.4 The program requires prospective teachers to develop knowledge of and demonstrate gymnastic forms and movement (e.g., rhythmic gymnastics, educational gymnastics, stunts, tumbling, apparatus work and floor exercise).
- 14.5 The program requires prospective teachers to develop knowledge of and demonstrate aquatic skills and elements of water safety (e.g., swimming strokes, diving, and water fitness activities and games).
- 14.6 The program requires prospective teachers to develop knowledge of and demonstrate techniques, skills, strategies, critical elements, scientific principles, and equipment for individual, dual, and team sports, games, and activities. In addition the program requires prospective teachers to

develop the knowledge of developmental progressions and the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sport skills and games. The prospective teacher develops an understanding of critical-thinking, decision-making, problem-solving, collaborating, communication, leadership, conflict resolution and teamwork skills.

- 14.7 The program requires prospective teachers to develop knowledge of outdoor education activities (e.g., orienteering, outdoor survival skills, ropes, hiking and backpacking) and an understanding of long-term psychological, physiological and lifestyle benefits of participation in outdoor education activities.
- 14.8 The program requires prospective teachers to develop knowledge of how to promote critical thinking, decision making, problem-solving, collaboration, cooperation, leadership and communication through participation in non-traditional, global, and cooperative games and activities (e.g., disk activities, lacrosse, team juggling).
- 14.9 The program requires prospective teachers to develop knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.
- 14.10 The program requires prospective teachers to develop an understanding of and demonstrate fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.

Standard 15: Professional Foundations

The subject matter program includes the study of the philosophical, historical, legal, and ethical foundations of physical education and provides knowledge of the past/present philosophies of physical education and issues that affect and impact contemporary programs.

Required Elements:

- 15.1 Coursework requires prospective teachers to explore past and present philosophies of physical education and their impact on the goals, scope and components of physical education programs.
- 15.2 Coursework requires prospective teachers to develop an understanding of the organization, purpose and goals of contemporary physical education programs.
- 15.3 Coursework includes the study of the historical development of physical education.
- 15.4 Coursework provides opportunities for prospective teachers to analyze current research, trends and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.
- 15.5 Coursework includes review of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability and diversity.
- 15.6 The subject matter program includes examination of the interrelationships of the subdisciplines of kinesiology.
- 15.7 Coursework introduces prospective teachers to organizations and resources that support physical education (e.g., California Association for Health, Physical Education, Recreation and Dance; American Alliance for Health, Physical Education, Recreation and Dance; American College of Sports Medicine; National Council for the Exceptional Individual) and professional responsibilities.
- 15.8 Coursework includes study of current state and national standards for physical education.

Standard 16: Assessment and Evaluation Principles

The program requires prospective teachers to develop knowledge of assessment principles and procedures to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the *California Physical Education Framework* or most current state-adopted document. Prospective teachers must be able to select, adapt, and develop appropriate assessment instruments and strategies based on accepted research principles related to physical, motor, and fitness attributes and needs of individuals and groups. The program provides knowledge of assessment techniques that enhance prospective teachers' ability to determine whether individuals, including those with diverse backgrounds, varying abilities and special needs, have progressed and achieved specified goals in physical education.

Required Elements:

- 16.1 The program provides knowledge of evaluation methods and practical applications used for the various domains of learning in physical education (physical, psychomotor, cognitive, social, affective).
- 16.2 The program provides knowledge of basic strategies of test construction, evaluation and administration for traditional, holistic and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.
- 16.3 The program provides knowledge of test characteristics such as validity, reliability and objectivity.
- 16.4 The program provides knowledge of assessment strategies and instruments, including technology appropriate for individuals with diverse backgrounds, special needs and disabilities.
- 16.5 The program requires prospective teachers to develop an understanding of types of evaluation such as norm-referenced, criterion-referenced, and content-referenced authentic assessment and formative and summative evaluation strategies.
- 16.6 The program requires prospective teachers to develop knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.
- 16.7 The program requires prospective teachers to develop skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).

Standard 17: Integration of Concepts

The subject matter program includes integrative study of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences.

Required Elements:

- 17.1 Coursework prepares prospective teachers to interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student (K-12) skill acquisition and performance through inclusion and active engagement.
- 17.2 Coursework prepares prospective teachers to use developmental information to appropriately select, adapt and modify sports, games and physical activities based on goals, skill levels, individual needs and disabilities.
- 17.3 Coursework requires prospective teachers to demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.
- 17.4 Coursework prepares prospective teachers to use concepts and principles of learning to analyze observed individual differences.
- 17.5 Coursework requires prospective teachers to demonstrate knowledge of connections between physical education and other subject areas such as the life and physical sciences, social science, health, mathematics, language arts, and the visual and performing arts.
- 17.6 Coursework provides prospective teachers with strategies for encouraging lifelong adherence to physical activities.

Concentration in Dance

Standard 18: Artistic Perception

The dance concentration program includes processing, analyzing and responding to sensory information through the knowledge and skills unique to dance. The program prepares prospective teachers to demonstrate movement skills, process sensory information and describe movement using vocabulary of dance. The program provides a study of motor skills and development, technical expertise, dance movements, comprehension and analysis of dance elements, and study of dance vocabulary.

Required Elements:

- 18.1 The program prepares prospective teachers to develop physical coordination and control when performing body articulation, complex loco/motor patterns, and axial movement phrases from a variety of genres, demonstrating agility, balance and strength.
- 18.2 The program provides a study of multiple dance genres and integration of an advanced level of technical skill in at least one genre.
- 18.3 The program prepares prospective teachers to memorize and perform complex works of dance at a high level of refinement.
- 18.4 The program prepares prospective teachers to apply a wide range of kinesthetic communication and to demonstrate clarity of intent and stylistic nuance.
- 18.5 The program prepares prospective teachers to utilize dance vocabulary to describe movement and dance elements.

Standard 19: Creative Expression

The dance concentration program includes the study of the application of choreographic principles, processes, and skills needed to create and communicate meaning through the improvisation, composition and performance of dance. The program provides prospective teachers a study of the creation of dance movement, the application of choreographic principles and processes used to create dance, communication of meaning in performance of dance, and the development of partner and group skills.

Required Elements:

- 19.1 The program provides the study of diverse dance works that demonstrate originality, unity, clarity of intent and a dynamic range of movement.
- 19.2 The program includes the study of the use of dance structures, musical forms, theatrical elements, and technology to create original works.
- 19.3 The program includes the study of the notation of dances using a variety of systems (e.g., labanotation, motif writing, personal systems).
- 19.4 The program provides the study of music for dances and choreography.
- 19.5 The program provides an opportunity for prospective teachers to perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
- 19.6 The program provides prospective teachers with the opportunity for developing complex choreography for diverse groupings in varied settings, including the modification for movement for different abilities.

Standard 20: Historical and Cultural Context

The dance concentration program includes coursework that provides candidates with an understanding of and appreciation for the history and cultural dimensions of dance. The program prepares candidates to recognize dance similarities and differences in cultures throughout the world.

Required Elements:

- 20.1 The program provides the study of the development of dance by identifying, analyzing and performing folk/traditional, social and theatrical dances with technical accuracy and appropriate stylistic nuances.
- 20.2 The program provides the study of the history and function of dance by comparing and contrasting universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
- 20.3 The program provides the study of the diversity of dance by analyzing and explaining how dancers and choreographers reflect roles, work and values in selected cultures, countries and historical periods.
- 20.4 The program provides the study of the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

Standard 21: Aesthetic Valuing

The dance concentration includes coursework that require prospective teachers to respond, analyze and evaluate works of dance. Prospective teachers assess and derive meaning from viewing works of dance, performing dances, and critiquing original works based on the elements of dance and aesthetic qualities.

Required Elements:

- 21.1 The program provides the study and critique of archival dance works.
- 21.2 The program provides the study of selected criteria to compare, contrast and assess various dance forms (e.g., jazz dance, modern dance, ballet, and liturgical).
- 21.3 The program requires prospective teachers to analyze evolving personal preferences about dance styles and choreographic forms in order to identify change and development of personal choices.
- 21.4 The program provides the study of research and assessment of how dance works change due to the impact of historic and cultural influences.
- 21.5 The program requires prospective teachers to evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

Standard 22: Integration: Connections, Relationships, Applications

The program prepares prospective teachers to apply what they learn in dance to learning across disciplines in order to develop competencies and creative skills in problem-solving, communication and time management. The program requires prospective teachers to learn about careers related to dance.

Required Elements:

- 22.1 The program prepares prospective teachers to demonstrate effective knowledge and skills in using technology when creating, recording and producing dance.
- 22.2 The program prepares prospective teachers to analyze the study and practice of dance techniques based on physical principles from scientific disciplines.
- 22.3 The program prepares prospective teachers to synthesize information from a variety of health and wellness-related resources that apply to dance.
- 22.4 The dance concentration prepares prospective teachers to determine the appropriate training, experience and education needed to pursue a variety of dance and dance-related careers.

Preconditions for the Approval of Subject Matter Programs in Physical Education

To be approved by the Commission, a Subject Matter Program in Physical Education must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Physical Education shall consist of (a) at least 24 semester units (or 36 quarter units) of core coursework in physical education and related subjects commonly taught in California public schools and (b) 21 semester units (or 32 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) foundations in human movement as commonly taught in California public schools (Standards 11, 12, 13, 15, 16 and 17).
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall include coursework designed to provide experiences in and applications of movement concepts and forms as taught in California public schools (Standard 14). A concentration may, at the choice of the institution, be created with additional coursework in one of the nine areas of human movement. If a concentration is created, the coursework will be in addition to the units for applications of movement, concepts and form.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

ATTACHMENT D

RECOMMENDED PRECONDITIONS FOR ENGLISH, MATHEMATICS, SCIENCE AND SOCIAL SCIENCE

Preconditions for the Approval of Subject Matter Programs in English

To be approved by the Commission, a Subject Matter Program in English must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in English shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.

- (2) The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of English and related subjects in the public schools, including:
 - Literature and Textual Analysis;
 - Language, Linguistics, and Literacy;
 - Composition and Rhetoric; and
 - Communications: Speech, Media, and Creative Performance.

- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Preconditions for the Approval of Subject Matter Programs in Mathematics

To be approved by the Commission, a Subject Matter Program in Mathematics must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in Mathematics shall include (a) a minimum of 30 semester units (or 45 quarter units) of core mathematics coursework that is directly related to subjects that are commonly taught in departmentalized mathematics classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core of the program shall include coursework in subjects commonly taught in departmentalized classes of mathematics and related subjects in the California public schools such as algebra (or demonstrated proficiency), geometry, number theory, calculus, history of mathematics, and statistics and probability.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Preconditions for the Approval of Subject Matter Programs in Foundational Mathematics

To be approved by the Commission, a Subject Matter Program in Foundational Mathematics must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in Foundational Mathematics shall include (a) a minimum of 30 semester units (or 45 quarter units) of core mathematics coursework that is directly related to subjects that are commonly taught in departmentalized mathematics classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core of the program shall include coursework in subjects commonly taught in departmentalized classes of mathematics and related subjects in the California public schools such as algebra (or demonstrated proficiency), geometry, number theory, and statistics and probability.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equal in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Preconditions for the Approval of Subject Matter Programs in Science

To be approved by the Commission, a Subject Matter Program in Science must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Science shall include (a) a minimum of 24 semester units (or 36 quarter units) of core coursework in science subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 18 semester units (or 27 quarter units) of coursework that provides extended study of the subject, and (c) 3 semester units (or 5 quarter units) in the subject. These requirements are elaborated in Preconditions 2 and 3.
- (2) The core of the program (Breadth of Study) shall include coursework in (or directly related to) biological sciences, chemistry, geosciences and physics as commonly taught in departmentalized science classes in California public schools.
- (3) Extended studies in the program (Depth of Study) shall include at least one concentration of the four science areas. Each concentration shall comprise at least 18 semester units or 27 quarter units. In addition the program shall include at least 3 semester units (5 quarter units) of additional extended study, either designated as breadth or depth studies at the discretion of the institution.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Preconditions for the Approval of Subject Matter Programs in Social Science

To be approved by the Commission, a Subject Matter Program in Social Science must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Social Science shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in history and social science subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes in California public schools: history and geography of the world, the United States, and California; government; and economics.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

