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Information

Professional Services Committee

Policy Questions Related to the American Board for Certification of Teacher Excellence (ABCTE) Passport to TeachingSM Certification Program

Executive Summary: In 2003, the American Board for Certification of Teacher Excellence (American Board or ABCTE) began offering teaching examinations for potential teachers seeking a national level license. Because the concept of a national certification program that provides an alternative route to certification raises important policy questions for California, this item presents a series of general policy questions related to the ABCTE exams for the Commission's consideration.

Recommended Action: None.

Presenter: Amy Jackson, Administrator,
Professional Services Division

Policy Questions Related to the American Board for Certification of Teacher Excellence (ABCTE) Passport to TeachingSM Certification Program

Introduction

This agenda item presents a series of policy questions related to the ABCTE exams for the Commission's consideration.

Background

In 2003, the American Board for Certification of Teacher Excellence (American Board or ABCTE) began offering teaching examinations for potential teachers seeking a National level license. The Professional Teaching Knowledge exam and the Elementary Education exam were first administered in February 2004. The American Board bases certification on both a teacher's general pedagogical knowledge and in-depth subject matter knowledge.

California Policy Discussion Questions

The concept of a national certification program that provides an alternative route to certification raises important policy questions for California:

How do the ABCTE *Passport to Teaching*SM requirements for certification align with California's current requirements for Multiple Subject, Single Subject and Special Education certification (e.g. English learners, mainstreamed students, technology)?

How do the four ABCTE *Passport to Teaching*SM exams align with the California Subject Matter Examinations for Teachers (CSET), the Reading Instruction Competence Assessment (RICA) and the Teaching Performance Expectations (SB 2042) test specifications and test structures?

To what extent are the ABCTE *Passport to Teaching*SM exams aligned with the California K-12 academic content standards for students?

How would teachers who pass the ABCTE *Passport to Teaching*SM exams in another state and relocate to California, document how they have met California's teacher preparation standards and fulfilled exam requirements currently required by law so that they can receive a preliminary California license?

If the ABCTE *Passport to Teaching*SM is found to be aligned with California's teacher requirements and the K-12 student academic content standards, how might it support the current alternative route to certification in California?

At this time, California does not offer a special education content exam. How might an ABCTE *Passport to Teaching*SM Special Education exam impact the Commission's current Special Education certification process? Would the ABCTE exam be acceptable for both mild/moderate and moderate/severe certification? How would teachers seeking certification in low-incidence special education areas be affected?

Staff is seeking direction from the Commission regarding how to explore these policy questions.