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Action

Professional Services Committee

SB 2042 (Chap. 548, Stats. 1998) Update on the Implementation of the Teacher Preparation Standards

Executive Summary: This agenda item continues the discussion begun at the March 2007 meeting relating to the SB 2042 reform and work that is still to be completed. This item provides information on preliminary teacher preparation policy issues related to the SB 2042 reform. In addition, the item provides a historical look at standards development and a possible plan for review of educator preparation program standards in the future.

Recommended Action: That the Commission adopt the recommendations as described in the item.

Presenters: Teri Clark, Administrator and Larry Birch, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.

April 2007

SB 2042 (Chap. 548, Stats. 1998) Update on the Implementation of the Teacher Preparation Standards

Introduction

This agenda item continues the discussion begun at the March 2007 meeting relating to the SB 2042 reform and work that is still to be completed. This item provides information on preliminary teacher preparation policy issues related to the SB 2042 reform. In addition, the item provides a historical look at standards development and a possible plan for review of educator preparation program standards.

Background

At the March 2007 Commission meeting, staff presented the introductory policy item related to the unfinished work of SB 2042 reform. The item (<http://www.ctc.ca.gov/commission/agendas/2007-03/2007-03-6A.pdf>) reviewed the goals of SB 2042 as well as, the accomplishments to date and four broad categories of issues to address, and also provided information related to the first issue, the SB 2042 Standards in general. The *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials* are used to guide the *pedagogical* preparation of new teachers. These standards build on the subject matter preparation that all candidates must complete (or demonstrate through assessment), and focus on developing a candidate's (1) teaching ability in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks; and (2) instructional planning, teaching, and classroom management skills. Colleges, universities and school districts that offer teacher preparation programs are required to meet these standards in order to prepare teachers. This agenda item focuses on the second level of preparation: pedagogical preparation leading to a preliminary credential.

In Table 1 below shows the program standards and possible candidate routes for each level of multiple and single subject preparation. The SB 2042 reform had many goals, two of which are especially pertinent to the discussion of the issues related to preliminary preparation discussed in this agenda item:

- The creation of multiple, standards-based routes into teaching, including blended programs of undergraduate teacher preparation;
- The alignment of teacher preparation standards with State Board-adopted academic content and performance standards for students;

Table 1: Standards and Routes to Prepare a Teacher pursuant to SB 2042

	Level of Preparation	Standards (date adopted)	Routes
1st Level Preparation	Subject Matter Preparation: Multiple Subject	<i>Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential</i> (September 2001)	<ul style="list-style-type: none"> • Passage of CSET: Multiple Subject Examination (Completion of an approved elementary subject matter program¹)
	Single Subject	<i>Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs</i> (2003-2006)	<ul style="list-style-type: none"> • Passage of CSET: Single Subject Examination • Completion of an approved single subject matter preparation program
2nd Level Preparation	Pedagogical Preparation: Multiple Subject and Single Subject	<i>Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials</i> (September 2001)	<ul style="list-style-type: none"> • Teacher preparation program offered by a college or university • Intern teacher preparation program offered by a university or a local education agency (LEA) including an Early Completion Option • Blended program of undergraduate teacher preparation offered by a college or university
3rd Level Preparation	Induction into the Profession Multiple Subject and Single Subject	<i>Standards of Quality and Effectiveness for Professional Teacher Induction Programs</i> (March 2002) <i>Standards of Quality and Effectiveness for Advanced Course Work for the Multiple Subject and Single Subject Professional Clear Teaching Credential (Fifth Year of Study, February 2004)</i>	<ul style="list-style-type: none"> • Approved LEA sponsored teacher induction program (BTSA) • Approved university sponsored teacher induction program² • Approved Fifth Year of Study Program³

¹Commission action was taken in October 2003 to require passage of the examination to comply with the State Board's implementation of No Child Left Behind (NCLB); therefore, completion of an approved subject matter program no longer waives the requirement to pass the examination.

²Currently there are no approved induction programs offered by a university.

³As of August 2004, completion of a Fifth Year of Study program is only available to those teachers for whom Induction is verified by the employer as not available.

Pedagogical Teacher Preparation

There are a number of related issues to be considered by the Commission with respect to pedagogical teacher preparation (i.e., preparation leading to a multiple or single subject teaching credential.) The March 2007 agenda item posed three policy questions related to pedagogical teacher preparation, as follows:

- Do the currently adopted program standards include sufficient language related to the delivery of the preliminary preparation program through an intern model?
- Should the Blended (Integrated) program standards be incorporated with the SB 2042 preliminary teacher preparation program standards, or should they remain separate?
- Should there continue to be emphasis, certificate and specialist programs within the SB 2042 architecture? If so, how are these best integrated with the SB 2042 preliminary teacher preparation program standards?

Since the March 2007 Commission meeting, a fourth issue related to pedagogical preparation has been identified: Teaching Performance Expectation (TPE) Number 1: Specific Pedagogical Skills for Subject Matter Instruction. When the TPEs were developed, TPE #1 was developed for Multiple Subject and the four core Single Subject Areas (English, Mathematics, History-Social Science, and Science). Additional development was planned, but not completed. So at this time, there is no TPE #1 for the other nine single subject areas: Art, Languages other than English, Music, Physical Education, Agriculture, Business, Health, Home Economics and Industrial and Technology Education. This work must be begun immediately so that a valid TPE #1 exists for each subject for which the Commission awards a teaching credential.

Staff has begun the process to identify a panel of experts in each of the nine subject areas and will work with the panels to create descriptions of TPE #1 for each of the nine additional single subject areas.

Policy Question #1:

- Do the currently adopted program standards include sufficient language related to the delivery of the preliminary preparation program through an intern model?

The *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials* began to be implemented in 2002. Questions have been raised about some issues specific to intern programs. One issue is pre-service – the coursework, training, or experiences the individual completes prior to becoming the teacher of record. The prior set of program standards addressed the topic of pre-service for interns. The SB 2042 standards do not contain the same level of language related to pre-service and the question has been raised by some, “Do the SB 2042 standards adequately address the initial or foundational knowledge that interns must have prior to entering the K-12 classroom?” In addition, the intern program must provide the necessary instruction and support throughout the span of the program since these individuals are not student teachers, but teachers of record working with K-12 students. For an intern program, this instruction and support must blend theory and practice in a manner that maximizes the likelihood of success of the interns.

Intern programs offer a specific delivery model option for approved teacher preparation program sponsors. In addition to multiple and single subject preparation programs, intern programs may be offered by sponsors of special education, administrative services or pupil personnel services programs. When the currently adopted preliminary teacher preparation program standards were written, reviewed and adopted a number of issues related to the intern delivery model were not addressed adequately.

Staff Recommendation:

Staff recommends working with stakeholders to review the adopted preliminary program standards to ensure adequate language related to the delivery of the preliminary preparation program through an intern model.

Policy Question #2:

- Should the Blended (Integrated) program standards be incorporated with the SB 2042 preliminary teacher preparation program standards, or should they remain separate?

Currently a blended or integrated program of preparation is approved independently from both the subject matter preparation and the preliminary preparation program. A program sponsor must have both an approved subject matter preparation program and an approved preliminary teacher preparation program prior to submitting a response to the *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation*. (The topic of approved elementary subject matter programs is scheduled to be discussed by the Commission as part of the August 2007 agenda item.) A program sponsor must then respond to the six (6) blended program standards that address how the subject matter program and the preliminary preparation program work together to prepare the teacher.

The Accreditation Study Work Group (Work Group) and the Committee on Accreditation (COA) discussed the current structure of blended preparation programs and recommended that the requirements contained in the adopted Blended Program Standards be embedded into the Preliminary Preparation Program Standards and/or the Common Standards, as appropriate. As a program delivery model that a program sponsor elects to offer rather than a separately approved program, (much as an intern program) the program sponsor would describe its delivery model(s) in its document. When approved by the Committee on Accreditation, approval would be granted for the specific delivery models for which information was submitted.

If this recommendation is adopted by the Commission, the COA and the Work Group would review the adopted blended program standards and bring recommendations to the Commission as to the appropriate placement of each requirement into either the Common Standards or the Preliminary Preparation Program Standards.

Staff Recommendation:

Staff recommends that the COA and Work Group embed the adopted *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation* in the preliminary preparation program standards as one delivery model.

Policy Question #3:

- Should there continue to be emphasis, certificate and specialist programs within the SB 2042 architecture? If so, how are these best integrated with the SB 2042 preliminary teacher preparation program standards?

Under the pre-SB 2042 teaching credential programs, a program sponsor could decide to offer an emphasis program within the structure of the basic credential program. The emphasis program was originally intended to provide a concentration of coursework and field experiences emphasizing one specific part of the preliminary multiple or single subject professional preparation program. Completion of the emphasis program did not provide any additional authorization beyond the original credential authorization and the program was required to stay within the legislative limit of the one year program length (unit cap). Emphasis programs were originally available for a limited number of topics within the multiple subject and single subject preparation program (Early Childhood and Middle Grades) and only a few program sponsors offered emphasis programs. Content focused on the area of specialization are could be added to the program, but the emphasis program did not reduce the content in any other area of the preparation program.

When the Cross-cultural Language and Bilingual (CLAD/BCLAD) programs were developed in the early 1990s, they were included as optional emphasis programs within the teaching credential structure. These two program emphases concentrated on strategies for teaching English learners. The CLAD or BCLAD emphasis did provide an additional credential authorization – the teaching of English learners or the teaching of English learners in the specified language, but the enhanced programs were still subject to the one year program length cap. Adding the additional content needed for these programs has provided a challenge in staying within the unit cap for many institutions.

The SB 2042 credential reform has required all program sponsors to embed additional content into the preliminary preparation program, most notably the theoretical and legal content related to the teaching of English learners. Also, the credential authorization was broadened to include what was formerly authorized by the CLAD emphasis programs. The preparation program still has to stay within the one year unit cap. At the time the Commission adopted the SB 2042 standards, no decisions were made about the emphasis programs. This was intended to be addressed at a later date.

A certificate program has historically been a program that required a particular number of units in an area, or passage of an examination and would result in the issuance of a separate document that provided an individual with an additional authorization. Certificates require an underlying basic credential. Typically, these programs were not included as part of the accreditation system. However, more recently, the Commission has adopted standards for certificate programs in the areas of Reading and California Teachers of English Learners (CTEL). These certificate programs require additional coursework (usually the equivalent of 12 semester units) and may include field experience. Completion of these certificate programs result in an additional authorization for the individual. Because certificate programs are additional work beyond the basic teaching credential, the programs are not subject to the unit cap. The recommendation of the Accreditation Study Work Group and the Committee on Accreditation was to include

Certificate programs in the accreditation system and the Commission adopted that recommendation in August 2006.

In addition to certificates, additional authorizations may be earned through Specialist Instruction Credential programs. These programs require the candidate to complete a Commission-accredited program in an area of specialization. The candidate must already hold a basic teaching credential. However, for some specialist areas, there are provisions for candidates to complete the requirements for the basic credential and the specialist credential concurrently. Since this is an advanced credential, the coursework required in the specialist program (usually around 24 semester units) is not counted towards the unit cap for the preliminary credential program. The additional authorization for a Specialist Instruction Credential is to teach in the specified area. It also, usually, includes authorization to develop and coordinate curriculum, develop programs and deliver staff development in the curricular area.

Currently the Commission has adopted standards or guidelines for Adapted Physical Education, Agriculture, Bilingual, Early Childhood, Reading, and Mathematics Specialist credential programs. The Adapted Physical Education or Agriculture Specialist program may be completed concurrently or sequentially while the Reading Specialist program must be completed after the basic teaching credential has been earned. Although there are adopted program guidelines for a mathematics specialist credential, no programs exist. The two areas with the largest number of programs are the Reading and Language Arts Specialist and the Adapted Physical Education Specialist credentials.

Staff Recommendation:

With the legislatively mandated one year limit on teacher preparation programs and the increased curriculum required by the SB 2042 Standards, Commission staff recommends that the Commission no longer maintain emphasis programs, as approved programs in the SB 2042 structure. Institutions would still be free to offer a preparation program emphasis to their students, staying within the program unit cap, but it would not result in an additional credential authorization and the program emphasis would not have specific Commission approved program status. Staff further recommends that the structure of the certificate program or the specialist instruction credential program be the vehicles through which additional credential authorization(s) may be earned beyond the basic teaching credential. Provisions could be made for candidates to meet those requirements concurrently with completion of teaching credential program requirements or subsequently after the completion of the preliminary preparation program.

Policy Issue from the March 2007 Commission Meeting: Proposal for the Review and Revision of Educator Preparation Program Standards

One of the topics discussed at the March 2007 Commission meeting related to the SB 2042 reform was the need for a plan for review and revision of the Commission's educator preparation standards. Educator preparation program standards adopted by the Commission govern the programs that prepare educators for California's schools. The table below lists the educator preparation program areas and the date when the most recent program standards were adopted.

Program Standards Review and Revision	Year Adopted
Bilingual Cross-Cultural Programs (<i>currently under review</i>)	2007*
Agricultural Specialist Programs	2006
California Teachers of English Learners Programs	2006
Administrative Services Credential Programs <ul style="list-style-type: none"> • Preliminary • Professional-Guidelines based • Professional-Standards based 	2003
Professional Fifth Year of Study Programs	2003
Professional Teacher Induction Programs	2002
SB 2042 Multiple and Single Subject Programs	2001
Pupil Personnel Services Programs <ul style="list-style-type: none"> • School Psychologist • School Counseling • School Social Work • Child Welfare and Attendance 	2001
Reading Certificate Programs	1998
Reading and Language Arts Specialist Programs	1998
Special Teaching Authorization in Health Programs	1998
Designated Subjects: Driver Education and Special Subjects	1997
Special Education Programs* <ul style="list-style-type: none"> • Mild to Moderate • Moderate to Severe • Deaf and Hard of Hearing • Visual Impairments • Physical and other Health Impairments • Early Childhood Special Education 	1996
Clinical Rehabilitative Services Programs (<i>currently under review</i>) <ul style="list-style-type: none"> • Language Speech and Hearing • Audiology • Orientation & Mobility • Special Class Authorization 	1996
Professional School Nurse Programs (<i>currently under review</i>)	1994
Designated Subjects: Vocational Education Programs (<i>currently under review</i>)	1993
Designated Subjects: Adult Education Programs	1993
Adapted Physical Education Specialist Programs	1992

Program Standards Review and Revision	Year Adopted
Library Media Teacher Programs	1991
Early Childhood Specialist Programs	1985
Mathematics Specialist Programs	1985
Designated Subjects: Supervision and Coordination Programs	

**Expected Adoption*

Historically program standards have most often been reviewed, revised and updated when the Education Code requires it. For example, the standards that govern Multiple and Single Subject Credential Programs were reviewed and revised pursuant to SB 2042 (Chap. 548, Stats. of 1998). Currently the standards that govern the Special Education Credential Programs are under review and revision pursuant to SB 1209 (Chap. 517, Stats. of 2006).

Staff Recommendation:

Staff recommends that the Commission set a policy of reviewing all educator preparation program standards every 10 years subject to modification if the State Board of Education (SBE) adopts revised Frameworks and/or Content Standards which affect one or more of the Commission’s approved standards or if there is specific legislative direction to do so. A policy that directs staff to implement a long range plan for review and revision of educator preparation program standards will allow the Commission to plan and budget for the review of educator preparation program standards and ensure that California educators are well prepared to work with the K-12 students in California.

Next Steps:

Additional SB 2042 policy issues are scheduled to be brought to future Commission meeting as shown below. In addition, staff will return with updates and action items related to the issues discussed in this agenda item as directed by the Commission.

June 2007	Induction into the Profession
August 2007	Subject Matter Preparation

Recommended Actions:

- a) Staff work with stakeholders to review the adopted preliminary program standards to ensure sufficient language related to the delivery of the preliminary preparation program through an intern model.
- b) The COA and Work Group embed the adopted *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation* in the preliminary preparation program standards.
- c) Emphasis programs should not be continued as Commission sponsored options with SB 2042 credentials. Instead staff recommends that the structure of the certificate or the specialist credential program be the vehicle through which additional authorization(s) may be earned.
- d) Staff will bring a policy for review and revision of program standards to the Commission for adoption.