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# 6C

## Action

### *Professional Services Committee*

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

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**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 professional teacher preparation policy issues related to the SB 2042 reform.

**Recommended Action:** That the Commission adopt staff recommendations related to the multiple and single subject clear credential.

**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.

June 2007



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

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### **Introduction**

This agenda item continues the discussion begun at the March 2007 meeting relating to the SB 2042 (Chap. 548, Stats. 1998) reform, and continued at the April 2007 meeting with a discussion of issues related to the preliminary level of teacher preparation. This item provides information on professional teacher preparation policy issues related to the SB 2042 reform.

### **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>) a) reviewed the goals of SB 2042 as well as the accomplishments to date; b) presented four broad categories of issues to address; and c) provided information related to the first issue concerning the SB 2042 Standards in general. At the April 2007 Commission meeting, staff presented information related to the second phase of teacher preparation (<http://www.ctc.ca.gov/commission/agendas/2007-04/2007-04-6D.pdf>). This current agenda item focuses on the third level of preparation; which is Induction into the profession, and on the two routes to the Clear credential—completion of an induction program or a Fifth Year of Study program.

The SB 2042 reform had many goals, one of which is especially pertinent to the discussion of the issues related to professional preparation discussed in this agenda item:

- An expectation that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching before earning a clear teaching credential.

The vision of SB 2042, based on the recommendations of the precursor SB 1422 panel, was to re-conceptualize learning to teach as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. Then the two year induction period would be the time when the beginning teacher, under the guidance of a trained support provider, puts pedagogical theories and content knowledge into practice in an actual classroom. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students. The adopted Induction Standards are framed on the paradigm that the newly credentialed teacher teaching students in a classroom and able to demonstrate the knowledge and skills. AB 2210 (Chap. 343, Stats 2004) clarified that induction is the required route to earn the clear credential unless an eligible employer verifies that induction is not available or the new

teacher has requirements to meet related to being highly qualified as required by No Child Left Behind (NCLB).

Table 1 reviews the program standards and possible candidate routes for each level of multiple and single subject teacher preparation. An additional route to a clear credential is that any National Board Certified Teacher is eligible for a clear credential.

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

	<b>Level of Preparation</b>	<b>Standards (date adopted)</b>	<b>Routes</b>
<b>1<sup>st</sup> Level Preparation</b>	<b>Subject Matter Preparation:</b> 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"> <li>• Passage of CSET: Multiple Subjects Examination (Completion of an approved elementary subject matter program<sup>1</sup>)</li> </ul>
	Single Subject	<i>Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs</i> (2003-2006)	<ul style="list-style-type: none"> <li>• Passage of appropriate CSET: Single Subjects Examination</li> <li>• Completion of an approved single subject matter preparation program</li> </ul>
<b>2<sup>nd</sup> Level Preparation</b>	<b>Pedagogical Preparation:</b> 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"> <li>• Teacher preparation program offered by a college or university</li> <li>• Intern teacher preparation program offered by a university or a local education agency (LEA) including an Early Completion Option</li> <li>• Blended program of undergraduate teacher preparation offered by a college or university</li> </ul>
A Preliminary (P5) credential is earned			
<b>3<sup>rd</sup> Level Preparation</b>	<b>Induction into the Profession</b> 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"> <li>• Approved LEA sponsored teacher Induction Program (BTSA)</li> <li>• Approved university sponsored teacher Induction Program<sup>2</sup></li> <li>• Approved Fifth Year of Study Program<sup>3</sup></li> </ul>
A Clear Credential (PC) is earned			

<sup>1</sup>Commission 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 for a multiple subject candidate.

<sup>2</sup>Currently there are no approved induction programs offered by a university.

<sup>3</sup>As 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 or when the employer has verified that the individual has to complete requirements to meet the highly qualified requirement of NCLB.

Based on the legislative vision of SB 2042, there are two main issues to be considered by the Commission with respect to the 3<sup>rd</sup> level, or professional level, of teacher preparation (i.e., preparation leading to a multiple or single subject clear teaching credential.), as posed by the following two policy questions from the March 2007 agenda item:

Policy Questions:

- What is the current level of comparability of the standards for Induction programs and Fifth Year of Study Programs, and how can any disparities best be addressed?
- Who is eligible to complete a Fifth Year of Study program and are there individuals for whom neither an Induction Program nor a Fifth Year of Study Program is available? How can these individuals earn a Clear Teaching Credential?

The first policy issue for consideration by the Commission concerns the comparability of the two available routes to earning a Clear Teaching Credential (Induction and Fifth Year). Table 2 below demonstrates that there is an inequity in the currently adopted standards between the two routes that lead to the clear multiple or single subject teaching credential. Both the Induction and the Fifth Year of Study standards are provided for reference in Appendices A and B, respectively. The discrepancy may not be as great as the table implies because all Fifth Year of Study programs must be offered by colleges or universities that are approved to offer educator preparation programs and as such must meet the Commission’s adopted Common Standards. The Common Standards address the majority of the standards in the *Foundational* and some of the standards in the *Program Design* categories below and are included in Agenda Item 6B in Appendix B beginning on page PSC 6B-10.

**Table 2: Alignment of Induction and Fifth Year of Study Program Standards**

Induction Programs	Fifth Year of Study Programs
<i>Foundational Standards</i>	
1: Sponsorship, Administration, and Leadership 2: Resources 3: Professional Development Providers 4: Evaluation 5: Articulation with Professional Teacher Preparation Programs 6: Advice and Assistance 7: Coordination and Communication 8: Support Provider Selection and Assignment 9: Support Provider Professional Development	<i>The Commission’s Common Standards address many of the requirements in the Foundational Standards</i>

Induction Programs	Fifth Year of Study Programs
<b>Implementation Standards</b>	
<b>A) Program Design</b>	
10: Program Design 11: Roles and Responsibilities of K-12 Schools 12: Professional Development Based on an Individual Induction Plan 13: Formative Assessment Systems 14: Completion of the Professional Teacher Induction Program	<i>The Commission's Common Standards address some of the requirements in the Program Design Standards</i>
<b>B) Teaching Curriculum to All Students in California Schools</b>	
15: K-12 Core Academic Content and Subject Specific Pedagogy 16: Using Technology to Support Student Learning	16: Using Technology to Support Student Learning
<b>C) Teaching all Students in California Schools</b>	
17: Supporting Equity, Diversity and Access to the Core Curriculum 18: Creating a Supportive and Healthy Environment for Student Learning 19: Teaching English Learners. 20: Teaching Special Populations	18: Creating a Supportive and Healthy Environment for Student Learning 19: Teaching English Learners. 20: Teaching Special Populations

A group of stakeholders from the induction and university fifth year of study communities has been meeting to review the two sets of standards and discuss the issues related to both induction and the fifth year of study programs. This group is working to bring a set of recommendations later this year to the Committee on Accreditation and the Commission related to the comparability of the two sets of standards. At this time, there is agreement that the Fifth Year of Study programs need to address both the Common Standards and Induction Standards 15: *K-12 Core Academic Content and Subject Specific Pedagogy* and 17: *Supporting Equity, Diversity and Access to the Core Curriculum* for greater alignment and equity across the two routes to the clear credential.

The second policy issue related to the professional preparation routes concerns individuals who hold a preliminary multiple or single subject credential but are not employed in a K-12 school setting in California. Induction, as defined by SB 2042 and the Commission's adopted *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, is a standards based job-embedded process of applying and demonstrating theory and knowledge acquired in the preliminary preparation program with the support and assistance of a support provider leading to the clear credential recommendation.

State funding is available to support induction for all individuals employed in the public schools in California in their 1<sup>st</sup> and 2<sup>nd</sup> year of teaching on a preliminary credential. AB 2210 (Chap. 343, Stats. 2004) signed by Governor Schwarzenegger on August 30, 2004 as urgency legislation, specifies that completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential.

The bill also specifies that if an induction program is unavailable to the employed preliminary credential holder, the teacher will be allowed to complete a Commission-approved fifth year of study program. AB 2210 also allows a teacher to complete a Commission-approved fifth year of study program if the individual is required to complete subject matter course work to meet NCLB's highly qualified teacher requirements.

Individuals employed in private schools or other teaching positions, but not K-12 public schools, may participate in an approved induction program but are not supported by state funding. The employer of a preliminary credential holder must complete and sign Form CL 855, "*Verification of Unavailability of a Commission Approved Induction Program*" stating that Induction is not available to the individual to allow that person to utilize the Fifth Year of Study route to earn the clear credential (<http://www.ctc.ca.gov/notices/coded/050010/050010.pdf>).

If the verification of unavailability of induction is signed by an eligible employer, the individual may complete an approved Fifth Year of Study Program. The regulations, **§80413(d)(1)**, specify what type of schools or programs may verify that Induction is unavailable:

*(d) Definitions:*

*(1) The term "employing agency" as used in this section shall mean:*

*(A) Public school districts in California.*

*(B) County offices of education or county superintendents of schools in California.*

*(C) Schools that operate under the direction of a California state agency.*

*(D) Nonpublic, nonsectarian schools and agencies as defined in Education Code Sections 56365 and 56366.*

*(E) Charter Schools as established in Education Code Section 47600.*

*(F) Private schools.*

There are other individuals who hold a preliminary multiple or single subject SB 2042 credential and are not employed in any of the entities identified in the regulations. Individuals for whom this is the case include unemployed preliminary credential holders, day to day substitutes, individuals who move out of California prior to completing the clear credential requirements, and individuals who are employed by an entity that is not a school as defined above. Therefore, for these individuals neither state funded Induction or a Fifth Year of Study program can be completed to earn the clear credential. These individuals might be eligible to complete a university-based induction program, should one be available. Attached to this agenda item as Appendix C is a table that demonstrates, based on the type of employer, if an individual is eligible for Induction, eligible for state funding for Induction, and if the employer is eligible to verify that Induction is not available.

Currently, a preliminary credential is valid for five years. The expectation is that the vast majority of individuals who earn a preliminary multiple subject or single subject credential will be employed as a K-12 teacher within those five years and therefore able to complete an Induction program. But it is now clear that a percentage of individuals who hold SB 2042 preliminary credentials are not able to participate in induction and are not employed by entities that can waive the induction requirement to allow the individual to complete a Fifth Year of Study Program. Beginning in August 2009, there will be individuals who hold preliminary

credentials that will soon expire and the individual will not have had the opportunity to earn the clear credential. Therefore, the questions that need to be addressed include “If SB 2042 redesigned teacher preparation to include a job-embedded phase of mentoring and support for beginning teachers prior to earning the clear credential, should an individual be able to earn the clear credential if he or she has not complete the job-embedded induction program?” and “Should everyone that earns a preliminary credential be able to earn the clear credential, independent of the individual’s teaching experience?”

Discussions with stakeholders have been held related to the questions above. There is broad agreement that since the reconfiguration of learning to be a teacher includes a job-embedded induction process, that individuals who earn the clear credential should have demonstrated the skills and abilities as defined by the clear credential program standards. Stakeholders have also expressed concern for the individuals who earned the preliminary credential but have not been able to find a teaching position in a public school and therefore have not completed induction.

For individuals in this situation, the preliminary credential could be renewed with a statement from the individual explaining why induction was not completed in the first five years and describing the plan to complete induction within the time period of the ‘renewed’ preliminary credential. The individual would then have additional time to find employment that would support participation in an induction program. Staff suggests that additional research and discussions with stakeholders should take place regarding the option of renewing the preliminary credential.

*Staff Recommendations:*

- Commission staff recommends that the work to ensure that the two currently available routes (Induction and the Fifth Year of Study) to the clear multiple and single subject teaching credential are as equivalent as possible be continued and brought back to the Commission for action later this year.

## **Appendix A**

*Standards of Quality and Effectiveness  
For  
Professional Teacher Induction Programs  
(March 2002)*

# Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

## **Program Standard 1: Sponsorship, Administration, and Leadership**

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leader(s) who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

### **Program Elements for Standard 1: Sponsorship, Administration, and Leadership**

- 1(a) The induction program sponsor(s) demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- 1(b) The program has clearly specified roles and responsibilities for each sponsor about program oversight and implementation; each sponsor designates a primary contact person for the program.
- 1(c) The program establishes a representative leadership team. The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about the state-adopted academic content standards and performance levels for students, preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.
- 1(d) The program sponsor(s) specifies in writing the roles, and responsibilities of one or more qualified program leaders, responsible for the overall direction of the program. These roles and responsibilities are appropriate to the scope of the program. The program leader(s) has appropriate authority over the details of program design and implementation.

## **Program Standard 2: Resources**

The induction program consistently allocates sufficient resources among program sponsor(s) to enable the program to meet all program standards and deliver planned program components to all participating teachers. Program sponsor(s) distribute resources in a manner consistent with the stated program rationale, design, and goals.

### **Program Elements for Standard 2: Resources**

- 2(a) The program allocates appropriate resources among collaborating partner(s) to ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.

- 2(b) The program sponsor(s) assign qualified personnel designated to lead and coordinate the program.
- 2(c) The program sponsor(s) assign support personnel to the induction program according to policy guidelines.
- 2(d) The program leader(s) access and coordinate existing professional development resources as appropriate to support participating teachers.
- 2(e) The program leader(s) monitor resource allocations on a regular basis and make necessary adjustments.

### **Program Standard 3: Professional Development Providers**

The induction program selects and evaluates professional development providers, using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will bring skills that enhance program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

### **Program Elements for Standard 3: Professional Development Providers**

- 3(a) The program defines in writing the roles and responsibilities of professional development providers, and clearly states and consistently follows procedures for making selection decisions.
- 3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, including but not limited to the following:
  - (i) Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
  - (ii) Knowledge of teacher development and the research base that informs induction content and practices;
  - (iii) Knowledge of adult learning theory;
  - (iv) Experience in training, facilitation, and presentation;
  - (v) Knowledge of group process and high quality professional development elements;
  - (vi) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
  - (vii) Willingness to work with others to create a collegial learning community;
  - (viii) Possession of effective interpersonal communication skills; and
  - (ix) Demonstrated commitment to personal professional growth and learning.
- 3(c) The program provides education and training for professional development providers who are training support providers or participating teachers.
- 3(d) Consultants from outside the program are oriented to the program's context and communicate with program leader(s) on how to provide an educational experience for all participants.
- 3(e) The program regularly evaluates the performance of professional development providers.

#### **Program Standard 4: Evaluation**

The induction program has a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and broadly representative community members to become involved in program revision, development and evaluation activities. Program sponsor(s) participate in accountability processes designed to ensure quality and effectiveness of the program.

#### **Program Elements for Standard 4: Evaluation**

- 4(a) Local program goals and the induction program standards are the criteria for program evaluation. These criteria include an examination of participating teachers use of standards-based instructional strategies based on state-adopted academic content standards and performance levels for students.
- 4(b) Ongoing program evaluations include information from multiple internal and external sources, such as participants, employers, partner(s), recent graduates, professional development providers, site administrators, and program staff.
- 4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leader(s) analyze the data, share them with program sponsor(s) and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leader(s) conduct an annual internal program evaluation.
- 4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in program design.
- 4(e) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.

#### **Program Standard 5: Articulation with Professional Teacher Preparation Programs**

The local induction program articulates with local professional teacher preparation programs and collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.

#### **Program Elements for Standard 5: Articulation with Professional Teacher Preparation Programs**

- 5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The partner(s) share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.

- 5(b) The program establishes specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.
- 5(c) The program sponsor(s) establishes clear procedures for receiving documents from professional teacher preparation programs, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional credential.

### **Program Standard 6: Advice and Assistance**

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

### **Program Elements for Standard 6: Advice and Assistance**

- 6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.
- 6(b) The program informs all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials that were prepared out of state and have less than five years experience, and those teaching on intern credentials.
- 6(c) The program has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.
- 6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.
- 6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to: the State-adopted academic content standards and performance levels for students; the *California Standards for the Teaching Profession*; evidence of completion of an annual Individual Induction Plan; and documentation of completion of professional credential requirements.
- 6(f) At the point of hiring, the program informs all eligible teachers of their responsibility to enter a professional teacher induction program within 120 calendar days of the start of the initial teaching contract and provides all eligible teachers with information about program requirements and expectations.

### **Program Standard 7: Coordination and Communication**

The induction program sponsor(s) coordinates and communicates with other education entities, which work both within and across organizational boundaries to develop a coherent, efficient, and effective program for participating teachers. Ongoing coordination and communication with preliminary teacher preparation programs and professional development organizations is evident. Roles, responsibilities, and relationships are clearly defined and well understood by the program sponsor(s) and its partner(s). Partner(s) share resources as set out in cooperative agreements.

### **Program Elements for Standard 7: Coordination and Communication**

- 7(a) The induction program partners with at least one other educational organization from among K-12 school organizations, institutions of higher education, and district internship programs operating in the region. Other cooperating partner(s) may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and local businesses.
- 7(b) Coordination and communication with partner(s) is a significant part of the program leader's ongoing job responsibilities.
- 7(c) The induction program clearly defines in writing each sponsor(s)'s and cooperating partner(s)'s responsibilities for implementing the program. Sponsor(s) and their partner(s) establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.
- 7(d) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among sponsor(s) and their partner(s), who regularly seek formative feedback. Coordination and communication yield clear and coherent curricula for participating teachers across the continuum.

### **Program Standard 8: Support Provider Selection and Assignment**

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

### **Program Elements for Standard 8: Support Provider Selection and Assignment**

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:
  - (i) Knowledge of beginning teacher development;

- (ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
  - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
  - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
  - (v) Willingness to share instructional ideas and materials with participating teachers;
  - (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
  - (vii) Effective interpersonal and communication skills;
  - (viii) Willingness to work with participating teachers;
  - (ix) Demonstrated commitment to personal professional growth and learning; and
  - (x) Willingness and ability to be an excellent professional role model.
- 8(c) Support providers are familiar with the state-adopted academic content standards and performance levels for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.
- 8(d) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.
- 8(e) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.

### **Program Standard 9: Support Provider Professional Development**

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers.

### **Program Elements for Standard 9: Support Provider Professional Development**

- 9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.
- 9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:
- (i) Identify and respond to diverse needs of participating teachers;
  - (ii) Engage in reflective conversations about teaching practice;
  - (iii) Assist participating teachers in understanding the local context for teaching;

- (iv) Formatively assess participating teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks;
  - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;
  - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;
  - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and
  - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.
- 9(c) The program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.
- 9(d) Support providers have time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.
- 9(e) The program assesses the quality of services provided by support providers to participating teachers using multiple sources of evidence, including information from participating teachers. The program leader(s) provides formative feedback to support providers on their work, and retain in the program only those support providers who are successful.

## **Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs A: Program Design**

### **Program Standard 10: Program Design**

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students. The induction program design, consistent with the program's stated rationale, has a sound theoretical and scholarly basis, is relevant to the contemporary conditions of schooling in California, and leads to a professional credential. It focuses on the *California Standards for the Teaching Profession*, state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks.

### **Program Elements for Standard 10: Program Design**

- 10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.

- 10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- 10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.
- 10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards and performance levels for students and of state-adopted curriculum frameworks at their assigned grade level(s).
- 10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English learners that support mastery of the State-adopted academic content standards and performance levels for students; for creating a healthy environment for student learning; for supporting equity and diversity; for teaching special student populations; and for using computer technology to support student learning, as described in Categories B and C.
- 10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* and the state-adopted academic content standards and performance levels for students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.
- 10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional teacher induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.
- 10(h) The program maintains an individual and complete record of each participating teacher's program participation, including documenting progress towards completion of professional credential requirements. All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.

### **Program Standard 11: Roles and Responsibilities of K–12 School Organizations**

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers taking participants' novice status into consideration. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

## **Program Elements for Standard 11: Roles and Responsibilities of K–12 School Organizations**

- 11(a) The program leader(s) clearly communicate the program’s rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.
- 11(b) The K-12 school organization provides appropriate support services.
- 11(c) The program provides professional development for site administrators in order that administrators will become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:
- (i) Teacher preparation across the learning-to-teach continuum;
  - (ii) Beginning teacher development;
  - (iii) Identifying working conditions that optimize participating teachers’ success;
  - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers’ work environments;
  - (v) Understanding the role of support providers in the induction process; and
  - (vi) Respecting the confidentiality between the support provider and participating teachers.
- 11(d) The program works with site administrators to establish a culture of support within their school for the work to be done between participating teachers and support providers. Commitment from the site administrator will include, but is not limited to:
- (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;
  - (ii) Introducing participating teachers to the staff, and including them in the school's learning community;
  - (iii) Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the *California Standards for the Teaching Profession*;
  - (iv) Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers’ and support providers’ participation; and
  - (v) Participating in program evaluation.

## **Program Standard 12: Professional Development Based on an Individual Induction Plan**

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the *California Standards for the Teaching Profession* (CSTP) in relation to the State-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

## **Program Elements for Standard 12: Professional Development Based on an Individual Induction Plan**

- 12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C.
- 12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan (IIP) annually, which is informed by their prior preparation, training and experience. Results of the teaching performance assessment, when available, guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.
- 12(c) The IIP includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.
- 12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards and performance levels for students, and are structured to provide the individualized support needed by the participating teacher.
- 12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.
- 12(f) The program has clear guidelines, for the ratio of support provided to participating teachers by support providers. These guidelines are based on knowledge about learning to teach and knowledge of the level of support necessary to successfully meet the induction standards. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

## **Program Standard 13: Formative Assessment Systems for Participating Teachers**

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of *The California Standards for the Teaching Profession (CSTP)* and in relation to the state-adopted academic content standards and performance levels for students. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

### **Program Elements for Standard 13: Formative Assessment Systems for Participating Teachers**

- 13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of *The California Standards for the Teaching Profession* and the State adopted academic content standards and performance levels for students in the context of their teaching assignments.
- 13(b) The formative assessment system provides for assessment monthly during the school year of each participating teacher's classroom-based practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students. Assessment evidence is shared with each participating teacher in a timely manner.
- 13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the *CSTP*. Multiple measures include observation, the process of inquiry, and analyzing student work products.
- 13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the *CSTP* to formatively assess each participating teacher's growth and practice.
- 13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching performance assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.
- 13(f) The formative assessment system is characterized by:
- (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *CSTP*;
  - (ii) *CSTP* element-specific criteria used to make professional judgments about teaching evidence;
  - (iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students; and
  - (iv) A reflective process based on the *CSTP* that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.
- 13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.
- 13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

#### **Program Standard 14: Completion of the Professional Teacher Induction Program**

The program sponsor(s) provide the necessary opportunities for each participating teacher to complete all professional credential requirements. The induction program includes a clearly specified process for making professional credential recommendations and verifies that participating teachers complete all requirements before recommending them for the credential.

#### **Program Elements for Standard 14: Completion of the Professional Teacher Induction Program**

- 14 (a) Program completion requirements include, but are not limited to, the following components at a minimum:
- (i) Documentation of teaching performance assessment outcomes from the professional teacher education program, when available.
  - (ii) An annual Individual Induction Plan (IIP), documenting planned professional growth activities based on formative assessment information and individual needs. (Standard 12)
  - (iii) Demonstrated application of the *CSTP* and state-adopted frameworks and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to individual diverse student needs, beyond what was demonstrated for the preliminary credential. (Standards 13 & 15)
  - (iv) Evidence of participation in professional development activities including:
    - (a) Attendance at planned events (Standard 12)
    - (b) Consistent communication with a Support Provider (Standard 8 & 9)
  - (v) Demonstrated knowledge of the following:
    - (a) Using technology to support student learning (Standard 16)
    - (b) Equity, diversity, and access to the core curriculum (Standard 17)
    - (c) Creating a supportive and healthy environment for student learning (Standard 18)
    - (d) Teaching English learners (Standard 19)
    - (e) Teaching special populations (Standard 20)
- 14 (b) The program sponsor(s) have a process for verifying completion of the professional teacher induction program and recommending for the professional credential only those participating teachers who have met all requirements. (Standard 12).

## **B: Teaching Curriculum to All Students in California Schools**

#### **Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy**

Each participating teacher grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each

participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

**Program Elements for Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy**

- 15(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- 15(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- 15(c) Each participating teacher communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learns, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- 15(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).
- 15(e) Each participating teacher demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.
- 15(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- 15(g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.
- 15(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

### **Program Standard 16: Using Technology to Support Student Learning**

Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.

### **Program Elements for Standard 16: Using Technology to Support Student Learning**

- 16(a) Each participating teacher communicates through a variety of electronic media.
- 16(b) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology - enhanced curriculum.
- 16(c) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
- 16(d) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 16(e) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- 16(f) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- 16(g) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

## **C: Teaching All Students in California Schools**

### **Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments

that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1. Each participating teacher examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

### **Program Elements for Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum**

- 17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- 17(b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.
- 17(c) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- 17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 17(e) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- 17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- 17(g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

### **Program Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

In the professional teacher induction program, each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social

well being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

### **Program Elements for Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

- 18(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- 18(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.
- 18(c) Each participating teacher uses a strengths-based approach to foster individual students' wellbeing. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- 18(d) Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- 18(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.
- 18(f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- 18(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

### **Program Standard 19: Teaching English Learners**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrate the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

### **Program Elements for Standard 19: Teaching English Learners**

- 19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- 19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- 19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

- 19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- 19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- 19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- 19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- 19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

### **Program Standard 20: Teaching Special Populations**

Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

### **Program Elements for Standard 20: Teaching Special Populations**

- 20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- 20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.

- 20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- 20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- 20(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it is to the next grade, school, or post-school environment.
- 20(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

## **Appendix B**

*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)*

## Advanced Study of Health Education (Standard 1)

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each candidate understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each candidate demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each candidate demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each candidate knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

### Required Elements

- (a) Each candidate identifies environmental factors that influence student well- being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- (b) Each candidate implements accident prevention strategies within the classroom and the school site.
- (c) Each candidate uses a strengths-based approach to foster individual students' well- being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- (d) Each candidate knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- (e) Each candidate demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Candidates know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.
- (f) Each candidate uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- (g) Each candidate knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

## **Advanced Study of Teaching Special Populations (Standard 2)**

In advanced course work, each candidate builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each candidate knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each candidate demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each candidate demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

### **Required Elements**

- (a) Each candidate demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- (b) Each candidate demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- (c) Each candidate demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- (d) Each candidate demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- (e) Each candidate demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it is to the next grade, school, or post-school environment.
- (f) Each candidate demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

### **Advanced Study of Using Technology to Support Student Learning (Standard 3)**

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each candidate is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each candidate makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs.

#### **Required Elements**

- (a) Each candidate communicates through a variety of electronic media.
- (b) Each candidate interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology - enhanced curriculum.
- (c) Each candidate uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- (d) Each candidate designs, adapts, and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- (e) Each candidate uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- (f) Each candidate uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- (g) Each candidate demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

## **Advanced Study of Teaching English Learners (Standard 4)**

In advanced course work, each candidate builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate knows school organizational structures and resources designed to meet the needs of English learners, and demonstrate the ability to implement the adopted instructional program for English Language Development. Each candidate demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each candidate uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

### **Required Elements**

- (a) Each candidate knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- (b) Each candidate demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- (c) Each candidate demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- (d) Each candidate demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- (e) Each candidate understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. Each candidate knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each candidate effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- (f) Each candidate knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

- (g) Each candidate draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- (h) Each candidate plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- (i) Each candidate develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- (j) Each candidate provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- (k) Each candidate effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

## Appendix C

### **SB 2042 Routes to the Clear Credential**

**SB 2042 Routes to the Clear Credential**

<b>Type of Employer</b>	<b>Teacher is eligible for State Funded Induction</b> Only in first 2 years of teaching on the Preliminary Credential	<b>Participate in Induction at his/her own cost</b>	<b>Employer* is eligible to verify that Induction is not available</b>
<b>School district or county office of education</b>	Yes	Yes	Yes
<b>Charter School</b>	Yes	Yes	Yes
<b>Private School</b> religious or nonsectarian	No	Yes	Yes
<b>Non-public non-sectarian (NPS)</b> <sup>1</sup>	Yes	Yes	Yes
<b>Juvenile court schools</b>	Yes	Yes	Yes
<b>Adult Correctional System</b>	No	Yes	Yes
<b>Juvenile Corrections</b>	No	Yes	Yes
<b>School under a state agency jurisdiction</b> <sup>2</sup>	No	Yes	Yes
<b>Teaching outside California</b> (out of state or outside the US)	No	No	No
<b>Long term substitute</b>	Maybe	Yes, if an approved Induction program will accept the candidate and a plan is developed to provide the range of induction experiences and opportunities to demonstrate knowledge and skills required by the program.	No
<b>Day to Day Substitute</b>	No		No
<b>Working for the state of California</b> (CDE or CTC)	No		No
<b>Working in Pre-school</b> <sup>3</sup>	No		Yes
<b>Working in Higher Education</b> (community college or 4-year institution)	No		No
<b>Teaching/tutoring for an agency</b> , i.e. studio, hospital, circus	No		Yes
<b>Teaching/tutoring for a for profit company</b>	No		No
<b>Before/After school program</b>	No		No
<b>Home School teacher</b> -not affiliated with a public/private school	No		No
<b>Education affiliated setting</b> , i.e. museum/zoo/science center	No		No
<b>Summer camp, YMCA</b>	No		No
<b>Employed in a non-education setting</b>	No		No
<b>Unemployed individuals</b>	No		No

\*A California public school or any school that is sponsored by a private K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency. If the employer verified that Induction is not available, the teacher may complete an approved Fifth Year of Study program.

<sup>1</sup> Vocational Education teachers are eligible to participate in BTSA with state funding, but currently do not earn their credential through completion of Induction. Adult Education teachers are not eligible to participate in BTSA with state funding.

<sup>2</sup> A school where public school students are placed to meet the requirements of the student's I.E.P. Teachers with an Education Specialist Level I credential are eligible to participate in BTSA with state support. The teacher is not earning the Clear MS or SS through the BTSA program but using BTSA to support the Level II Education Specialist work.

<sup>3</sup> A school operating under the direction of a California State Agency (Health and Human Services, Department of Corrections or others), i.e. adult prisons,

<sup>4</sup> If the preschool is run by the school district AND the teachers are on the regular teacher salary schedule, then 'Yes' to state funded induction. Otherwise the individual is not eligible for state funded induction.