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Information

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 subject matter preparation policy issues related to the SB 2042 reform.

Recommended Action: For information only

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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.

August 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 (Chap. 548, Stats. 1998) reform, continued at the April 2007 meeting with a discussion of issues related to the preliminary level of teacher preparation and at the June 2007 meeting with a discussion on professional teacher preparation policy issues related to the SB 2042 reform. Unlike the previous SB 2042 items, this item is not an action item but requests direction from the Commission on the policies related to subject matter preparation for multiple and single subject teachers.

Background

At the March 2007 Commission meeting, staff presented the introductory policy item related to the unfinished work of the SB 2042 (Chap. 548, Stats. 1998) 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>). At the June 2007 Commission meeting, staff presented information related to the third phase of teacher preparation (<http://www.ctc.ca.gov/commission/agendas/2007-06/2007-06-6C.pdf>) This current agenda item focuses on the first level of preparation; which is subject matter preparation.

A unique feature of the SB 2042 reform was the opportunity to develop three sets of program standards simultaneously (Subject Matter Preparation, Preliminary Teacher Preparation, and Teacher Induction) so that the three sets of standards would be coherent, would build upon and reinforce each other, and would provide a logical and seamless transition for teacher candidates throughout their subject matter preparation, their pedagogical preparation, and their induction in their initial two years on the job.

In addition, SB 2042 requires the three levels of teacher preparation (subject matter, pedagogical, and induction into the profession) to address content in a recursive manner and to align with the state adopted academic content and performance standards for students. For example, experience in the schools is required in an approved subject matter program, the preliminary preparation program and through the induction phase of the teacher's preparation. The types of experiences build through the three levels of the teacher preparation programs. The standards for

each phase of teacher preparation, and the dates the standards were adopted, are provided in Table 1.

Table 1: SB 2042 Standards, Routes, and Adoption Dates

| Level of Preparation | Standards (date adopted) | Routes |
|---|---|---|
| Subject Matter Preparation: Multiple Subjects | <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 Examination¹ |
| Subject Matter Preparation: Single Subject | <i>Standards of Quality and Effectiveness for Subject Matter Preparation Programs</i> (2003-2006) | <ul style="list-style-type: none"> • Passage of CSET: Single Subject Examination • Completion of an approved subject matter program |
| Pedagogical Preparation: Multiple Subjects 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"> • Traditional teacher preparation program offered by a college or university • Intern teacher preparation program offered by a university or a local education agency (LEA) • Early Completion Option Intern • Blended program of teacher preparation offered by a college or university |
| Induction into the Profession | <p><i>Standards of Quality and Effectiveness for Teacher Induction Programs</i> (March 2002)</p> <p><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)</i></p> | <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 CSET Multiple Subject examination to comply with No Child Left Behind (NCLB); therefore, completion of an approved subject matter program may no longer meet the subject matter requirement.

²No university sponsored teacher induction programs have been submitted for approval as of July 2007.

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.

Subject Matter Preparation

The Education Code has provided two routes for individuals to satisfy the subject matter requirement since the Ryan Act of 1970 (Chap. 557, Stats. 1970). The Ryan Act instituted a requirement that all candidates for a Multiple or Single Subject Teaching Credential pass a subject matter examination in addition to completing an approved professional teacher preparation (pedagogy) program. However, the Ryan Act also provided for an alternative to the subject matter examination requirement. This option authorized colleges and universities to design and implement subject matter programs approved by the Commission that would “waive” the examination by providing a coursework route to establishing subject matter competence.

Over the years, Commission policies have directed that the two routes ensure equivalent content and that the content is closely related to the curriculum of the public schools. As part of SB 2042, the two options available to candidates to satisfy the subject matter requirement were brought into even closer alignment by using one set of subject matter requirements (SMRs) for the development of both the examination and the program standards. In addition, SB 2042 required that both the examination and the program routes be aligned to the K-12 student academic content standards and frameworks.

Typically subject matter preparation occurs through a candidate's undergraduate coursework. The coursework may be offered through an approved subject matter program or as coursework that is part of the bachelor's degree. However, colleges and universities that intend to offer subject matter preparation to undergraduate students are required to meet the adopted subject matter standards in order to be recognized by the Commission for this purpose. Candidates who do not complete an approved subject matter program that meets the adopted subject matter program standards must take and pass a subject matter examination (currently the California Subject Examinations for Teachers-CSET) to meet the subject matter requirement.

A study session was presented to the Commission in May 2004 that reviewed the history of subject matter preparation in California and posed a number of questions related to the approval of subject matter preparation programs (<http://www.ctc.ca.gov/commission/agendas/2004-05/may-2004-6A.pdf>):

- Why does the Commission review and approve subject matter programs?
- Should the Commission continue to review and approve subject matter programs?
- Should there be a distinction in Commission policy concerning reviewing and approving elementary subject matter programs and single subject matter programs?
- What options could the Commission consider if it continues to review elementary subject matter programs?

At the study session, the questions above were discussed by the Commission and many stakeholders, but no specific actions were taken.

Elementary Subject Matter Preparation

The standards and content specifications for the elementary subject matter programs were developed by the Elementary Subject Matter Advisory Panel and adopted by the Commission in September 2001. The advisory panel consisted of 26 members, including teachers, professors,

and curriculum specialists in the seven content areas required by law (mathematics, science, history/social science, English/language arts, visual and performing arts, physical education and human development). The panel met for a sixteen-month period to study the state-adopted academic content standards for students and state-adopted frameworks, hear presentations from the developers of these standards and frameworks, and meet with panels of liberal studies program coordinators to discuss changes needed in subject matter programs. The subject matter examination, *CSET: Multiple Subject*, and the subject matter program standards were both developed from the content specifications that were developed by the Elementary Subject Matter Advisory Panel.

In order to align credential requirements with the requirements of the No Child Left Behind (NCLB) Act, the Commission took action that approved elementary subject matter preparation programs would no longer be eligible for an examination waiver in light of the enactment of NCLB and the regulations of the State Board of Education. This action triggered an end to the examination waiver provided in Education Code Section 44310 for multiple subject credential candidates. Therefore as of July 1, 2004 all multiple subject candidates must pass the CSET: Multiple Subjects prior to taking responsibility for whole class instruction during student teaching or becoming the teacher of record as an intern.

At the time the Commission took the above action, it had already approved 30 Elementary Subject Matter Preparation Programs (Appendix A). Although these programs have been officially approved, completion of the program no longer satisfies the subject matter requirement. Staff has not conducted reviews of proposed elementary subject matter programs since the Commission action to require a multiple subject candidates to pass the CSET: Multiple Subjects examination.

As mentioned earlier in this item, the Commission discussed the issue of Elementary Subject Matter programs at the May 2004 meeting. Options the Commission discussed included continuing to review and approve the programs, completing a different type and level of review and recognizing the programs, or not reviewing elementary subject matter programs. However, no action was taken and the topic has not been before the Commission until now.

Policy questions related to elementary subject matter preparation:

- Should the Commission continue to approve Elementary Subject Matter Programs even though completion of the program does not waive the requirement that the candidate pass the multiple subject matter examination?
- Should the Commission rescind the approval for the currently approved Elementary Subject Matter Programs?
- Should the Commission endorse or recognize Elementary Subject Matter Programs in some manner to indicate that a program is aligned with the Commission standards, instead of approving the programs, since completion of the program does not waive the requirement that the candidate pass the subject matter examination?

Single Subject Matter Preparation

The standards and content specifications for thirteen single subjects were developed by advisory panels in three phases and brought to the Commission for adoption as shown in Table 2.

Table 2:

| Single Subject Matter Standards Adoption | Adopted by the Commission |
|---|----------------------------------|
| I: English, Mathematics, Social Science and Science | January 2003 |
| II: Art, Languages other than English, Music and Physical Education | May 2004 |
| III: Agriculture, Business, Health, Home Economics, Industrial and Technology Education | September 2006 |

As with the Elementary Subject Matter Standards, the panels for the thirteen single subject matter areas each met to study the state-adopted academic content standards for students and state-adopted frameworks, and hear presentations from the developers of these standards and frameworks to discuss changes needed in single subject matter programs. Subject matter requirements or content specifications were developed for each of the thirteen subject areas, brought to the Commission and adopted.

The single subject matter examinations and the single subject matter program standards were both developed from the subject matter requirements that were developed by the appropriate Single Subject Matter Advisory Panel. This process was designed to create two different routes to demonstrate subject matter competence that are both governed by the same subject matter requirements. Single subject matter preparation programs have been determined to meet the NCLB requirements because they are equivalent to a major in the subject matter and the coursework must be closely aligned to the content taught in the K-12 public schools. There are currently 49 single subject matter programs that have completed the review process and been approved by the Commission (Appendix A).

Some individuals have suggested that the Commission take a similar action with single subject matter preparation programs as with the elementary subject matter program and require all candidates to pass the appropriate examination. However, there is strong sentiment that it is important for the two equivalent routes to continue and that there is considerable value in having a programmatic option available.

Policy question related to single subject matter preparation:

- Should there continue to be both the approved program route and the examination route for candidates to satisfy the subject matter requirement for Single Subject credentials?

Next Steps

Staff requests guidance from the Commission on the direction it would like to take with respect to subject matter policies. A discussion of the policy questions raised in this agenda item would be helpful. Staff can work with stakeholders to address these questions if the Commission desires. The plan would be for staff to return at a future Commission meeting with an action item related to the Commission's subject matter policies.

Policy Questions related to Subject Matter Preparation

1. Should the Commission continue to approve Elementary Subject Matter Programs even though completion of the program does not waive the requirement that the candidate pass the subject matter examination?
2. Should the Commission rescind approval for the currently approved Elementary Subject Matter Programs?
3. Should the Commission endorse or recognize Elementary Subject Matter Programs, instead of approving the programs, since completion of the program does not waive the requirement that the candidate pass the subject matter examination? If yes, what should the review process be for the programs? Should it be the same as when the programs were originally approved or should it be a different review process?
4. Should there continue to be both the approved program route and the examination route for candidates to satisfy the subject matter requirement for Single Subject credentials?

Appendix A
Subject Matter Preparation Programs

Institutions Previously Approved to Offer Elementary Subject Matter Programs¹

| | |
|-------------------------------|--------------------------------|
| CSU Bakersfield | Concordia University |
| CSU Chico | Dominican University |
| CSU Fullerton | Fresno Pacific University |
| CSU Los Angeles | Holy Names University |
| CSU Monterey Bay | InterAmerican College |
| CSU Northridge | Loyola Marymount University |
| CSU San Diego | Masters College |
| CSU San Jose | Mount St. Mary's University |
| CSU Stanislaus | National University |
| Azusa Pacific University | National Hispanic University |
| Bethany College | Notre Dame De Namur University |
| Biola University | Pepperdine University |
| Cal Lutheran University | Pt. Loma Nazarene University |
| California Baptist University | University of San Diego |
| Chapman University | University of La Verne |

1. The above institutions were approved to offer elementary subject matter preparation programs prior to Commission action in October 2003 to require passage of the CSET: Multiple Subjects Examination for all candidates.

Institutions Approved to Offer Single Subject Matter Programs

English Language Arts

CSU Channel Islands
CSU Dominguez Hills
CSU Fullerton
CSU Long Beach
CSU Los Angeles
CSU Northridge
CSU Sacramento
CSU San Bernardino
Loyola Marymount University
National University
Pepperdine University
San Francisco State
San Jose State University
St. Marys College

Social Science

Azusa Pacific University
CSU Chico
CSU Dominguez Hills
CSU Fresno
CSU Fullerton
CSU Los Angeles
CSU Northridge
CSU Sacramento
Loyola Marymount University

Mathematics

Azusa Pacific University
Cal Poly San Luis Obispo
California Lutheran University
CSU Channel Islands
CSU Dominguez Hills
CSU Fullerton
CSU Long Beach
CSU Los Angeles
CSU Northridge
CSU Sacramento
CSU San Bernardino
CSU Stanislaus
Loyola Marymount University
National University
Pt. Loma Nazarene University
San Diego State University
San Jose State University
Sonoma State University
UC Irvine
University of San Diego

Science

CSU Chico: Chemistry
CSU Chico: Physics
Loyola Marymount University: Biology
Loyola Marymount University: Chemistry

Art

Pt. Loma Nazarene University
San Francisco State University