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Action

Professional Services Committee

Program Approval and Initial Institutional Approval

Executive Summary: This agenda item presents five single subject matter programs for Commission approval.

Recommended Action: That the Commission approve the five single subject matter programs described in this agenda item.

Presenters: Helen Hawley, Consultant and Teri Clark, Administrator, 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 and performance of professional educators and for the accreditation of credential programs.

Program Approval and Initial Institutional Approval

Introduction
This agenda item presents five single subject matter program submitted by institutions of higher education for single subject matter program approval.

Background
The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, they may be completed concurrently with teacher preparation programs.

Subject Matter Program Review Procedures
Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission's website. Staff members train, assign, and coordinate review team work.

2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor's response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.

3. Program Review –The program sponsor's responses to the Commission's subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the

context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents five single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval. These five are:

- California Polytechnic State University, San Luis Obispo: English
- California State University, Chico: Mathematics
- Humboldt State University: Mathematics
- California State University, Long Beach: French
- California State University, Long Beach: German

Summary Information on the Single Subject Matter Programs

California Polytechnic State University, San Luis Obispo: English

The English Department at Cal Poly incorporates the philosophy and goals expressed in California's English/Language Arts Framework, the Academic Content Standards for K-12 Students, and the National Council for Teachers of English Guidelines for Preparation of English Teachers, current developments in English education theory and practice as well as studies of California's diverse student population. The program requires 91 semester units of English studies. The candidate outcomes are as follows:

- Candidates will recognize, analyze, and interpret representative major literary works across all genres, historical periods, and cultural contexts.
- Candidates will demonstrate critical thinking and analytic skill through close reading of both literary and non-literary text.
- Candidates will apply their knowledge of human language structures to the development of a second language and its role in facilitating academic literacy.
- Candidates will recognize the written and oral conventions of Standard English and will be able to apply them to reading and writing processes.
- Candidates will engage in a variety of writing processes, constructing clear and thoughtful products across multiple writing applications.

- Candidates will develop critical research questions and will utilize methods of inquiry that lead to quality writing and other effective methods of presentation.
- Candidates will skillfully apply the artistic and aesthetic tools necessary for effective public speaking, creative writing, and theatrical performances.
- Candidates will recognize the strategies employed by a variety of media forms to impact society and will responsibly apply these strategies in their own presentations.

The Cal Poly English Single Subject Matter Program focuses on developing fluency in the same critical areas as the state and national frameworks: reading, writing, speaking and listening. The program offers in-depth engagement with literary texts from various authors, genres and periods, including British, American, world and adolescent literature requirements, Shakespeare, and multicultural literature. The emphasis on historical development of literary forms gives students a broad understanding of various structures of literary work, while at the same time honing the vocabulary, writing, critical analysis, and listening skills essential to the state's guidelines for K-12 students. In addition, the program integrates an in-depth study of grammar and linguistics, media analysis and performance, and creative expression; furthermore, the study of literature and language are fully integrated with written and spoken expression.

California State University, Chico: Mathematics

The CSU, Chico mathematics subject matter program is based on the philosophy that the teacher candidates are knowledgeable in the mathematics that they will teach and have exposure to and have discussed issues related to the diverse learning needs of the students they will teach. Providing future teachers with a strong foundation in mathematics beyond the mathematics they will teach will enable them to extend the learning of their students as the opportunity arises. The program's purpose is to produce high quality teacher candidates for secondary school mathematics who are knowledgeable and skillful in the standards, frameworks, methods and movements in mathematics education. The program is designed for prospective teachers of secondary school mathematics to experience classical and modern mathematics; to collaborate in constructing meaning for mathematical concepts; to appreciate individual differences in perspectives, imaging, connecting, solving, expressing and learning styles; to study and work with national standards and state frameworks in mathematics education; and to experience different methodologies and technologies in learning mathematics. Candidates are required to complete 48 semester units of mathematics course work in the program to achieve the following candidate outcomes for algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability:

- Given a mathematical problem, including non-standard problems, candidates will be able to apply appropriate problem solving techniques to solve the problem. They will understand the role that problem solving has played historically in the development of mathematics. Graduates will understand how problem solving can be used to effectively teach the mathematics detail in the California Mathematics Content Standards and to build a sense of inquiry and perseverance in their students.
- Candidates will learn to communicate their thinking clearly and coherently. They will learn to use appropriate mathematical language and symbols. They will learn how mathematical communication has changed throughout the history of mathematics. They will learn how to use technology effectively to communicate mathematical ideas. They

will see effective communication as an essential part of teaching the mathematics detail in the California Mathematics Content Standards.

- Graduates will understand what constitutes mathematical reasoning and how to use mathematical reasoning to prove results and to build mathematical systems. They will learn about the historical development of mathematical reasoning. They will also understand the importance of mathematical reasoning in teaching the mathematics detail in the California Mathematics Content Standards.
- Graduates will learn to see mathematics as an integrated whole as opposed to a disconnected collection of facts and procedures. They will be able to identify these connections between the mathematics content areas. They will see the history of mathematics as a search for coherence and connection in mathematics. They will understand the importance of teaching the California Mathematics Content Standards as a system of mathematical relationships.

Humboldt State University: Mathematics

The mission of the Humboldt State University Mathematics Department is to provide excellent instruction in mathematics, statistics, and quantitative reasoning; to encourage scholarly activities among faculty and students; to meet broad community needs for mathematical and statistical expertise, including those of K-14 schools, governmental and professional organizations, and the applied sciences; and to promote mathematical and statistical literacy throughout society. The Mathematics Department's mission, goals, objectives, outcomes and assessments are consistent with the content of the State-adopted *Academic Content Standards for K-12 Students* and *Mathematics Framework for California Public Schools*. To quote the *Framework,* "An important theme stressed throughout this framework is the need for a balance in emphasis on computational and procedural skills, conceptual understanding, and problem solving." (page 2) To that end candidates study mathematics to achieve the following outcomes for the areas of algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability:

- develop the ability to formulate and solve a broad range of pure and applied mathematical problems using both analytical and computational techniques;
- become knowledgeable pre-service secondary teachers skillful in working with students from diverse backgrounds;
- understand the nature of mathematics as product (as independent, deductive, axiomatic system) and also as process (a dynamic interplay of exploration and induction);
- reason mathematically—construct, appreciate and evaluate convincing mathematical arguments.

Collectively, the required 54 semester units in mathematics courses reflect the following elements: activity-based instruction, critical thinking, active learning, performance-based assessment, commitment to every student's success, contextualized learning, use of technology, interdisciplinary learning, meaning-centered curriculum, connection to the world of work, conceptual understanding and real-life problem solving.

California State University, Long Beach: French

The mission of the CSULB Subject Matter Program in French is to teach French to future high school French teachers. To accomplish its goal of preparing teachers, the program is designed to

provide greater understanding of the French-speaking world through study of the French language, culture, literature, film, music, and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, French majors receive professional preparation to embark on a career in the teaching of French in the public schools aligned to the K-12 California Framework. The CSULB French subject matter program has been articulated with K-12 standards for the study of languages other than English to provide continuity in the teaching and learning of subject matter content.

In keeping with the mission the CSULB French program requires 36 upper division semester units of French language and literature courses as well as 16 units of a second foreign language which provides additional rigor to candidates' language skills. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks, standards-based outcomes, and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation.

A French teacher trained by the CSULB French Program will be able to manage a language curriculum based on:

- communication skills in spoken and written French;
- cultural knowledge of France and the francophone world, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

<u>California State University, Long Beach: German</u>

The mission of the CSULB Subject Matter Program in German is to teach German to future high school German teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the German-speaking world through study of the German language, culture, literature, film, music, and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, German majors receive professional preparation to embark on a career in the teaching of German in the public schools aligned to the K-12 California Framework. The CSULB German subject matter program has been articulated with K-12 standards for the study of languages other than English to provide continuity in the teaching and learning of subject matter content.

In keeping with its mission the CSULB German program requires 36 upper division semester units of German language and literature courses. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks, standards-based outcomes, and scenarios with the components of the Language Learning Continuum (functions,

contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation.

A German teacher trained by the CSULB German Program will be able to manage a language curriculum based on:

- communication skills in spoken and written German;
- cultural knowledge of Germany and the German-speaking world, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

Recommendations

Based upon a determination by a review panel that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

Single Subject Matter Programs

California Polytechnic State University, San Luis Obispo: English
California State University, Chico: Mathematics
Humboldt State University: Mathematics
California State University, Long Beach: French
California State University, Long Beach: German