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Action

Professional Services Committee

Proposed Policy for Review and Revision of Adopted Program Standards and an Update on the Implementation of the SB 2042 Teacher Preparation Standards

Executive Summary: This agenda item is a two part item. Part 1 is a proposed policy for review and revision of the Commission's adopted program standards. Part 2 continues the discussion begun at the March 2007 meeting and continued through the April, June and August meetings relating to the SB 2042 reform and work that is still to be completed.

Recommended Action: That the Commission adopt the Standards Review Policy as stated in this agenda item.

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

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

December 2007

Proposed Policy for Review and Revision of Adopted Program Standards and an Update on the Implementation of the SB 2042 Teacher Preparation Standards

Introduction

This agenda item is a two part item. Part 1 is a proposed policy for review and revision of the Commission's adopted program standards. Part 2 continues the discussion begun at the March 2007 Commission 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.

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 agenda 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 pedagogical preparation (<http://www.ctc.ca.gov/commission/agendas/2007-04/2007-04-6D.pdf>) of teachers. At the June 2007 Commission meeting, staff presented information related to the induction phase of teacher preparation (<http://www.ctc.ca.gov/commission/agendas/2007-06/2007-06-6C.pdf>). At the August 2007 Commission meeting, staff presented information related to subject matter preparation (<http://www.ctc.ca.gov/commission/agendas/2007-08/2007-08-7E.pdf>). This current agenda item provides an update on the work completed to date and a plan to complete the work related to the SB 2042 reform.

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 as teachers.

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)	Possible Candidate Routes
Subject Matter Preparation: Multiple Subject	<i>Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential</i> (September 2001)	<ul style="list-style-type: none"> • Passage of CSET: Multiple Subject 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 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"> • 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 no longer meets 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.

Part 1: Plan to Review and Revise the Commission’s adopted program standards

In the April 2007 agenda, staff proposed bringing to the Commission a plan to review and revise the Commission’s program standards. The discussion has identified the need to review and revise program standards about every ten years. There are instances when a review of adopted standards should take place before ten years, e.g. a legislative directive or the adoption of revised framework or content standards. The proposed policy related to the review and revision of adopted program standards is stated below:

Commission on Teacher Credentialing Standards Revision Policy: The Commission shall review all educator preparation program standards every 10 years at a minimum. The review schedule is subject to modification if the State Board of Education (SBE) adopts revised Frameworks and/or Content Standards which affect one or more of the Commission’s approved standards or if there is specific legislative direction to do so.

If the Commission adopts the policy stated above, the projected year for review and revision of the Commission’s program standards is shown in Table 2 below.

Table 2: Proposed Schedule for Review and Revision of the Commission’s Program Standards¹

Program Standards Review and Revision	Year Adopted	Projected Year to Review
Special Education Programs (<i>currently under review</i>) <ul style="list-style-type: none"> • Mild to Moderate • Moderate to Severe • Deaf and Hard of Hearing • Visual Impairments • Physical and other Health Impairments • Early Childhood Special Education 	1996	2008
Clinical Rehabilitative Services Programs (<i>currently under review</i>) <ul style="list-style-type: none"> • Language Speech and Hearing • Audiology • Orientation & Mobility • Special Class Authorization 	1996	2008 ²
Designated Subjects: Career Technical Education (<i>currently under review</i>)	1993	2008 ²
Professional Fifth Year of Study Programs	2003	2008 ³
Professional Teacher Induction Programs	2002	2008 ³
Reading Certificate Programs	1998	2009
Reading and Language Arts Specialist Programs	1998	2009
Designated Subjects: Driver Education and Special Subjects	1997	2009
Designated Subjects: Adult Education Programs	1993	2009

Program Standards Review and Revision	Year Adopted	Projected Year to Review
Library Media Teacher Programs	1991	2009
Designated Subjects: Supervision and Coordination Programs	-	2009
Adapted Physical Education Specialist Programs	1992	2010
Pupil Personnel Services Programs <ul style="list-style-type: none"> • School Psychologist • School Counseling • School Social Work • Child Welfare and Attendance 	2001	2011
SB 2042 Multiple and Single Subject Programs	2001	2012
Administrative Services Credential Programs <ul style="list-style-type: none"> • Preliminary • Professional-Guidelines based • Professional-Standards based 	2003	2013
Agricultural Specialist Programs	2006	2016
California Teachers of English Learners Programs	2006	2016
Professional School Nurse Programs including Special Teaching Authorization in Health Programs	2007	2017
Bilingual Cross-Cultural Programs (<i>currently under review</i>)	2007	2017
Early Childhood Specialist Programs	1985	-
Mathematics Specialist Programs	1985	-

¹ This chart does not include subject matter standards

² Expected date of adoption

³ Pursuant to SB 1209

Staff Recommendation

Staff recommends that the Commission adopt the Standards Review Policy as stated on page 3F-3 of this agenda item.

Part 2: Update on Work Related to the Recommendations or Policy Questions Regarding SB 2042

A number of stakeholder meetings have been held to address the policy questions and/or implement the Commission's actions as it relates to SB 2042. Staff will continue working on the implementation of SB 2042 and report back to the Commission as is appropriate.

Summary of the meetings focused on the remaining SB 2042 implementation issues:

Required Elements format of the Standards and the integration of the Blended Program Standards (June 2007). Staff met with members of the Committee on Accreditation (COA) and the Accreditation Study Work Group (Work Group) to begin the discussion of the use of required elements in the standards. The group proposed edits to the standards that would ensure that all essential concepts are included in the standard statement and there would be no additional required elements.

Intern Programs and how they are addressed by the adopted Program Standards, Common Standards, and the Preconditions (July 2007). Staff met with members of the COA, the Work Group, and leaders of Intern programs to discuss how intern programs are addressed by the adopted program standards. Individuals from Public Advocates attended this two day meeting.

Fifth Year of Study Program Standards and the alignment with adopted Induction Program Standards (May and July 2007). Staff continued the work with stakeholders to align the two routes to the clear multiple and single subject credential.

Review of proposed edits to Program Standard 13: Preparation to Teach English Learners (July 2007). Staff shared the initial review of Program Standard 13 with the Bilingual Certification Design Team to gather additional feedback.

Reading Instruction Competence Assessment (RICA) Validity Panel (September 2007). Staff met with the RICA Validity Panel to discuss the proposed revisions to the RICA content specifications and the necessary revisions to Multiple and Single Subject Program Standard 7: Preparation to Teach Reading-Language Arts. The conclusion of the RICA Validity Panel was that a group needs to be convened to consider the revised RICA content specifications and the newly adopted Reading-Language Arts Framework in the proposed revisions to Program Standard 7.

A summary of the work to date on the SB 2042 issues and the plan for completing the work is presented in Table 3 on the next two pages.

Next Steps

Staff will continue to work with stakeholders in the review and suggested revision to the SB 2042 adopted program standards. Staff plans to return to the Commission with an agenda item that presents the proposed revisions to the SB 2042 Multiple and Single Subject program standards in Spring 2008.

Table 3: SB 2042 Issues Identified, Work to Date, and the Plan to Complete the Work

	Specific Issue	Status of Work to Date	Next Steps
General Issues	Review the Common and 2042 Program Standards for redundancy.	Revised Common Standards have been adopted by the Commission. The COA and Work Group begin to review and propose edits to the adopted Program Standards (6/2007).	a) Additional work needs to take place with the COA, Work Group and stakeholders. Then present draft Standards to the Commission in Spring 2008, gather stakeholder feedback, and bring the proposed standards to the Commission for adoption by August 2008.
	2042 Standards and required elements format	COA and Work Group begin to review and propose edits (6/2007). RICA panel discussed Standard 7 (9/2007).	
	Organize and “publish” the standards		b) Once review and revision work across the standards is complete, then this task will be completed
	Plan to review and revise standards over time	Present a plan in this agenda item for Commission adoption (12/2007).	c) Once the Commission adopts a plan, staff will implement the plan to review and revise program standards
Preliminary Preparation	Preliminary standards for language related to the intern delivery model	COA and Work Group with additional Intern stakeholders begin to review and propose edits (7/2007).	See a) above
	Incorporate the Blended program standards into the preliminary teacher preparation standards	COA and Work Group begin to review and propose edits to embed the issues related to Blended Programs into the Teacher Preparation Standards (6/2007).	See a) above
	Emphasis, specialist and certificate programs within the SB 2042 credential structure	The Commission took action in April 2007 endorsing the concept that emphasis programs should be locally designed and administered. A specialist credential or certificate will be the vehicle through which additional authorization is added to a credential.	d) Review of all specialist credentials and certificate programs currently available. Staff will communicate with the field regarding emphasis programs. An agenda item focused on specialist and certificate programs will be brought to the Commission in Spring 2008.

	Specific Issue	Status of Work to Date	Next Steps
Induction into the Profession	Ensure that both routes to the Clear Credential are as equivalent as possible. Possible extension for preliminary credential.	Stakeholder meetings were held in February, May, and July, 2007. Plan for extension to preliminary credential was presented to the Commission (11/2007) and based on Commission endorsement, Title 5 regulations are being prepared.	e) Once the Title 5 regulations have been completed, this work will be complete.
	Add Induction Program Standards 15 and 17 to the Fifth Year of Study Program Standards	After meeting with stakeholders in February, May, and July 2007, an agenda item was presented to the Commission at the November 2007 meeting to add two additional standards to the Fifth Year of Study Program Standards.	f) The Commission acted to adopt the two additional program standards at the November 2007 meeting. Staff is now working with program sponsors to implement these standards.
Subject Matter	Should the Commission continue to approve elementary subject matter programs or recognize or endorse the programs?		g) Staff plans to return to Commission with an agenda item (planned for January-February 2008) with additional information regarding subject matter programs. Work will continue after the Commission's action or direction.