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# 2G

## Action

### *Professional Services Committee*

## **Program Standards Structure: Recommendation to Remove Required Elements for Program Standards**

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**Executive Summary:** This agenda item presents for consideration and action by the Commission a revised structure for program standards. The revised structure would remove the “Required Elements” component of the current SB 2042 standards. If approved by the Commission, staff would move forward with stakeholders to revise the standards accordingly. The agenda item includes several draft revised standards to illustrate the revised format.

**Recommended Action:** That the Commission adopt the recommended policy regarding the structure of the Multiple and Single Subject Program Standards.

**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.

January-February 2008



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# **Program Standards Structure: Recommendation to Remove Required Elements for Program Standards**

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## **Introduction**

This agenda item continues the discussion begun at the March 2007 Commission meeting relating to the SB 2042 (Chap. 548, Stats. 1998) reform. This discussion was continued at the April 2007 meeting with consideration of issues related to the preliminary level of teacher preparation, at the June 2007 meeting with a discussion on professional (Induction and the Clear Credential Programs) teacher preparation, and at the August 2007 meeting with a discussion on subject matter policy issues related to the SB 2042 reform. This item focuses on preliminary preparation and presents examples to illustrate the differences between the current standards with “required elements” and possible revised standards without required elements but with enhanced standard statements.

## **Revision of Program Standards Format: Elimination of the Required Elements and Enhancing the Standard Statement**

The work to date to review and revise the SB 2042 program standards has been iterative in nature. A group of stakeholders met in June 2007. In accordance with Commission direction, the group was composed of members of the Committee on Accreditation (COA) and the Accreditation Study Work Group (Work Group). The group was provided with the Preconditions, the Induction Program Standards as well as the Commission’s Common Standards to consider as they reviewed and proposed revisions to the Multiple and Single Subject Preliminary Preparation Program Standards. The group carefully reviewed each standard and the required elements currently listed under each standard. The charge to the group was to edit the program standard in a manner that would ensure that any concept that had previously been presented within a required element was incorporated within the language of the standard itself. Another group continued the work in July 2007 focusing particular attention on intern specific issues. This group was composed of members of the COA, the Work Group and program leaders from a number of Intern programs.

From this effort, an early draft of revised program standards has been developed. Provided below is one standard with the proposed edits. At times, the stakeholders proposed additional language be added to the standard (shown below in underlined text) and at other times proposed that language should be deleted (shown below in ~~strikeout~~ text).

## PROGRAM STANDARD 1: Program Design

The professional teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally designed sequence of coursework, ~~and~~ field experiences and a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling, including attention to California public education. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

~~**Program Elements for Standard 1: Program Design**~~ (Proposal includes no required elements)

~~*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:*~~ This statement does not need to be presented for every standard.

- ~~1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork. Already addressed in the Standard statement.~~
- ~~1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research. Too specific, tells the program how rather than what to do.~~
- ~~1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education. Already addressed in the Standard statement.~~
- ~~1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and~~

~~sequence of the standards and apply these understandings in teaching K-12 students. Too specific and already addressed by the Standard statement.~~

- 1(e) ~~Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations. Addressed by the Standard statement and Program Standard 19.~~
- 1(f) ~~By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment. Addressed by Standard statement and Program Standard 19.~~
- 1(g) ~~The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential. Addressed by Standard statement and Program Standard 19.~~

Sample draft standards are presented on the following six pages. The standard in the left hand column is the current, adopted standard while the language in the right hand column is the proposed revised language. Note that the revised language is currently identified sentence by sentence with Roman numerals. This is for ease of discussion although it is not expected that the numerals will remain when the proposed standards are presented to the Commission for adoption. Further, the italicized language in the right hand column is the proposed language that applies to those program sponsors that deliver the preliminary preparation program through either a blended or intern delivery model. If a program sponsor elects to offer one or both of these types of program models, then the sponsor would address the appropriate sentences, if the standards as presented in this item were adopted by the Commission.

### **Recommended Action**

Staff recommends that the Commission take action to remove the 'Required Elements' structure from the Commission's Multiple and Single Subject Program Standards.

### **Next Steps**

If the recommended policy is adopted by the Commission, staff will continue to work with stakeholders to review and suggest revisions 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 Preliminary Program Standards in Spring 2008 and then seek further stakeholder input on the proposed revisions. After stakeholder input is reviewed, and any necessary revisions are made, the standards will return to the Commission for action later in 2008.

In addition, independently, a group of experts in Reading was scheduled to meet on January 28-29 at the Commission to review Multiple and Single Subject Program Standard 7: Preparation to Teach Reading/Language Arts. This standard is divided into 7A, which is focused on the

Multiple Subject credential, and 7B, which is focused on the Single Subject credential. An information item is scheduled for the March 2008 Commission meeting which will present the proposed revisions to Standard 7. Stakeholder feedback would then be solicited on the proposed standard. Revisions will be incorporated in the proposed revised standards and they will be returned to the Commission for action at the June 2008 meeting. The revised Program Standard 7: Preparation to Teach Reading/Language Arts would then be available for preparation programs to review against course curricula and assignments. It is essential that the preparation programs are revised prior to the implementation of the revised RICA examination.

Parallel work has also begun on reviewing and revising the Induction Program Standards as required by SB 1209 (Chap. 527, Stats. 2006). A separate agenda item describes that work.

## Standard 1: Program Design

### Adopted Standard

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork.

1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear

### DRAFT Proposed Standard

- i. The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally designed sequence of coursework, field experiences, and a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling, including attention to California public education.
- ii. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education.
- iii. By design, the program provides extensive opportunities for candidates to (i) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (ii) know and understand the foundations of education and the functions of schools in society; and (iii) develop pedagogical competence utilizing a variety of strategies as defined by the Teaching Performance Expectations (TPEs) provided in the appendix.
- iv. A teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

## Standard 1: Program Design

### Adopted Standard

understanding of the realities of California public education.

- 1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.
- 1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in The Appendix.
- 1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.
- 1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

### DRAFT Proposed Standard

#### ***Blended Program Delivery Model:***

- v. *A Blended Program of Undergraduate Teacher Preparation provides candidates with:*
- A carefully designed curricula involving both subject matter and professional preparation that includes connected and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels;*
  - a clearly developmental emphasis involving early and continuous advising, and early field experiences; and*
  - explicit and supported mechanisms for collaboration among all involved in the design, leadership and on-going delivery of the program.*

#### ***Intern Program Delivery Model:***

- vi. *The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program takes special care to integrate theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record delivered in a sustained, intensive and classroom focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12 and 13. The partners jointly provide intensive supervision that consists of structured guidance and regular on-going support throughout the program.*

## Standard 2: Collaboration in Governing the Program

Adopted Standard	DRAFT Proposed Standard
<p>Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.</p> <p>2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.</p> <p>2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.</p> <p>2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.</p> <p>2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate</p>	<p>i. Sponsors of the preliminary teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation.</p> <p>ii. Partnerships address significant aspects of preliminary preparation, and include collaboration between (i) <i>subject matter preparation providers</i> and pedagogical preparation providers; (ii) and ii) at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.</p> <p>iii. Participants cooperatively establish and review the terms and agreements of partnerships, including (i) partners' well-defined roles, responsibilities and relationships; and (ii) contributions of sufficient resources to support the costs of effective cooperation.</p> <p><b><i>Blended Program Delivery Model:</i></b></p> <p>iv. <i>The overall design and implementation of a Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. A Blended Program includes the involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.</i></p>

## Standard 2: Collaboration in Governing the Program

### Adopted Standard

candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

### DRAFT Proposed Standard

#### *Intern Program Delivery Model:*

v. *Intern programs are joint programs of employing school districts and approved program sponsors requiring on-going collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program.*

## Standard 9: Using Technology in the Classroom

Adopted Standard	DRAFT Proposed Standard
<p>Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.</p> <p>9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.</p> <p>9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.</p> <p>9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.</p> <p>9(d) Each candidate uses computer applications to manage records and to communicate through printed media.</p> <p>9(e) Each candidate interacts with others using e-mail and is</p>	<p>The teacher preparation program ensures that</p> <ul style="list-style-type: none"> <li>i. Each candidate uses appropriate technology to facilitate the teaching and learning process.</li> <li>ii. Each candidate demonstrates knowledge and understanding of the legal and ethical issues related to the use of technology.</li> <li>iii. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.</li> <li>iv. Each candidate is able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and value added to student learning.</li> <li>v. Each candidate integrates technology-related tools into the educational experience of all students.</li> <li>vi. Each candidate encourages the use of technology with students in their research, learning activities, and presentation skills.</li> <li>vii. Each candidate analyzes best practices and research on the use of technology to deliver lessons that enhance student learning.</li> <li>viii. Each candidate demonstrates knowledge of copyright</li> </ul>

### Standard 9: Using Technology in the Classroom

<b>Adopted Standard</b>	<b>DRAFT Proposed Standard</b>
<p>familiar with a variety of computer-based collaborative.</p> <p>9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)</p> <p>9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.</p> <p>9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.</p> <p>9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.</p>	<p>issues and of privacy, security, safety issues and Acceptable Use Policies.</p>