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# 2C

## Action

*Professional Services Committee*

### Proposed Revisions to Teacher Preparation Program Standards 7A, 7B, and 8B(d)

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## AGENDA INSERT

**Executive Summary:** This agenda item presents proposed revisions to teacher preparation program standards 7A, 7B, and 8B(d) in order to align these program standards with revised RICA specifications adopted by the Commission as well as with the new state Reading/Language Arts Framework.

**Recommended Action:** Staff recommends the Commission adopt the proposed revised standards and approve the implementation plan.

**Presenter:** 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.
- ◆ Conduct, monitor, and evaluate the programs and systems the Commission operates to maintain quality and assure the systems align with each other and other state systems.

April 2008



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## Proposed Revisions to Teacher Preparation Program Standards 7A, 7B, and 8B(d)

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### Introduction

This agenda insert is a continuation of the posted Agenda Item 2C and presents the stakeholder feedback on the proposed revisions to Teacher Preparation Program Standards 7A, 7B, and 8B(d). In addition, this insert describes the technical assistance staff plans to provide and the procedures program sponsors will follow to document modifications to courses designed to support candidates in learning to teach reading.

### Process for collection of stakeholder feedback

Staff presented the proposed revised standards to the Commission at the March 2008 meeting. The Commission directed staff to expedite the collection of stakeholder feedback and return the proposed standards to its April meeting for possible adoption. Based on Commission direction, staff posted the proposed standards on the Commission web page on Friday, March 7 for stakeholder feedback. Feedback was collected through an electronic survey that allowed responders to identify language that they believed was missing from the proposed standard or language in the proposed standard that was not necessary, or indicate that the proposed language was acceptable as written. Responders were also able to provide open-ended comments on each of the three proposed standards. Feedback was due by April 1, 2008. Staff consolidated all feedback and shared it with the Reading Standards Revision Writing Group.

A total of 111 individuals completed some part of the electronic survey with 75 individuals completing the full survey. Responders included both 60 K-12 educators and 40 individuals from institutions of higher education. Ninety responders stated they had experience in multiple subject, special education, or teaching elementary reading while 40 responders had experience in single subject or secondary education.

Individuals with expertise in multiple subject, special education or teaching elementary reading were surveyed about proposed Standard 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English. Individuals with expertise in single subject or secondary education provided feedback about proposed Standard 7B: Single Subject Reading, Writing, and Related Language Instruction in English and proposed Standard 8B(d): Pedagogical Preparation for Subject-Specific Content Instruction by English Single Subject Candidates. The responders' feedback is provided below.

**Responders Opinions on the Proposed Language**

	<b>Missing</b>	<b>Not Necessary</b>	<b>Acceptable</b>
<b>Standard 7A</b>	7.4 %	17.6 %	75.0 %
<b>Standard 7B</b>	13.8 %	7.1 %	79.1 %
<b>Standard 8B(d)</b>	15.3 %	9.4 %	75.2 %

All feedback was sent to the Writing Group. On the basis of their review of the stakeholder feedback, minor edits were made to the proposed standards. The revised proposed standards are presented in Appendix E. When new language was added, it is both *italicized and underlined* and language that is proposed for deletion is shown in ~~strikeout text~~. (Non-underlined italics in the text were in the original standards, as proposed by the Writing Group.)

**Implementation Plan for the updated RICA and revised Standards 7A, 7B, 8B(d)**

If the Commission acts to adopt the proposed revised standards at the April meeting, staff will immediately begin work to support program sponsors in understanding the updated RICA content specifications, updating course syllabi to address the updated RICA content specifications, and revising their responses to Program Standards 7A, 7B, and 8B(d). This work will be addressed in technical assistance meetings in April and early May 2008.

In Fall 2008, program sponsors will offer their updated courses to candidates reflecting revised RICA content specifications. In January 2009, all approved Multiple Subject, Single Subject and Education Specialist programs would submit a short (2-3 page) plan that describes the changes to the courses being made. The updated RICA examination would be offered beginning in Fall 2009 to coincide with the 2009 English Language Arts instructional materials adoptions.

As part of the 2009-2010 and the 2010-2011 accreditation activities (Biennial Reports, Program Assessment and Site Visits) programs will provide updated responses to Program Standards 7A, 7B, and 8B(d) during their regularly scheduled accreditation activities.

**Next Steps**

If the Commission adopts the proposed Teacher Preparation Program Standards 7A, 7B, and 8B (d) at the April meeting, staff will immediately communicate with the field. All Multiple Subject, Single Subject, and Education Specialist programs will be apprised of the revisions to the standards that address the teaching of reading and the implementation plan.

Technical assistance meetings are planned to assist program sponsors in reviewing the revised standards, thinking about the updated RICA content specifications, and in reviewing current course syllabi to address the updated content specifications. A registration form for the technical assistance meetings will be posted once the Commission adopts revised standards.

<b>Date</b>	<b>Location</b>	<b>Host</b>
April 21, 2008	San Diego	Pt. Loma Nazarene University
April 22, 2008	Irvine	Pepperdine University
April 23, 2008	Los Angeles	Loyola Marymount University
April 29, 2008	Riverside	TBA
April 30, 2008	Sacramento	Commission Offices
May 1, 2008	Bay Area	St. Mary’s College
May 13, 2008	Fresno	TBA

**Recommended Action**

Staff recommends that the Commission adopt the proposed standards and approve the proposed implementation plan for both the updated RICA examination and the revised program standards.

## **Appendix E**

**Draft Revised Standards 7A, 7B, and 8B (d)  
including edits based on Stakeholder Feedback**

## Draft Language for 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The preparation program provides substantive, research-based instruction that effectively prepares each candidate *to teach reading/language arts* for a Multiple Subject (MS) Teaching Credential. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the RICA Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites, and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The table below indicates the necessary components that each candidate’s instruction and field experiences must include.

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Instructional Planning/ Objectives/ Design</b>	<ul style="list-style-type: none"> <li>Strategic selection and sequencing of <del>information</del> <i>curricula</i> to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</li> <li>Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization <i>of skills</i>.</li> </ul>		
	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Instructional Delivery</b>	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> <li>word analysis</li> <li>fluency</li> <li>vocabulary, academic language,</li> </ul>	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>The systematic progression of instruction and application of foundational writing strategies,</li> </ul>	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>The systematic progression of instruction and application to develop listening and speaking</li> </ul>

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
	<p>and background knowledge</p> <ul style="list-style-type: none"> <li>• reading comprehension</li> <li>• literary response and analysis</li> </ul> <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• orientation (e.g., engagement, teacher demonstration)</li> <li>• presentation (e.g., explicit instruction, modeling, pacing)</li> <li>• structured practice (e.g., reinforcement, questioning, feedback)</li> <li>• guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application</li> <li>• <u>independent practice (e.g. opportunities for students to show level of mastery)</u></li> </ul>	<p>applications, and conventions</p> <ul style="list-style-type: none"> <li>• Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision</li> <li>• Writing applications according to genres (grade-level appropriate) and their characteristics</li> <li>• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling).</li> </ul>	<p>strategies and speaking applications that parallel and reinforce instruction in reading and writing.</p> <ul style="list-style-type: none"> <li>• Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).</li> </ul>
	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Assessment</b>	<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to</p>		<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state</p>

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
	achieving the English Language Arts Content Standards: <ul style="list-style-type: none"> <li>• entry level assessment for instructional planning</li> <li>• monitoring student progress</li> <li>• post test or summative assessment</li> </ul>		adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Universal Access/ Differentiated Instruction</b>	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> <li>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students*</li> <li>• recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)*</li> <li>• using flexible grouping, individualized instruction, and whole-class instruction as needed*</li> <li>• using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i>*</li> </ul>		

\*Reordered the items.

## Draft Language for 7B: Single Subject Reading, Writing, and Related Language Instruction in English

The Single Subject Teaching Credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners. ~~Each candidate's instruction and field experience include a variety of components.~~ The Single Subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
  - Orientation (e.g., engagement, teacher demonstration)
  - Presentation (e.g., explicit instruction, modeling, pacing)
  - Structured practice (e.g., reinforcement, questioning, feedback)
  - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- utilize content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- ~~know~~ to be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
  - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
  - learn new and important content vocabulary and review cumulatively and periodically during the school year
  - read independently (at skill level) in the content areas in order to promote vocabulary development
  - use of context clues, apposition and word structure/analysis

- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
  - read and write using a wide variety of text (e.g., evaluating, synthesizing, and analyzing articles and books for research)
  - use professional language from a variety of sources
  - initiate and participate in discussions that extend their academic language
  - engage in independent reading from a variety of sources
  
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
  - experience a variety of informational texts reference works, including but not limited to magazines, newspapers, online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*.
  - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
  - develop comprehension skills through writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments)
  
- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
  - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts and statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing).
  - apply the general strategies of organization and focus, revision, and research methodology described in the writing standards.
  - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
  - to craft writing at the depth and complexity necessary for their subject matter and grade-level.
  - to present research via multiple pathways- in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

## **Draft Language for 8B (d): Pedagogical Preparation for Subject-Specific Content Instruction by English Single Subject Candidates**

The Single Subject Teaching Credential teacher preparation program effectively prepares candidates to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, *advanced learners, ones who use non-standard English* and students with disabilities.
- Assess both formally and informally student progress to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by their use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Writing instruction (inclusive of the writing process) on conventions, ~~genres~~ *domains* (i.e., response to literature, informational, persuasive, and technical), conducting research, and applications that allows students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
- Opportunities for listening and speaking including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.