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Information

Professional Services Committee

Update on the Designated Subjects: Adult Education Advisory Panel

Executive Summary: In April 2008, the Commission directed staff to review the requirements for the Designated Subjects: Adult Education Credentials and recommend revisions to the standards. This agenda item reports on the progress of this work and presents proposed modifications to the credential requirements for Commission consideration.

Recommended Action: For information only

Presenter: Helen Hawley, Consultant,
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

March 2009

Update on the Designated Subjects: Adult Education Advisory Panel

Introduction

In April 2008, the Commission directed staff to recruit an expert advisory panel to review the requirements and the *Standards of Quality and Effectiveness for Designated Subjects Adult Education Programs* in order to update the standards (<http://www.ctc.ca.gov/-commission/agendas/2008-04/2008-04-21.pdf>). This agenda item is the first in a series of items that will present the work of the Adult Education Advisory Panel, which includes recommendations for new credential requirements. In addition, the agenda item reviews the legislative and regulatory changes that would be necessary for the proposed changes to the credentials requirements.

Background

The current Designated Subjects: Adult Education credential requirements and preparation program standards have been in effect since 1993. The Adult Education Credential authorizes an individual to teach the subject(s) named on the credential in courses organized primarily for adults. Nineteen education agencies operate approved adult education programs across California, including programs in the California State University, the University of California, county offices of education, and school districts (<http://www.ctc.ca.gov/credentials/leaflets/cl506.pdf>). An adult education web page which includes meeting dates, minutes, and agendas; information on panel members; resource links; and other information relevant to the panel's work was set up on the Commission's web site (www.ctc.ca.gov/educator-prep/AE.html).

Panel Process

Commission staff announced the establishment of an Adult Education Advisory Panel in May 2008 by posting information and an application on the Commission's web site and by email to all county offices of education, adult education programs, colleges of education, and major professional organizations including the California State University System (CSU), the University of California System (UC), Association of California School Administrators (ACSA), California School Boards Association (CSBA), California Federation of Teachers (CFT), California Teachers Association (CTA), Association of Independent California Colleges and Universities (AICCU), and the California County Superintendents Educational Services Association (CCSESA). All of the listed organizations identified a representative for the panel except for the last two. Staff reviewed the applications to ensure that the panel was composed of individuals who represented a range of attributes with respect to gender, region of the state, professional representation, and ethnicity as well as experience in adult education. In total, 17 applicants were selected for appointment as panel members by Executive Director, Dale Janssen. A complete list of the adult education panel members and their professional affiliations is included in Appendix A.

The panel met six times for two days each month from June 2008 through January 2009. Panel members reviewed a collection of resources and research related to adult education, including the California Department of Education (CDE) adult education program guidelines (http://www.cde.ca.gov/sp/ae/ir/documents/aeand_book2005.pdf) and the current Designated Subjects Program Standards for adult education teaching credentials (1993). The panel also considered the recently adopted Career Technical Education Program Standards (2008) and credential structure (<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-3F.pdf>).

Parallels and Distinctions Between Adult Education and Career Technical Education

Adult Education and Career Technical Education (CTE) are parallel in some ways, yet distinct in others. Most entities that sponsor a career technical education teacher preparation program, also offer adult education teacher preparation. Often, the sponsors have designed their Designated Subjects teacher preparation programs to overlap, where appropriate.

Career technical education and adult education both provide educational opportunities for adolescents that extend the core of 6-12 education. Both Designated Subjects programs prepare teachers for career technical subjects. However, one distinction is that adult education teacher preparation programs prepare individuals to teach primarily adults and the programs are based on adult learning theory rather than pedagogy. Another distinction is that adult education programs prepare individuals to teach some academic subjects: English as a second language, elementary and secondary basic skills, and individual academic subjects.

In August 2008, the Commission took action to adopt revised program standards for the preparation of individuals to teach CTE. In addition, the Commission forwarded the CTE Advisory Panel's recommendations regarding CTE credential requirements to the Legislature. SB 1104 (Chap. 576, Stats. 2008) made the proposed changes to the credential requirements. The Adult Education Advisory Panel is recommending parallel changes to the credential requirements and program standards for adult education teacher preparation. The CTE credential changes (1) streamlined the credential and (2) provided more opportunities to recruit qualified teachers. The panel believes that adult education would benefit by similar changes to both the program standards and the credential requirements.

Like CTE, the adult education credential changes would require some legislative and regulatory changes. One change would involve shortening the work experience requirement of individuals interested in becoming adult education teachers; another change would involve shortening the length of time for the preliminary credential; and yet another change would necessitate that the preparation program provide the same preparation for part-time and full-time adult education teachers.

The Major Changes Proposed for Adult Education Credential Requirements

As with the new CTE teacher preparation structure, the Adult Education panel believes that a new credential and program structure for adult educators would better serve students and teachers. After reviewing the revised CTE requirements, the panel is recommending a streamlined credential structure that would be consistent with the CTE credential structure in several respects. This section summarizes the major recommended changes for adult education and provides rationales for the changes.

A. Professional program responsible for candidate recommendation for a credential

In the past, approved adult education preparation programs were not necessarily responsible for recommending an individual for the initial adult education credential. Employers could recommend candidates for the adult education teaching credential without the candidate enrolling in a teacher preparation program. A significant shift in the draft adult education program standards is to move the responsibility for recommending an individual for an adult education teaching credential to the approved preparation program. This change will ensure that all candidates receive quality orientation, support and supervision from the program that has enrolled them as soon as they are recommended for the initial teaching credential. This proposed change has already been implemented with Career Technical Education teacher preparation.

B. Comprehensive and integrated adult education program design

The current adult education preparation programs consist of two levels of preparation which can be thought of as introductory and advanced teacher preparation. Level I requires individuals to complete 4 semester units or 60 hours of preparation. Level II requires the teachers to complete an additional 5 semester units or 75 hours of preparation. For streamlining, the proposed adult education teacher preparation program would require a single comprehensive and integrated program of preparation of 9 semester units or 135 hours, including a maximum of 3 semester units or 45 hours that consists of multiple, systematic, and developmental supervised instructional events and a culminating activity that reflects the candidate's growth, learning, and proficiency. The program of professional preparation would result in a credential that authorizes both part-time and full-time service. The program would need to be completed in 3 years or less, after which time candidates would be eligible for a clear credential by completing 4 documented successful teaching terms, an advanced level of preparation offered by an approved program, or a variety of other professionally recognized activities. This proposed change is parallel to changes in the preparation of Career Technical Education teachers.

C. Early orientation for program candidates

Since adult education teachers almost always enter the classroom prior to completing a preparation program, the panel believes that it is not only reasonable, but necessary to provide every new adult education teacher with an orientation within the first few weeks of teaching. Though many school districts provide an orientation for new teachers, there is inconsistency in the content of such orientations, and the orientations are designed for teachers who have completed teacher preparation programs. The adult education advisory panel believes that by requiring approved adult education preparation programs to provide an orientation that addresses the essential skills and information needed by a beginning adult education teacher, more consistency and comprehensiveness could be realized across all adult education programs. In addition, the adult education advisory panel believes that if approved programs were responsible for orienting adult education teachers and providing basic skills and knowledge as these individuals begin teaching, the programs will be working with candidates from the point of hire, thus ensuring early advising, support, and supervision. This proposed change is in place for Career Technical Education preparation.

D. Teaching English Language Learners (ELL)

All newly prepared adult education teachers need to have the knowledge and skills to work with English language learners. ELL strategies should be integrated into the adult education teacher preparation standards to encourage preparation programs to contextualize them for application by the candidates. This proposed change is in place for Career Technical Education teacher preparation. Therefore, the draft standards would address teacher competencies in teaching ELL students.

E. Teaching students with special needs

Some adult education courses are designed as opportunities for special needs students to learn practical skills. These courses are known as “transition” or “workability” courses. The fact that adult education teachers have responsibility for teaching special education students suggests the need for ensuring that the adult education teachers acquire knowledge related to teaching students with special needs. As with the ELL teaching competencies, teaching knowledge for students with special needs should be integrated throughout the adult education teacher preparation standards to contextualize them for application by candidates. This proposed change is in place for Career Technical Education teacher preparation. Therefore, the draft standards would address teacher competencies in teaching students with special needs.

E. Beginning teacher support and advisement

Formally instituting support and supervision during the preparation program will enable candidates to increase the quality of their teaching knowledge within the work context and may increase retention of adult education teachers. This support model has proven effective for other new teachers, and it is imperative that adult education teachers receive similar support and supervision. This proposed change is in place for Career Technical Education preparation and most other programs. The draft adult education standards would define and require a support model consistent with both student teaching supervision and new teacher support to ensure that candidates have multiple opportunities for critical feedback on their practice and mentoring from a skilled colleague.

Proposed Program and Credential Changes

As the panel considered revisions to the program standards, it became clear that it would be important to suggest a number of changes for the credential requirements consistent with the Career Technical Education credential changes. Some of these changes will require legislation while others require regulatory changes and others can be implemented through the program standards. The following chart outlines the major program and credential changes that the panel is recommending.

Credential or Program Requirement	Current	Proposed	Necessary Changes
Recommendation of individual for the preliminary credential	Approved program or employing district	Approved program	Statute

Credential or Program Requirement	Current	Proposed	Necessary Changes
Structure of the credential	Part-time and full-time credentials	One credential allowing part- or full-time teaching	Statute
Length of Preliminary Credential	5 years	3 years	Statute
Early Orientation	None required	Required	Standards
Teaching English learners	Not required	Content integrated in preliminary program	Standards
Teaching students with special needs	Minimally addressed in the program	Content integrated in preliminary program	Standards
Support and supervision during the preparation program	Not required	Integrated in preliminary program	Standards
United States Constitution	Required for Preliminary Credential	Required for Clear Credential	Statute
Health Education	Health (1 unit)	Health education as per education code	Title 5
Work Experience Required	5 years for non-academic credentials	3 years for non-academic credentials	Statute
- Recency of work experience	No requirement	One year experience in last 5 years or 2 years in the last ten	Title 5
- Defines a year of work experience	One year of work experience is 1500 hours	One year of work experience is 1000 hours	Title 5
- Minimum work experience	None specified	Minimum 1 year work experience	Title 5
- Additional work experience options	None specified	Occupational teaching, training, education, internships, volunteerism	Title 5

Next Steps

Staff is seeking direction on how to proceed with the Adult Education advisory panel's recommendations. A number of the proposed changes require legislative action. The deadline for the introduction of new bills for the 2009 legislative year has passed. It is possible that language addressing the changes recommended by the Adult Education advisory panel could be included in a bill that has already been introduced, but it is also possible that it may be necessary to wait until the 2010 legislative year. No legislators have been contacted as possible authors for the language related to the preparation of individuals to become adult education teachers.

Other changes proposed by the Adult Education Advisory Panel require changes in regulation. Though some of the regulatory changes could move forward under Commission authority, if there are changes to the Education Code related to the credential requirements for adult

education teachers, then the regulations would need to be updated to implement the legislative changes. Other changes proposed by the advisory panel could be implemented through the Commission's program standards.

The Commission's discussion will guide staff work and future agenda items related to the preparation of individuals to earn the Designated Subjects Adult Education teaching credential.

Appendix A

Adult Education Advisory Panel Members

Rocky Bettar	Rowland Unified School District
Mike Brunelle	Sacramento City Unified School District
Glen Casey	California Polytechnic University, San Luis Obispo
Crystal Gips	California State University
John Grisafe	Oxnard Adult School
Bob Harper	Salinas Union High School District
Cris Johnson	California Teachers Association
Ernest Kettenring	California Federation of Teachers
Margaret Kirkpatrick	University of California, Berkeley
John Luster	National University
John Mendoza	Redlands Unified School District
Vicki Prater	California Department of Education
Mary Prather	Association of California School Administrators
Rebecca Seher	Los Angeles County Office of Education
Kathy Thompson	California School Boards Association
David Williams	Beaumont Adult School
Susan Yamate	San Diego County Office of Education