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Action

Professional Services Committee

Modification of the Review Process for Subject Matter Programs

Executive Summary: This agenda item presents a plan to streamline the review process for subject matter programs for Commission consideration and approval.

Recommended Action: Commission approval of proposed plan to streamline the review process for subject matter programs.

Presenters: 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

October 2009

Modification of the Review Process for Subject Matter Programs

Introduction

This agenda item presents a proposal for modification of the review process for subject matter programs for Commission consideration and possible approval. In addition, the item briefly discusses a plan to review the *Standards Common to All* for the subject matter programs.

Background

At the August 2009 Commission meeting staff presented an information item related to the review process for subject matter programs (<http://www.ctc.ca.gov/commission/agendas/2009-08/2009-08-2C.pdf>.) As the item stated, the current review process is seen as overly arduous by many institutional faculty which is undoubtedly contributing to the decrease in the number of approved subject matter programs.

In the August 2009 agenda item, staff recommended that the Commission consider the following modifications to streamline the subject matter program review process:

1. All prospective subject matter program proposals will respond to the adopted standard statement but not the required elements. This will be the case for both the *Standards Common to All* (Appendix A) and the content-specific program standards.
2. Responses to the standard statement will be limited to one or two pages in length per standard and describe how the program will meet the standard in narrative form. In addition to the narrative response, prospective programs will still submit supporting evidence.
3. Prospective programs will be provided a sample Teaching Strategies Matrix (Appendix B). This matrix will be a way for the program to submit information for Program Standard 5 which requires information on the variety of teaching strategies that are utilized across the proposed courses. To satisfy Program Standard 5, the program will complete the table or provide the information in another format.
4. Prospective programs will be provided a sample SMR Alignment Matrix (Appendix C). The program will complete the table or provide the information in another format. This information would provide sufficient detail to address the content-specific program standards.
5. Program proposals would be uploaded to a secure website, including appendices and course syllabi. Prospective programs would submit course syllabi for all courses that would be required in the approved program.
6. Peer reviewers would access all program documentation through the secure website.

After the Commission's discussion at the August 2009 meeting staff was directed to bring an action item to a future meeting that would allow the review process for subject matter programs

to be streamlined as quickly as possible and to convene an advisory panel to review the *Standards Common to All* and other issues related to subject matter programs.

Proposal for Streamlining the Review Process for Subject Matter Programs

With respect to the proposals for streamlining, staff is able to immediately begin to use the secure website for reviewing the documents and work with programs to upload the proposals. However, Commission action is necessary to implement Options 1-4 as presented at the August 2009 Commission meeting.

At the August 2009 meeting, Commissioners expressed a variety of perspectives related to Option 1. Some Commissioners expressed preference for a full advisory panel review of all the standards and the required elements and make recommendations if any of the required elements should be incorporated into the standard statement. However, a full review of the subject matter standards could take close to a year to complete. Staff has done an internal review of the required elements in the *Standards Common to All* and did not identify any of the current required elements as essential to move up into the standard statement. Therefore staff recommends that the Commission take action stating that prospective subject matter programs must meet the standard statement and not the “required elements.”

Options 2, 3 and 4 are closely connected to Option 1. If the prospective programs are not required to meet every required element, then staff has the ability to guide prospective program sponsors to limit their responses to standards and submit information in tables or matrices that address the concepts embedded in the standards. Staff will modify the process to review programs and ensure that all reviewers follow the revised process. Options 5 and 6 can be implemented without Commission action and will begin in Fall 2009.

Plan to Review the *Standards Common to All*

At the August 2009 meeting, the Commission briefly discussed if the ten *Standards Common to All* subject matter programs should be required of any subject matter program. These standards define the components of an approved program and are not addressed by the examination. Based on the discussion at the August 2009 Commission meeting, staff has developed a plan to convene an advisory panel to review, consider eliminating, or possibly suggest revisions to the subject matter *Standards Common to All*. This work was not identified in the 2009-2010 work plan and is now being integrated into the plan. However, with the state furloughs, integrating additional work is a challenge.

The advisory panel will be convened early in 2010 and will be comprised of the range of stakeholders, including the appointment of a representative from each of the major stakeholder groups. The advisory panel will be charged with reviewing and developing recommendations related to subject matter programs and the current *Standards Common to All*. These recommendations will be presented to the Commission later in 2010 as is presented in the table below:

Activity	Tentative Timeline
Release application materials for the Subject Matter <i>Standards Common to All</i> Advisory Panel	October 2009
Applications for the Advisory Panel due to the Commission	November 30, 2009
Executive Director appoints Advisory Panel members	December 15, 2009
First meeting of the Subject Matter <i>Standards Common to All</i> Advisory Panel	February 2010
Report on the Work of the Subject Matter <i>Standards Common to All</i> Advisory Panel	June 2010
Recommendations from the Subject Matter <i>Standards Common to All</i> Advisory Panel	October 2010

Staff Recommendation

Staff recommends that the Commission take action to endorse the following changes to the subject matter review process effective immediately:

- Subject matter programs will be held to the standard statement and do not need to address the “required elements” in the response. The statements now listed as “required elements” would still be provided as “Guidance to Prospective Programs” but the reviewers would not use these statements in the initial review of the program.
- Program sponsors will be encouraged to limit responses to standards to 1-2 pages when responding in narrative form.
- Program sponsors will be encouraged to use a matrix which provides information on the “curriculum practices, instructional strategies and assessments” that the prospective teacher will experience in the subject matter program. This matrix would be in place of the narrative for Standard 5: Varied Teaching Strategies.
- Program sponsors will be encouraged to use a content specific alignment matrix to provide information related to the content specific program standards instead of providing a narrative response.

Next Steps

If the Commission takes action to streamline the current review process, staff will notify all institutions eligible to offer subject matter preparation programs of the streamlined review process and provide technical assistance to interested institutions. This notification will include those institutions which initially submitted prospective programs and did not complete the prior review process.

Staff will develop advisory panel application materials, including the communication to the major stakeholder groups, post the application materials and collect applications for membership on the advisory panel. After a panel has been convened by Executive Director Janssen, staff will facilitate the panel meetings. When the panel has developed recommendations for the Commission, staff will develop and bring the agenda item(s) forward.

Appendix A

Standards Common to All Subject Matter Programs

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted academic content standards for K-12 students and curriculum frameworks for California public schools. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding five years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Appendix B

DRAFT Teaching Strategies Matrix

(Complete this matrix or provide the information in another manner)

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Varied Teaching Strategies					
Required* Course			Curriculum Practices	Instructional Strategies	Assessments
Course #	Title	Summary of Content			

* *When there are options in which courses a candidate completes, please identify the sets of courses and the instructional strategies within those courses that a candidate will experience.*

Appendix C

Sample SMR Alignment Matrix

(Complete this matrix or provide the information in another manner)

Subject Matter Requirements (SMRs)	Course #s (Include key assignments or assessments, title of texts, or other evidence that the course will address the SMR)	Met/ Not Met
<p>Domain 3. Number Theory Candidates demonstrate an understanding of the number theory and a command of the number sense contained in the <u>Mathematics Content Standards for California Public Schools (1997)</u> as outlined in the <u>Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (1999)</u> from an advanced standpoint. To ensure a rigorous view of number theory and its underlying structures, candidates have a deep conceptual knowledge. They prove and use properties of natural numbers. They formulate conjectures about the natural numbers using inductive reasoning, and verify conjectures with proofs.</p>		
<p>3.1 Natural Numbers</p> <p>a. Prove and use basic properties of natural numbers (e.g., properties of divisibility)</p>		
<p>b. Use the Principle of Mathematical Induction to prove results in number theory</p>		
<p>c. Know and apply the Euclidean Algorithm</p>		
<p>d. Apply the Fundamental Theorem of Arithmetic (e.g., find the greatest common factor and the least common multiple, show that every fraction is equivalent to a unique fraction where the numerator and denominator are relatively prime, prove that the square root of any number, not a perfect square number, is irrational)</p>		