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Action

Professional Services Committee

Adoption of *Standards Common to All* for Subject Matter Programs

Executive Summary: This agenda item brings back for action two *Standards Common to All* for Subject Matter Programs, as recommended by the Subject Matter Advisory Panel.

Recommended Action: That the Commission adopt the two *Standards Common to All*.

Presenter: Helen Hawley, Consultant, and 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

August 2010

Adoption of *Standards Common to All* for Subject Matter Programs

Introduction

This agenda item brings back for action revised *Standards Common to All* for Subject Matter Programs, as recommended by the Subject Matter Advisory Panel. The *Standards Common to All* serve to define the components that all Commission-approved subject matter programs must address regardless of the particular content area of the program.

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>). At that time the review process was seen as overly arduous by many institutional faculty, a factor which may have contributed to the decrease in the number of approved subject matter programs. Staff proposed a variety of changes for the Commission to consider which would streamline the review process but still provide assurance to the Commission that the subject matter program is aligned to the K-12 student academic content standards. These proposed changes included:

1. Removing the requirement that programs meet “Required Elements” that are additional to the standards, and using these elements instead only as guidance to programs as they prepare their responses to the standards.
2. Providing matrices for use as templates through which programs can respond to standards more efficiently.
3. Encouraging program sponsors to limit responses to each standard to 1-2 pages of narrative description as to how the program meets the standard.
4. Encouraging electronic submission of program documents, which would be stored in a secure database for review and archival purposes.

At the October 2009 Commission meeting, staff recommended and the Commission approved the four streamlining recommendations listed above, effective immediately. The Commission then directed staff to convene an advisory panel to review the *Standards Common to All* and other related issues and to report the panel’s recommendations to the Commission.

Program Sponsor Alert 09-12 <http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-12.pdf> was issued on October 8, 2009 to inform sponsors of the streamlined review process. New matrices (<http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html>) for subject matter programs were posted on the Commission’s subject matter standards web page in January 2010. Electronic documents are now received and stored in a secure database.

A Subject Matter Advisory Panel was convened which met four times early in 2010. At the June 2010 meeting, the Commission reviewed the recommendations (<http://www.ctc.ca.gov/commission/agendas/2010-06/2010-06-5F.pdf>) from the Subject Matter Advisory Panel and directed staff to bring an action item at the August 2010 meeting for the adoption of the revised *Standards Common to All*.

Recognizing that information essential for successful teaching is rooted in discipline-specific understandings, the panel focused the two revised *Standards Common to All* recommended in this agenda item on critical components for quality subject matter preparation. These critical components focus on the necessity for programs to incorporate thoughtful program design, meaningful support and effective evaluation processes in support of the development of candidates' subject matter competence. The goal of the revised *Standards Common to All* is to provide a common programmatic framework for subject matter preparation that could be comprehensive and at the same time manageable by program sponsors.

In doing its work, the panel reviewed each of the current *Standards Common to All* as well as each of the program standards for all of the sixteen content-specific subject matter program standards. The goal of this review was to identify those elements of the current *Standards Common to All* that were duplicative of content within the sixteen subject-specific program standards, and which could therefore be eliminated from the *Standards Common to All*. The non-duplicative information remaining from this analysis was incorporated into the revised *Standards Common to All* presented below:

Proposed Draft *Standards Common to All*

Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, and exposes candidates to a variety of learning experiences.

Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the candidates and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

During the discussion of the subject matter item at the June 2010 Commission meeting the issues of equity and diversity were addressed. Some members requested that options be provided to 'call out' these issues in the revised *Standards Common to All*. Staff is providing below two

options for the Commission's consideration, in addition to the language of the *Standards Common to All* proposed by the Subject Matter Advisory Panel.

One option would be to add the words "*offers opportunities to consider issues of equity and diversity*" before "...and exposes them to a variety of learning experiences" at the end of the first Standard Common to All: Program Design. Under this option, the revised sentence could read as follows:

The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, offers *opportunities to consider issues of equity and diversity*, and exposes candidates to a variety of learning experiences.

A second option would be to address the issue by including language where the programs would assist prospective teachers to focus on *all students*. Under this option, the last sentence in the first standard could be modified as follows:

The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, and exposes candidates to a variety of learning experiences *to support the prospective teacher's thinking about how to communicate subject matter knowledge effectively to California's diverse K-12 students*.

Staff Recommendation

Staff recommends (1) that the Commission consider the options for addressing the issues of equity and diversity and determine if the proposed *Standards Common to All* should be modified according to one of the options presented above or in a different manner; and (2) that the Commission adopt the appropriately-revised *Standards Common to All* in order to streamline the review and approval process for Single Subject Matter Programs.

Next Steps

If the Commission adopts revised *Standards Common to All*, staff will prepare a Program Sponsor Alert, update the single subject matter standards handbooks, and work to notify all institutions about the change in the *Standards Common to All*. In addition, beginning immediately, the prospective programs will be required to meet the revised standards rather than the former ten *Standards Common to All*.

Appendix A

Subject Matter Advisory Panel (2010)

Name	Employer	Representing
Victoria Costa	California State University, Fullerton	California State University, Office of the Chancellor
Barbara Goldman	University of California, Davis	University of California, Office of the President
Kellie Cain	University of the Pacific	The Association of Independent California Colleges and Universities (AICCU)
Cricket Kidwell	Trinity County Office of Education	California County Superintendents Educational Services Association (CCSESA)
Efrain Rodriguez	Delano Joint Union HSD	Association of California School Administrators (ACSA)
Harold Acord	Moreno Valley Unified School District	California Teachers Association (CTA)
Cathy Buell	San Jose State University	
Carol Curtis	Fresno City College	
Gloria Brown	San Benito County Office of Education	
Chris Hopper	Humboldt State University	
P. Michael Lutz	California State University Bakersfield	
Frank Heuser	University of California, Los Angeles	
Bruce Stevenson	California Lutheran University	
Phil Lafontaine Tiffany Miller	California Department of Education	
Staff Working with the Subject Matter Advisory Panel		
Helen Hawley	Commission on Teacher Credentialing	
Mary Rice	Commission on Teacher Credentialing	

Appendix B

Rationale for the panel's recommendation for each of the 10 *Standards Common to All*

Standard	Recommendation	<i>Rationale:</i>
1: Program Philosophy and Purpose	Retain with revision	The panel believes that this standard is important to provide an overarching theme of the entire process. Extensive revisions were done to make the expectations of the standard more explicit and to expand the scope by incorporating key ideas from Standards 4 (Literacy) and 5 (Varied Teaching Strategies).
2: Diversity and Equity	Eliminate	The panel found extensive coverage for this standard in other standards. Insuring equal access is required by California, federal law, and Education Code 587. The component of this standard that relates to the recruitment of educators from diverse backgrounds is the purview of the institution of higher education and the laws that protect individuals against discrimination. The component of this standard related to perspectives and contributions of diverse groups to the discipline should be included in program subject matter. Equitable access to the academic content is related to program-specific standards as a part of the methodology and conceptual framework of the disciplines. Finally, the Multiple and Single Subject Credential Program Standard 5 calls attention to many of these same issues for future teachers.
3: Technology	Eliminate	Use of technology appropriate to the study of each discipline is an implicit expectation within the Program Standards
4: Literacy	Include concept in revised SCA Standard 1	Academic literacy essential crucial component of any rigorous subject matter program in order to meet student academic achievement needs However, because not all of the Programs Standards address this area directly, the panel recommends including academic literacy within the program's purpose and design (see revised Standard 1).
5: Varied Teaching Strategies	Include concept in revised SCA Standard 1	A variety of learning experiences is essential to the academic preparation of prospective teachers. The panel recommends including this component as a feature of program design (see Standard 1).
6: Early Field Experience	Eliminate - move to teacher education	Field experience has no parallel in the subject matter examinations for candidates who select the examination in lieu of completing an approved program of subject matter

Standard	Recommendation	<i>Rationale:</i>
	program prerequisites	coursework. However, because the panel acknowledges the importance of field experience, the panel recommends that the field experience be specifically identified as a prerequisite requirement for credential programs.
7: Assessment of Subject Matter Competence	Include in a new standard with a focus on resources, SCA 2	Use of appropriate multiple measures of student assessment is an integral part of program design. The panel recommends including assessments relative to program outcomes in Standard 1. Moreover, the scope, process, and criteria of assessment procedures are program-specific and should be addressed through program standards.
8: Advisement and Support	Include in a new standard with a focus on resources, SCA 2	Advisement and support to meet the distinct needs and interests of prospective teachers are primarily resource issues. The panel believes that the intent of this standard should be addressed in combination with other resource needs.
9: Program Review and Evaluation	Include in a new standard with a focus on resources, SCA 2	A comprehensive ongoing system for periodic review with involvement from stakeholders is an important aspect of subject matter programs. Since this standard was written, WASC accreditation has assumed greater importance at campuses and comprehensive periodic reviews are occurring at regular intervals. The panel recommends that ongoing review and assessment be linked to resources in the revised standards to support programs to achieve the goal of program improvement.
10: Coordination	Include in a new standard with a focus on resources, SCA2	Coordination is critical to providing quality programs. The panel considers providing resources as the most critical component of coordination. The panel recommends incorporating coordination in a revised standard with other resource needs.