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## Information

### *Professional Services Committee*

### **Proposed Designated Subjects Adult Education Program Standards**

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**Executive Summary:** In March and April 2009, the Commission reviewed the recommended changes in requirements and program standards for the Designated Subjects: Adult Education Teaching Credentials. This agenda item presents an update on the requirements and the draft program standards to the Commission for information. The standards will return to the Commission for adoption at the next meeting.

**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

September-October 2010



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# Proposed Designated Subjects Adult Education Program Standards

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## 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/2008-04/2008-04-2I.pdf>). Panel members are identified in Appendix A. The Panel completed its recommendations for revisions to the credential requirements and program standards in January 2009. These recommendations and draft standards were presented for information to the Commission in March and April 2009, at which time the Commission directed staff to conduct a field survey about the recommendations for the purpose of obtaining stakeholder input and to seek appropriate legislative changes to the requirements. This agenda item presents an update on the requirements, reports on the results of the field surveys for the proposed adult education credential requirement changes and provides the revised program standards for Commission information.

Many of the recommendations from the Adult Education Advisory Panel necessitated changes in the Education Code. Assembly Member Brownley authored a bill (AB 1374), sponsored by the Commission, that contained the changes. The bill was passed by the legislature and was signed into law. Now that the credential requirements have been amended, it is appropriate to bring the proposed Standards for Designated Subjects: Adult Education Programs back to the Commission. Since it has been over a year since these standards were presented to the Commission, they are presented at this meeting for information and will return at the next meeting for consideration and possible adoption.

## Background

The Designated Subjects: Adult Education Credential authorizes an individual to teach the subject(s) named on the credential in courses organized primarily for adults. Adult education credentials are currently divided into those that authorize the individual to teach Academic subjects—those designed to support adults preparing to take and pass the General Equivalency Diploma examination (GED) and develop English language skills—and Non-Academic subjects—such as career technical education and personal development courses. The requirements for teaching academic subjects include a bachelor's degree and passage of the basic skills requirement. The requirements for a teaching credential in a Non-Academic subject area include five years of work experience in the area to be named on the credential and a high school diploma or the equivalent.

Adult education schools and courses are offered through most public schools and receive public funds for their operations. Over one and a half million adults are currently served in adult education programs in California. A large percentage of those adults attending adult education programs are English language learners. Adults with disabilities also rely on these programs for basic living skills and recreational support. In addition, students who exit high school without

graduating depend on these programs to help them pass the GED, learn job skills, and manage their lives more effectively. Recently, adult education has grown rapidly in response to individuals unemployed as a result of the recession in an effort to improve education and job skills as those individuals seek re-employment. As such, adult education serves a vital function, particularly for lower socio-economic and under-represented groups.

The advisory panel developed recommendations to improve the ability to recruit and train teachers in adult education programs and to mirror the new Designated Subjects: Career Technical Education (CTE) credential requirements since both types of teachers teach some of the same content to different populations. Some consistency between the two credentials is essential for program maintenance, especially in geographically remote areas where these programs are particularly critical.

## **Part 1: Adult Education Credential Requirements**

### **Overview of the Proposed Adult Education Teacher Credential Requirements**

Some of the advisory panel's recommended changes, as outlined in the March and April 2009 Commission agenda items, required legislative action while others require Title 5 regulation changes. AB 1374 (Chap. 36, Stats. 2010) passed out of the Legislature in July 2010 and was signed by the Governor. AB 1374 amends Education Code §§44260.2, 44260.3, 44251.2, and 44260.8 and does the following:

1. Reduces the term of the preliminary credential from 5 years to 3 years.
2. Moves the U.S. Constitution requirement from the preliminary to the clear credential.
3. Reduces the years of experience required for non-academic subjects from 5 years to 3 years.
4. Deletes section 44260.8 relating to the study of health education and computer technology and instead incorporates that language into section 44260.3 relating to requirements for the clear credential.
5. Adds section 44251.2 with language asserting the Commission's policy of honoring the laws and regulations pertaining to credentials "in force" at the time statute is changed unless specific amendments are made to the contrary (aka, "grandfathering"). This language pertains to all credentials and is not limited only to Designated Subjects: Adult Education credentials.

This bill takes effect on January 1, 2011. Staff has begun the process to amend the Title 5 regulations related to Adult Education. Recommendations made by the adult education advisory panel are consistent with the Designated Subjects CTE credential requirement changes approved by the Commission in August 2008. Provided in Table 1 are the recommended changes to the credential requirements and whether the change necessitated a modification of the Education Code (statute) or modification of the Title 5 regulations.

**Table 1: Current and Proposed Adult Education Credential Requirements**

<b>Credential or Program Requirement</b>	<b>Current at the Time of the Panel’s Work</b>	<b>Proposed</b>	<b>Necessary Changes</b>
<b>Recommendation of individual for the preliminary credential</b>	Approved program or employing district	Approved program	Title 5
<b>Structure of the credential</b>	Part-time and full-time credentials	One credential allowing part- or full- time teaching	Title 5
<b>Length of Preliminary Credential</b>	5 years	3 years	Statute
<b>United States Constitution</b>	Required for Preliminary Credential	Required for Clear Credential	Enacted as a result of AB 1374 (Chap. 36, Stats. 2010)
<b>Health Education</b>	Health (1 unit)	Health education as per education code	
<b>Work Experience Required</b>	5 years for non-academic credentials	3 years for non-academic credentials	Title 5
<b>- Recency of work experience</b>	No requirement	One year experience in last 5 years or 2 years in the last ten	
<b>- Defines a year of work experience</b>	One year of work experience is 1500 hours	One year of work experience is 1000 hours	
<b>- Minimum work experience</b>	None specified	Minimum 1 year work experience	
<b>- Additional work experience options</b>	None specified	Occupational teaching, training, education, internships, volunteerism	

**Proposed Revisions to the Adult Education Credential Subject Areas**

The panel also recommended some modifications to the subject areas currently available for adult education credentials. One of the panel’s concerns was that some of the current designations for Non-Academic Subjects are focused on the individuals being taught while other designations focus on specific subjects to be taught. To develop consistency among the credential authorizations, the Adult Education Advisory Panel recommended that all subject areas address the subject(s) being taught rather than the individuals being taught. As is always the case, employers have the responsibility for appropriate assignment of their teachers.

The advisory panel recommended changing the name of the “Non-Academic” a category to “General Subjects.” The advisory panel also recommended that the vocational education authorizations within the Adult Education credential be renamed “Career Technical Education” and that the subject areas should be aligned with the 15 industry sectors instead of the current list of 26 subject areas. The current Adult Education subject areas are listed in Appendix C. The following chart presents the panel’s recommendations for changing the credential categories for the Non-Academic subjects. The proposed General Subjects authorization categories are organized around the content the individual will be authorized to teach. The document will list one of the four authorizations listed in the left-hand column of Table 2a or the listing of Career Technical Education with one of the 15 Industry Sectors listed in Table 2b.

**Table 2a: General Subjects-Personal Development**

<b>Authorization</b>	<b>Individual Subject Areas</b>	
Art	Adaptive art and crafts (Adults with Disabilities) Arts and crafts Creative arts (Older Adults)	Decorative arts Interior design Performing arts (Older Adults)
Health and Safety	Adaptive physical education (Adult with Disabilities) Cardiopulmonary resuscitation First aid Environmental safety Fire control and safety Health education	Health (Older Adults) Health (Adults with Disabilities) Physical fitness (Older Adults) Nutrition Physical fitness/conditioning Safety (Older Adults) Safety Education
Family Education	Adaptive computer technology (Adults with Disabilities) Childbirth education Communication skills Clothing construction Dietetics/food management Food preparation Family management Home management Human development	Interior design Nutrition Parent Education Public affairs Self-maintenance (Older Adults) Self-maintenance (Adults with Disabilities) Textiles Upholstery
Financial Literacy	Consumer education	Retirement planning

**Table 2b: General Subjects-Career Technical Education (CTE)**

<b>Authorizations—Fifteen Industry Sectors</b>		
Agriculture and Natural Resources	Engineering and Design	Information Technology
Arts, Media, and Entertainment	Fashion and Interior Design	Manufacturing and Product Development
Building Trades and Construction	Finance and Business	Marketing, Sales, and Service
Education, Child Development, and Family Services	Health Science and Medical Technology	Public Services
Energy and Utilities	Hospitality, Tourism, and Recreation	Transportation

**Proposed Revision of the Requirements for the English as a Second Language Credential**

Within the Academic subjects, the advisory panel recommends a change to the English as a Second Language (ESL) requirements. The current requirements for this subject area are as follows:

*A bachelor’s degree or higher completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in one of the following:*

- *Teaching English as a Second Language (TESL)*
- *Teaching English to Speakers of Other Languages (TESOL)*
- *English*
- *Languages other than English*
- *Bilingual/bicultural studies*
- *Teaching Reading*
- *Speech*

The advisory panel recognized that teaching English language learners has increased in the last ten years and the methodologies for this area of teaching have become much more specific. Some of the coursework (for example English, Reading or Speech) listed above may not include any content in second language acquisition while other possible experiences may have been excluded from the list. The panel recommends the following revision to the ESL requirements to include additional, related education and experiences:

*A bachelor’s degree or higher and completion of 20 semester units, 10 upper division semester units, or a certificate completed at a regionally accredited college or university in one of the following:*

- *Teaching English as a Second Language (TESL)*
- *Teaching English to Speakers of Other Languages (TESOL)*
- *Languages other than English*
- *Bilingual/bicultural studies*
- *Second Language Acquisition*

### **Credential Requirements - Stakeholder Feedback Survey**

Staff developed and posted an electronic stakeholder survey to gather feedback on the Adult Education Advisory Panel's recommendations to modify the credential requirements. The survey opened on April 3, 2009, and closed on August 1, 2009. The survey produced 297 responses from adult education teachers, administrators, and teacher educators. All of the credential recommendations proposed by the Panel were supported by 75% or more of the survey responders with exception to the following:

<b>Credential or Program Requirement</b>	<b>Survey Responses</b>
Recommendation of individual for the preliminary credential by the program only	51.6% in favor 48.4% opposed
Length of Preliminary Credential	53.8% in favor 46.2% opposed
United States Constitution moved to clear credential	67.9% in favor 32.1% opposed
3 years minimum work experience	67.6% in favor 32.4% opposed

Although these four changes were not supported by 75% of the stakeholders responding to the survey, each of the changes is one that mirrors a change in the CTE credential requirements and the changes were strongly endorsed by the Adult Education Advisory Panel. AB 1374 addressed each of these changes.

### **Part 2: Proposed Adult Education Teacher Preparation Program Standards**

The Adult Education Advisory Panel developed revised program standards for adult educators. The proposed adult education teacher preparation standards are similar to the Designated Subjects: Career Technical Education (2008) program standards since these programs often coexist under the same sponsor. The standards revisions include the following major changes which are intended to improve teacher quality.

- Professional program responsible for candidate recommendation for a credential
- Comprehensive and integrated adult education program design
- Early orientation for program candidates
- Teaching English Language Learners (ELL)
- Teaching adults with disabilities
- Beginning teacher support and advisement

The proposed standards were presented to the Commission at its April 2009 meeting. The Commission directed staff to conduct a field survey on the proposed standards.

### **Overview of the Online Field Survey for the Proposed Adult Education Teacher Preparation Program Standards**

The field survey for the proposed Adult Education credential program standards was posted on the Commission's web site in May 2009; all deans of education, directors of teacher education at all regionally accredited four-year colleges and universities in California were notified. All

county offices of education and approved adult education programs were also notified of the survey, and an announcement was sent through the Commission's E-News. The intended survey respondents were administrators and faculty of educator preparation programs and adult education administrators and teachers. The survey collected demographic data on the respondents.

The proposed standards are of two types: Program Standards and Candidate Competency Standards. The format for the survey and response options are provided in Appendix D. The survey generated 118 responses. Over half of the responders (56%) were adult education administrators for local programs. Thirty-five percent of responders were adult education teachers. Twelve percent of responders were college faculty. No administrators in higher education responded to the survey. However, 59% of responders were involved in adult education teacher preparation.

Criteria for revisions to standards based on stakeholder feedback has historically been adhered to as follows:

- If 25% or more of responders indicate the standards are unclear or need modifications, the panel must consider revisions and provide a rationale for its decisions
- The panel must document and provide a rationale for its response to comments
- Standards may remain unchanged when they are consistent with state curriculum
- Standards may be eliminated or revised with clarifications, examples, and/or reorganization

### **Panel Response to Standards Survey Feedback**

Staff conveyed the results of the survey and all responses to the Panel. After reviewing the stakeholder feedback, the panel made no revisions to the proposed standards based on the following rationale:

- No standard or element was found to be unclear or in need of modification by more than 25% of respondents
- Comments made were consistent with the Panel's rationale for standards development

The responses to the standards survey showed that over 75% of responders found all of the standards, prompts and outcomes to be clear and without needing modification. However, many comments were provided that echoed the panel's discussions and considerations. The comments raised a few issues, most of which echoed the panel's discussions. These included the shortage of teachers, the timing of orientation, and supervision of candidates. The panel discussed concerns of teacher shortage and the difficulty in attracting experts to part-time positions in relation to the need to develop standards that ensure high quality teacher preparation programs. The panel determined that a balance might be achieved by including a "just in time" orientation and by adding a higher level of supervision of practice; both are intended to occur early in the teacher's employment (or before employment for those who enroll in the credential program prior to employment) to provide support to the new teacher.

The panel also noted that while people typically come to the credential program with significant expertise in a content area or an area of practice (trade, profession, etc.), effective teaching requires both content expertise and instructional expertise. The panel wrote the program standards to ensure that persons with content expertise gain related expertise in how adults learn,

what instructional strategies support adult learning, and the contextual issues in adult education that affect the teacher’s role in the classroom.

**Proposed Implementation Plan for the Designated Subjects Adult Education Credential Requirements and Program Standards**

The standards will be recommended for adoption at the next Commission meeting. In another agenda item scheduled for this meeting, the regulatory process is being initiated. If the Commission takes action at the November 2010 meeting to adopt the revised standards, the proposed implementation schedule would be as follows:

<b>Activity</b>	<b>Date</b>
Adoption of the proposed standards by the Commission	November 2010
Release of an advisory to the field and technical assistance meetings regarding submission guidelines, and timelines for program revisions and document submission, including the final dates for: (1) programs to be approved under the newly adopted standards and/or discontinue courses under the old guidelines; and (2) transitioning candidates from the “old” programs to the “new” programs	January 2011
Staff provides technical assistance for prospective sponsors who are planning and beginning document preparation	January 2011
New 3 year Preliminary Credentials available to programs approved under the revised standards	January 1, 2011
Process for review of institutional program documents submitted for approval, including training program reviewers	April 2011 and ongoing
COA approval of revised adult education credential programs recommended for approval	June 2011 and ongoing
Programs under the old standards expire; no new candidates may be enrolled	January 1, 2013

**Next Steps**

The standards will return to the next Commission meeting for consideration and possible adoption. If the standards are adopted then, the Implementation Timeline and the standards will be disseminated to the stakeholders and posted on the Commission’s website.

# 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

# **Appendix B**

## **Proposed Designated Subjects Adult Education Preparation Program Standards**

# Draft Designated Subjects Adult Education Preparation Program Standards January 2009

## Category I: Program Design, Governance, and Qualities

### Standard 1: Program Design and Rationale

The program of teacher preparation for the Adult Designated Subjects Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares adult education teachers to facilitate the achievement of all students' educational goals. The program consists of new teacher orientation and a minimum of 9 semester units or 135 hours of approved professional preparation through a local education agency, 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 is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. The program is aligned to current state teacher education and teaching standards and model content standards.

#### Program Planning Prompts

- A. What is the knowledge and research base on which the program is designed?
- B. How is the design of the program grounded in a rationale based on sound theory of andragogy, articulated clearly, and evident in the delivery of the program's coursework?
- C. How is the program coursework sequenced to support teacher development?
- D. How are the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the adult education teacher for the contemporary conditions of California adult education?
- E. How do the design of the program content and delivery systems reflect the standards and the program's theoretical basis?
- F. What opportunities does the program provide for adult education teachers to learn and demonstrate their competence according to current teacher education standards?
- G. How does the program design include planned processes for the comprehensive assessment of individual adult education teachers on all competencies addressed in the program?
- H. How does the program design take into account the diverse needs of all teachers to insure equity and access to the program, including the use of appropriate technology?

### Standard 2: Collaboration with Local Educators

The program sponsor collaborates with the employer in the implementation of the preparation program for teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning teacher with the opportunity to develop all the necessary components of successful teaching.

### Program Planning Prompts

- A. What is the effective and ongoing system of communication and collaboration between the program sponsor and the school where beginning teachers are employed or placed?
- B. How does the program sponsor collaborate with the employer in providing a common early orientation before or during the first calendar month of teaching?
- C. How do the employer and site mentor participate in the systematic documentation of each teacher's progress and competency?

### **Standard 3: Early Orientation**

Early orientation is designed to meet the needs of beginning teachers. The program sponsor offers early orientation before or during the first month of teaching that includes the introductory skills, knowledge and attitudes required for beginning adult education teaching success. The early orientation will provide an overview and awareness of teaching methods, adult education concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues. The program designs the orientation to meet the needs of all teacher candidates, including those who are not employed during the duration of their teacher preparation.

### Program Planning Prompts

- A. How is an overview of instructional planning and effective andragogical strategies in a diverse learning environment addressed in the orientation?
- B. How is an overview of classroom management and its effect on the learning environment addressed in the orientation?
- C. How is an overview of legal and ethical responsibilities and school policies and procedures included in the orientation?
- D. What basic information on research-based teaching, evaluation and assessment for all students, including those with special needs (e.g. disabilities, English learners, gifted and talented) does the orientation cover?
- E. What delivery methods for the orientation are used to provide easy access for candidates?

### **Standard 4: Beginning Teacher Support, Supervision, and Advisement**

Throughout the preliminary credential process, the teachers' performance is guided, assisted, and evaluated in relation to the outcomes specified in Category II standards through support and supervision provided collaboratively by the program sponsor and the teacher's employer or site mentor. The program provides complete, accurate, and timely feedback to the adult education teacher candidate including information about their progress and competence. Supervisors and support providers of teacher candidates are experienced in teaching, trained in supervision and support of beginning teachers, and evaluated on their service to beginning teachers.

### Program Planning Prompts

- A. How does the program ensure that supervisors and site mentors are selected based on successful teaching experience and knowledge of current educational practices?
- B. How does the program insure that supervisors are skilled in observation, analysis, and feedback techniques and in fostering learning among adults?
- C. How does the program address the Standards of Category II in the process of assistance and feedback?

- D. How does the program sponsor coordinate with the employer and site mentor to provide supervision and assessment of the teacher?
- E. How do site mentors give feedback to the candidates for success in teaching?
- F. How does the program insure that supervisors provide guidance for multiple, systematic and developmental instructional events?

## **Category II: Candidate Competencies**

### **Standard 5: Foundations**

Teachers study essential themes and concepts related to the adult education teaching profession, including knowledge of its history, funding, and governance and its role in public education. Teachers understand the role of adult education in serving those least likely to be served in other areas of education.

Adult education teacher outcomes include abilities to:

- A. Identify relationships of historical, legal, social, political, and economic perspectives of Adult Education to education and society.
- B. Understand how adult education serves students in their roles as citizens, workers, parents, and family and community members.
- C. Describe the local, state, and federal structures of adult education and how these structures impact the adult education program.
- D. Understand adult education funding sources and structures and the importance of maintaining accurate records.
- E. Understand the role of adult education teachers in promoting adult education to the community.

### **Standard 6: Adult Learning Theory**

Teachers study essential concepts and skills related to the adult learning theory. Teachers develop knowledge of the characteristics of adult learners and recognize the diversity of adult learners' needs.

Adult education teacher outcomes include abilities to:

- A. Demonstrate knowledge of the principles and practices of andragogy in the classroom.
- B. Understand a range of appropriate theories for adult learning, including adult developmental stages, brain-based learning, and self-directed learning.
- C. Access current research regarding adult learning theories.
- D. Articulate a personal teaching philosophy based on theories of adult learning.
- E. Understand the relationship between adult learning theories and diverse adult learner needs.

### **Standard 7: Interpersonal Relationships and the Learning Environment**

Teachers model respect and promote positive interpersonal relationships to create a positive and inclusive learning environment in the school and classroom. Teachers use motivation, group facilitation, and conflict resolution skills to increase self-efficacy and self-directed learning. Teachers foster openness and trust with and among all students in the classroom. Teachers facilitate the development of clear expectations for social interaction in the classroom, understanding the role that culture plays in the learning environment.

Adult education teacher outcomes include abilities to:

- A. Demonstrate strategies to foster self-esteem and respect.
- B. Demonstrate the ability to relate to and communicate effectively with students in a positive manner.
- C. Demonstrate group facilitation and conflict resolution skills.
- D. Analyze students' background, experiences, languages, skills, and abilities to build a collaborative learning community.

**Standard 8: Curriculum and Instructional Planning**

Teachers develop curriculum and plan instruction to assist all students in the development of cognitive, affective and psychomotor skills appropriate to course content. Each teacher prepares units and lesson plans, including learning outcomes and appropriate student assessment techniques that are aligned to students' individual needs and interests and the current content standards, taking into account the learners' cultures and backgrounds. Teachers adapt curriculum and instruction to accommodate students' special needs.

Adult education teacher outcomes include abilities to:

- A. Develop standards-aligned, relevant, and sequential curriculum that promotes and reflects critical thinking, interpersonal skills, and effective communication.
- B. Plan and adapt high level, challenging and culturally relevant curriculum to students' learning, physical, mental, or emotional needs.
- C. Consider appropriate resources and materials to the learning goals and objectives of the curriculum.
- D. Critically evaluate the objectivity and reliability of sources of information.

**Standard 9: Using Education Technology in the Classroom**

Teachers select and use appropriate technology to facilitate the teaching and learning process for all students in the classroom. Teachers demonstrate the legal and ethical uses of education technology. Teachers appropriately use technology for accessing, analyzing, and managing information in the instructional setting.

Adult education teacher outcomes include abilities to:

- A. Use appropriate technology to promote self-directed, project-based learning.
- B. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- C. Demonstrate basic operations and troubleshooting techniques to utilize classroom technology devices.
- D. Manage and analyze electronic data to improve instructional planning and delivery.
- E. Interact with students using electronic communication and a variety of technology-based collaborative tools.
- F. Convey issues of ethics, copyright, privacy, security, safety, and applicable policies for technology use.
- G. Identify appropriate technology resources to assist adults with disabilities.

### **Standard 10: Instructional Practices**

Teachers apply essential themes, concepts, and skills related to adult learning theories, to planning instruction. Using multiple domains of instruction, teachers apply effective teaching strategies. Teachers implement a variety of standards-based andragogical strategies, plan instruction, and select materials appropriate to students' similarities, differences and exceptionalities including diverse learning styles, literacy and numeracy skills, and language needs.

#### Adult education teacher outcomes include abilities to:

- A. Identify and analyze personal and institutional bias to increase cultural competence and instructional effectiveness.
- B. Develop outcomes-based learning objectives based on the learner's needs, interests and skill levels, including language in cultural contexts and other special needs.
- C. Differentiate instruction, taking into consideration cognitive, physical, social, cultural, and emotional characteristics of adults.
- D. Use a variety of systemic instructional strategies to make content comprehensible to English language learners.
- E. Adjust instruction based on analysis of student data, including testing, discussion, inquiry, and examination of student work to improve instruction and increase students' motivation.
- F. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, relevant classroom materials, and assessment data.
- G. Encourage students to identify learning goals, strategies, and self-evaluation criteria.
- H. Encourage and support students throughout the educational process, providing guidance as needed.
- I. Offer a variety of options for students to demonstrate the learning outcomes.
- J. Promote learning networks, discussion groups, and study circles among learners.
- K. Work collaboratively with students to select methods, materials, and resources for instruction.
- L. Facilitate the development of self-directed learning.
- M. Foster an environment that encourages positive student attitudes toward learning.
- N. Apply varied strategies that include problem solving, essential employability skills, and critical thinking skills.

### **Standard 11: Assessing Student Learning**

Teachers will be able to use multiple measures for assessing student achievement, to improve instruction, guide learning, and plan further instruction. Teachers base student assessments on course content and objectives.

#### Adult education teacher outcomes include abilities to:

- A. Align assessments to curriculum and instruction.
- B. Determine students' prior knowledge to define a learning sequence that establishes appropriate instructional objectives.
- C. Monitor student progress through varied formal and informal assessments, including cognitive, affective and psychomotor measures to determine student achievement of the course objectives.

- D. Evaluate the effectiveness of instruction and adjust instructional strategies based on student assessment data.
- E. Keep accurate records of student achievement to provide specific and timely feedback to students.

**Standard 12: School and Community Resources**

Teachers are able to recognize students' personal and academic challenges and to refer students to appropriate school and community resources available to support student learning. Teachers can advise and guide students in strategies to meet their goals.

Adult education teacher outcomes include abilities to:

- A. Demonstrate an awareness of student assessment, placement, and guidance services and how students can benefit from such services.
- B. Demonstrate how to access services from appropriate schools, community organizations, and agencies to reduce barriers and improve student achievement.
- C. Assist students in identifying personal and career goals in adult education.

**Standard 13: Professional Responsibilities**

Teachers are aware of the responsibility to conduct themselves in a professional manner consistent with expectations for teachers in California public schools. Teachers develop a professional perspective by examining contemporary education issues, policies, and teaching practices.

Adult education teacher outcomes include abilities to:

- A. Demonstrate knowledge of federal, state, and district legal and regulatory requirements as well as work site policies.
- B. Interact with a professional organization relative to adult education.
- C. Understand teacher rights and responsibilities.
- D. Understand the importance of keeping and maintaining accurate records in the classroom.
- E. Understand the importance of maintaining ongoing professional development activities.
- F. Initiate and maintain communication and relationships with adult education stakeholders.

## Appendix C

### Current Designated Subjects: Adult Education Subject Authorizations

#### Non-Academic Subjects that May be Listed on a Credential

Non-Academic Category**	Individual Categories	
Adults with Disabilities	Adaptive Arts and Crafts Adaptive Computer Technology Adaptive Physical Education	Health (adults with disabilities) Self-Maintenance Skills (adults with disabilities)
Health and Safety	Cardiopulmonary Resuscitation Environmental Safety Fire Control and Safety First Aid	Health Education Nutrition Physical Fitness and Conditioning Safety Education
Home Economics	Arts and Crafts Clothing Construction Consumer Education Decorative Arts Dietetics and Food Management Nutrition	Food Preparation Home Management Interior Design Textiles Upholstery
Older Adults	Communication Skills Creative Arts Health (older adults) Performing Arts Physical Fitness	Public Affairs Retirement Planning Safety Self-Maintenance (older adults)
Parent Education	Parent Education Childbirth Education	Human Development Family Management
Vocational Education	Aeronautics Agriculture American Sign Language Bookkeeping and Accounting Building and Construction Trades Business management Career Development Commercial Photography Computer Applications Computer Programming Computer Systems Operation Computer Technology Cosmetology	Court Reporting Electronics Technology Financial Services Health Occupations Industrial Technology Information Processing/Keyboarding Language Interpreter Law Enforcement Occupations Marine Technology Marketing Nursing Office Occupations Small Business Ownership/Management

\*\*For descriptive purposes only—this category will not be listed on the credential.

**Academic Subjects that May be Listed on a Credential**

<b>Academic Subjects</b> (Subject to be Named on the Credential)	<b>Course Work Required</b>
<b><i>English as a Second Language</i></b>	<p>A bachelor's degree or higher completed at a regionally-accredited college or university and completion of 20 semester units or 10 upper division semester units in one or any combination of the following:</p> <ul style="list-style-type: none"> <li>• Teaching English as a Second Language (TESL)</li> <li>• Teaching English to Speakers of Other Languages (TESOL)</li> <li>• English</li> <li>• Language other than English</li> <li>• Linguistics</li> <li>• Bilingual/Bicultural studies</li> <li>• Teaching Reading</li> <li>• Speech</li> </ul>
<p><b><i>Elementary and Secondary Basic Skills</i></b> (includes basic education in grades 1-8)</p> <ul style="list-style-type: none"> <li>• Arithmetic</li> <li>• Reading</li> <li>• Individualized high school learning lab/G.E.D./contract class setting</li> <li>• Citizenship</li> </ul>	<p>A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units with at least 3 units in four of the following six areas:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Sciences</li> <li>• Fine Arts</li> <li>• Language other than English</li> </ul>
<p><b><i>Individual Subjects</i></b></p> <ul style="list-style-type: none"> <li>• A Language Other than English (specify)</li> <li>• English</li> <li>• Fine Arts</li> <li>• Life Science, including General Science</li> <li>• Mathematics</li> <li>• Physical Science, incl. General Science</li> <li>• Social Sciences</li> </ul>	<p>A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.</p>

# Appendix D

## Survey

### Program Standards and Candidate Competency Standards

<p><b><i>Program Standard Number and Title</i></b></p> <p>Question 1: Is there any language in this standard that is unclear? Yes/No/Comments</p> <p>Question 2: Is any modification to this standard needed? Yes/No/Comments</p> <p>Question 3: Please use the textbox to provide comments as to whether this standard should be combined with another or if there are additional skills and knowledge that should be included.</p>
<p><b>Standard Planning Prompts</b></p> <p>Question 1: Is any language in these questions unclear? Yes/No/Comments</p> <p>Question 2: Should any of these questions be modified? Yes/No/Comments</p> <p>Question 3: Should any additional questions be added related to the standard? Yes/No</p> <p>Please use the textbox to indicate additional questions.</p>
<p><b>Candidate Competency Standard Number and Title</b></p> <p>Question 1: Is there any language in this standard that is unclear? Yes/No/Comments</p> <p>Question 2: Is any modification to this standard needed? Yes/No/Comments</p> <p>Question 3: Please use the textbox to provide comments as to whether this standard could be combined with another or if there are skills and knowledge that should be included in the Specialty Specific area.</p>
<p><b>Candidate Outcomes</b></p> <p>Question 1: Is any language in these outcomes unclear?</p> <p>Question 2: Should any of these outcomes be modified?</p> <p>Question 3: Should any additional outcomes be added related to the standard? Please use the textbox to indicate additional outcomes.</p> <p>Final Question: Please use the textbox below to provide any additional information not previously shared in this survey.</p>