

# Implications of the Adoption of the Common Core Standards on Teacher Preparation

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*Ensuring Educator Excellence*

# 3 Major Phases of Teacher Preparation

Phase I: Developing Subject Matter Competency

Phase II: Developing knowledge, skills, and abilities to effectively teach that subject matter to K-12 students – Subject Specific Pedagogy

Phase III - Job-embedded induction for novice teachers to refine and further develop subject specific pedagogical skills



# Development of a California Teacher

Subject Matter Preparation

+

Subject Specific Pedagogy

+

New Teacher Induction and Support

=

Learning To Teach Continuum



# Phase I: Development of Subject Matter Competency

Typically acquired through undergraduate studies

- ◆ Multiple Subject candidate must demonstrate mastery through passage of CSET: Multiple Subjects Examination due to NCLB
- ◆ Single Subject candidates must demonstrate mastery either by:
  - Passage of Subject-Specific CSET or
  - Completion of Commission-approved Subject Matter Program



## Phase II: Subject Specific Pedagogical Preparation

- ◆ Acquired through completion of an approved teacher preparation program – traditional (including residency) or intern model



## Phase III: Induction

- ◆ New teacher works with his or her own students and a mentor or support provider, to further develop and refine his or her pedagogical skills and to develop as an effective teacher using adopted instructional materials

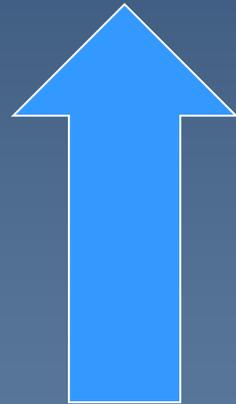


# Role of Student Content Standards in Teacher Preparation

Subject Matter  
Programs  
And CSET  
Examinations

Preliminary  
Preparation

Teacher  
Induction



K-12 Academic Content Standards



# Adoption of Common Core Standards

Upon SBE Adoption of Plan for Implementation/Timeline of CCSS, CTC will consider and adopt an Implementation/Timeline plan to align all three (3) phases of Teacher Preparation programs to the CCSS



# Considerations in Revision of Educator Preparation Standards and Examinations

Plan will:

- 1) consider current schedule for standards revision and whether adjustment is necessary.
- 2) include review of Subject Matter Requirements (SMRs) which serve as the basis for standards and examination requirements



# Considerations in Revision of Educator Preparation Standards and Examinations

To what extent are the current SMRs aligned with the with CCSS and where do the SMRs need revision?

If revisions to the SMRs are necessary, then CTC will begin the standards and examination revision process



## Standards Revision Process

- Using the revised SMRs, expert panels will be convened to review and draft revised standards
- Field survey conducted of draft standards
- Adoption of revised standards by Commission
- Adoption of transition timeline for programs



## Examination Revision Process

- Using revised SMRs, alignment of Content Specifications with the CCSS by the expert panel and bias review committee
- Field survey, domain/content weighting
- Commission approval of revised Content Specifications
- Create and field test new exam items
- Initial administration, standard setting
- Full implementation

