
2C

Action

General Session

Approval of the June 2012 Consent Calendar

AGENDA INSERT

Executive Summary: The Executive Director recommends that the Commission approve the June 2012 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Recommended Action: Approve the June 2012 Consent Calendar.

Presenter: None

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

June 2012

Consent Calendar

Removal

Please remove #60 from the June 2012 Consent Calendar.

60. SCHICK, Craig M.

Murrieta, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

Addition

Please add the following items to the June 2012 Consent Calendar.

Certification, Assignment and Waivers Division

VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL

The service rendered by the following persons is approved
pursuant to the provisions of the California Education Code section 45036

Name	School District	County	Period of Service
Susan Andrews	Ventura County	Ventura	05/01/12-05/08/12
Rick Barker	Beaumont USD	Riverside	05/02/12-05/09/12
Lenore Hubal	Vacaville USD	Solano	05/01/12 -05/07/12
Peter Rodgers	Benicia USD	Solano	05/01/12-05/08/12
Glen Rushing	Vallejo City USD	Solano	05/02/12-05/09/12

Program Approval

Introduction

This agenda item presents, for Commission approval, four single subject matter programs submitted by institutions of higher education.

Background

The Commission regularly receives recommendations for program approvals from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program is aligned to the standards common to all subject matter programs and the content specific subject matter standards. The content specific subject matter standards are aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. It is also possible that the two programs are completed concurrently.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Preconditions Review – When the proposal is first received, Commission staff review the sponsor’s response to the preconditions. The preconditions reflect state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is invited to provide additional, specific information necessary for compliance with the preconditions.
2. Program Review – The sponsor’s proposal for meeting the Commission’s subject matter program standards is reviewed by a team of two or more subject matter educators to determine whether the program is aligned to the standards, including the subject matter requirements (SMRs). The SMRs specify the content-specific knowledge that must be taught by the program and that is aligned to the K-12 content standards the candidate will be expected to know. The reviewers are subject matter experts who understand the alignment of the standards and subject matter requirements. They are trained in the review process before being assigned proposals to review. Reviewers are instructed to find explicit evidence that proposals are aligned with the single subject matter program standards and introduce the content knowledge within the context of their subject matter studies. The team must reach consensus on whether each standard is aligned based upon evidence provided in the document. If the program does not fully address the standards, the sponsor is given an explanation for the findings. The sponsor may then resubmit the proposal with the additional information incorporated. Once reviewers agree that the proposal describes, with adequate evidence in coursework and syllabi, a program is aligned to the Commission’s adopted subject matter program standards, the program is recommended to the Commission for approval.
3. If approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission’s subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers.)
4. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff provides technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff trains, assigns, and coordinates the review team work.

This report presents four single subject matter programs that have been deemed to meet all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by expert review panels and are recommended to the Commission for approval. One of the programs will offer subject

matter preparation in Music. Three of the sponsors will offer programs in Agriculture. All four of the programs recommended for approval are existing subject matter preparation programs that have now been reviewed for alignment with revised subject matter standards. The programs recommended for Commission approval at this time are:

Music

University of California, Los Angeles

Agriculture

California State Polytechnic University, Pomona

California Polytechnic State University, San Luis Obispo

California State University, Fresno

Summary Information on the Single Subject Matter Programs

University of California, Los Angeles: Music

The UCLA Music Education Program provides future music educators with a four-year comprehensive curriculum that prepares them to meet the learning needs of the diverse students attending California public schools. University students in this program receive rigorous intellectual, musical, and pedagogical preparation so that they can assume positions in elementary music education and as band, choir, and orchestra instructors in secondary schools. This pre-professional preparation program includes music theory, history and performance classes, secondary instrument classes, music technology and conducting classes, and several methods courses that require future teachers to observe exemplary music educators practicing in public school settings. Students completing this program have the skills, understandings and dispositions necessary to complete a California teaching credential, begin working in K-12 public schools, and when necessary, to develop innovative instructional approaches to teaching music.

California State Polytechnic University, Pomona: Agriculture

The California State Polytechnic University at Pomona's (Cal Poly Pomona's) subject matter program in Agriculture is designed to meet the needs of future agriculture educators by providing them a solid and diverse foundational knowledge base. The subject matter program in Agriculture at Cal Poly Pomona offers prospective educators a comprehensive list of courses designed to prepare candidates for the diverse curricula found in secondary agricultural education programs throughout California schools. The course list was developed by department members, program specialists, and College of Agriculture leaders and advisory members with the needs of high school students, agricultural education programs, and high school agriculture educators in mind. The program is purposefully guided by the *California Career Technical Education Model Curriculum Standards: Grades Seven through Twelve - Agriculture and Natural Resources Industry Sector* (2005). These standards are enhanced for prospective teaching credential candidates through a variety of field experience projects completed in both undergraduate and graduate work so that candidates are exposed to as much of the agricultural education industry as possible prior to receiving their credential and acquiring their first teaching position. This variety of field experiences and projects helps ensure that credential candidates are mentally and educationally prepared to serve the agricultural education industry with confidence.

Teaching Performance Expectations (TPEs) are integrated into all of Cal Poly Pomona's subject matter programs and credentialing coursework to prepare students for eventually passing the California Teacher Performance Assessment (Cal TPA). The TPEs describe teaching tasks that fall into six broad domains and help define the expected learning outcomes of the program.

California Polytechnic State University, San Luis Obispo

California Polytechnic State University at San Luis Obispo's (Cal Poly SLO) subject matter program in Agriculture offered through the College of Agriculture, Food, and Environmental Sciences. The purpose of the program is reflected in Cal Poly's School of Education's Vision, Mission, Learning Outcomes, and Dispositions that includes a philosophical direction responsive to California's adopted content standards and curriculum frameworks- including those in agricultural education. The School's vision guides the overall direction of the subject matter preparation programs, single subject credential programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The vision emerged through intensive discussions with program faculty, unit administration, and educational partners who participated through single-subject and college advisory committee meetings.

Candidates who complete the agriculture subject matter requirements do so through courses offered in seven departments that are designed to provide the breadth necessary for candidates to be effective teachers, while at the same time, meeting the standards of quality and effectiveness necessary for agriculture subject matter programs. The campus has an extensive school farm (nearly 6,000 acres) that is utilized for agricultural purposes. Candidates utilize various production units for course laboratories. Cal Poly's "Learn by Doing" teaching philosophy is exemplified by involvement in enterprise projects and other "hands-on" learning opportunities. In addition, to complete the Bachelor's degree in Agriculture Education, candidates must complete a series of general education coursework that provides a strong foundation for practical applications in both the introductory and advanced Agriculture coursework.

Career and Technical Education in Agriculture programs that are offered at the secondary level prepare K-12 students for employment in agriculture and, if desired, for advanced training leading to a career in agriculture that may eventually require postsecondary education. Most importantly, the purposes of career and technical education in Agriculture, and those that are addressed in the subject matter program in Agriculture at Cal Poly SLO, are:

- a. To assist individuals in making an informed choice of an agriculture occupation;
- b. To prepare individuals for employment in agriculture occupations;
- c. To prepare individuals for advanced training in agriculture; and
- d. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

California State University, Fresno

The Fresno State subject matter program in Agriculture is a component of the Kremen School of Education and Human Development (KSOEHD). While the agriculture subject matter preparation program is housed in the Jordan College of Agricultural Sciences and Technology (JCAST), the agricultural education faculty work collaboratively with the KSOEHD single

subject coordinator and other faculty involved in teacher preparation programs at Fresno State to ensure a seamless transition from the subject matter preparation program to the credential program. The KSOEHD and JCAST faculty are competent education professionals who strive to prepare a diverse student population to become productive members of the education profession. The faculty creates an atmosphere conducive to learning and is responsible for ensuring that each candidate has multiple opportunities to develop to his/her full potential. This is accomplished through assessments, modifications, and personal assistance that maximize each candidate's progression through the program. The vision of the Agricultural Education Program at Fresno State is, "professionally and technically competent agriculture teachers in every California agriculture department." The program mission states, "the program prepares individuals for successful careers in agricultural education by providing them with leadership, communications, managerial, technical, and problem solving skills for improving the quality of agriculture and life in a diverse society". The agriculture subject matter program at Fresno State combines subject matter courses, extracurricular activities, and field experiences to insure that each candidate has an opportunity to learn about and participate in the agricultural education "three circles model." The three components of the model are classroom/laboratory instruction, experiential learning, and leadership/personal development. The agricultural education curriculum subject matter is designed to address the skills needed to meet the standards of quality and effectiveness for agriculture teachers and to deliver this model of instruction in the secondary setting.

Recommendations

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following subject matter programs:

University of California, Los Angeles: Music

California State Polytechnic University, Pomona: Agriculture

California Polytechnic State University, San Luis Obispo: Agriculture

California State University, Fresno: Agriculture