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Action

Educator Preparation Committee

Elementary Subject Matter Programs: Standards and the Program Review Process

Executive Summary: This agenda item presents proposed revisions to the Elementary Subject Matter Program Standards for information. The item also presents proposed revisions to the program review process for the Commission to discuss and possibly adopt.

Policy Question: Do the proposed revisions to the Elementary Subject Matter Program Standards and to the program standards review process meet Commission expectations?

Recommended Action: That the Commission direct staff to work with the field to finalize the revisions to the Elementary Subject Matter Program Standards and that the Commission approve the subject matter program standards review process presented in this agenda item.

Presenter: Teri Clark, Director, Professional Services Division

Strategic Plan Goal

I. Educator Quality

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

September 2016

Elementary Subject Matter Programs: Standards and the Program Review Process

Introduction

Commission-approved subject matter programs provide candidates with defined courses of study that address the subject matter requirements (SMRs) adopted by the Commission. The SMRs are developed in consultation with content expert advisory panels that align the Commission's subject matter requirements with the applicable State Board of Education adopted content standards for the content area(s). Candidates who successfully complete a Commission-approved subject matter program thereby satisfy the subject matter requirement, and do not have to take and pass a CSET examination to be eligible to be a student teacher or serve as an intern.

In 2009 the Commission streamlined the Single Subject Subject Matter Program Standards. Comparable work on the Elementary Subject Matter (ESM) Program Standards was not undertaken in 2009 because the ESM Programs did not waive the requirement that all prospective Multiple Subject teachers pass the California Subject Examinations for Teachers (CSET). This agenda item brings proposed updated Elementary Subject Matter (ESM) Program Standards to the Commission for review in light of the pending regulation change explained below that will, when executed, allow multiple subject candidates to use the subject matter program route to meet the subject matter competency requirement. This item presents the proposed review process for ESM programs for the Commission's review and possible adoption.

Background

During the June 2016 Commission meeting, [Agenda Item 3A](#) brought forward the concept that under the new Every Student Succeeds Act (ESSA) California could consider once again allowing prospective Multiple Subject teachers to complete a Commission-approved Elementary Subject Matter (ESM) program as demonstration of subject matter competence instead of requiring all prospective Multiple Subject teachers to pass the CSET: Multiple Subjects exam. The Commission was supportive of allowing ESM programs to satisfy the subject matter requirement and directed staff to prepare for a public hearing. As staff reviewed the adopted ESM standards it became clear that these standards and the program review process needed to be brought into alignment with the work that was done in 2009-2010 on the Single Subject Subject Matter Program Standards. For the Single Subject programs, the program standards portion of the standards, not the subject matter requirements, were consolidated from 10 *Standards Common to All* Subject Matter Programs to only two standards. 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.

Elementary Subject Matter Program Standards

The [ESM Program Standards](#) were adopted by the Commission in September 2001. Thirty-six institutions were approved to offer ESM programs under these standards and at that time completion of an ESM program waived the requirement that the prospective Multiple Subject teacher pass the CSET: Multiple Subjects examination. There were 63 Commission approved elementary subject matter programs under the 1988 program standards. The 2001 adopted [ESM Program Standards](#) are organized as follows:

Category I: Substance of the Subject Matter Program Curriculum

- Standard 1: Program Philosophy and Purpose
- Standard 2: Required Subjects of Study
- Standard 3: Depth of Study
- Standard 4: Integrative Study
- Standard 5: Effective Curriculum, Teaching and Assessment Practices
- Standard 6: Assessment of Subject Matter Competence

Category II: Qualities of the Subject Matter Program Curriculum

- Standard 7: Introductory Classroom Experiences (K-8)
- Standard 8: Diverse Perspectives
- Standard 9: Technology in the Subject Matter Program

Category III: Leadership and Implementation of the Subject Matter Program

- Standard 10: Leadership of the Subject Matter Program
- Standard 11: Resources for the Subject Matter Program
- Standard 12: Advising Prospective Multiple Subject Teachers
- Standard 13: Program Review and Development

Appendix: Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential

- Content Specifications in Reading, Language, and Literature (*Updated for CCSS*)
- Content Specifications in History and Social Science (*Updated for CCSS*)
- Content Specifications in Mathematics (*Updated for CCSS*)
- Content Specifications in Science (*updated for NGSS*)
- Content Specifications in Visual and Performing Arts
- Content Specifications in Physical Education
- Content Specifications in Human Development

As part of the effort to ensure that the CSET: Multiple Subjects exam is aligned to the California Common Core State Standards, the SMRs were revised in 2013 using a panel of experts consistent with the Commission's process for updating SMRs. The SMRs have also been updated to ensure alignment with the Next General Science Standards (NGSS) in 2016.

The thirteen standards in Categories I-III were initially designed to govern the operation of the subject matter program. When the stakeholders reviewed the *Standards Common to All* in

2009, some institutions argued, and the Commission concurred, that candidates who take the CSET to satisfy subject matter are not required as part of satisfying subject matter to have introductory classroom experiences, or to have technology expressly addressed, or have the content coursework address effective curriculum, teaching, and assessment practices so candidates who complete a Commission-approved subject matter program should not be required to do more than those who take the examination option to satisfy subject matter. Yet others stated that the content of the Standards should reflect the best knowledge of the field about how to develop subject matter knowledge, and should not simply be defined by the content of an exam.

A Single Subject Subject Matter Advisory Panel was convened and met four times early in 2010. At its June 2010 meeting, the Commission reviewed the recommendations ([Agenda Item 5F](#)) 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 on two revised *Standards Common to All* identifying 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. The language of the two Single Subject Subject Matter program standards follows.

Adopted Single Subject Subject Matter Program Standards ***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, offers opportunities to consider issues of equity and diversity, and exposes candidates to a variety of learning experiences appropriate for the discipline.

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.

Staff recommends that the Commission direct staff to work with the field to review the 2 Single Subject, Subject Matter program standards (above) for consideration as the ESM Program Standards to see if the current 13 ESM Program Standards should be modified. This revision could align the ESM programs with the Single Subject Matter program standards if this is the Commission's direction. As part of the discussion of this agenda item, any insight by the Commission as to what the essential components of a subject matter program should include would guide the work with the field on this topic. By working with the faculty of ESM Programs, staff will be able to bring any recommended modifications to these standards back to the Commission for consideration and possible adoption.

Program Review Process for Elementary Subject Matter Programs

At its August 2009 Commission meeting, staff presented an information item related to the review process for subject matter program responses to standards. ([Agenda Item 2C](#)). At that time the review process for subject matter program response was seen as overly arduous by many faculty members. Staff proposed a variety of changes for the Commission to consider that 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 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, the Commission approved the four streamlining recommendations listed above for Single Subject Subject Matter Programs. When these streamlining efforts were put in place, the ESM Program Standards were not included in the streamlining. This agenda item proposes that the same streamlining activities be applied to the ESM Program Standards.

Staff recommends that prospective ESM Programs be required to submit a course matrix showing where each of the SMRs is taught in the courses, that the required elements be considered guidance to programs, and that the response to each of the Program Standards be limited in length. In addition to the response to the Program Standards, all prospective ESM Programs would be required to submit a [course matrix](#) that shows which course addressed the content for each of the SMRs. Faculty from ESM programs would continue to serve as the reviewers of prospective ESM programs when a program is required to complete the Initial Program Review process.

In the June 2016 item, staff recommended that the 36 institutions that were offering Commission-approved ESM programs in 2004 be allowed to submit the alignment matrix and once it has been reviewed and found to meet the adopted standards and SMRs, to again allow successful completion of that program to stand as demonstration of subject matter competence for individuals who plan to become Multiple Subject teachers.

- The 36 ESM programs that were approved prior to 2004 would be allowed to submit a Transition Plan using the matrix discussed above that would be approved for waiver status. Staff would work with faculty from ESM programs to review the alignment matrices. Staff would provide updates to the Commission as the programs complete the alignment matrix process.
- For institutions that did not have a Commission-approved ESM program in 2004, the institution would need to submit a new program proposal with the Cost Recovery fee of \$300 and once the program proposal has been found to meet the Commission's standards, the ESM Program would be recommended for approval to the Commission. New ESM Programs would need to wait until the Commission takes action on the Program Standards before program proposals could be submitted.

The public hearing to allow ESM Programs to verify subject matter for prospective Multiple Subject teachers is scheduled for this Commission meeting and the regulations could be complete and in effect by April 2017. No ESM Program, whether previously approved or new, can verify subject matter competence until the regulations have been amended and take effect. But because the program review process takes time, programs could be developed at this time, submitted for approval once the Commission takes action on the program standards, and the programs could be approved and ready to verify subject matter once the Title 5 regulations are implemented.

Preconditions

Each of the Commission's approved subject matter programs has a minimum number of units. In the 2001 Standards, the ESM Programs were required by Education Code §44314(b) to have a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies and literature; mathematics; science; social science, history, and humanities; visual and performing arts; physical education; and human development. There must be a concentration of a minimum of 12 semester units in one of the identified content areas. Staff recommends that this Precondition be maintained since this requirement is in the Education Code.

For undergraduate integrated programs, i.e., programs that combine undergraduate coursework in the area for the bachelor's degree with teacher preparation coursework and fieldwork, a new precondition needs to be developed to define how much of the subject matter program a prospective teacher must have completed prior to student teaching. When staff meets with the ESM program leadership, this topic could be discussed and recommendations brought back to the Commission.

Staff Recommendations

1. Staff recommends that the Commission direct staff to work with the field to review the two standards Common to All for Single Subject Subject Matter Programs and their applicability to Elementary Subject Matter Programs and bring recommendations back to the Commission at a future meeting.
2. Staff recommends that the Commission approve the SMR Review process outlined in this agenda item.
3. Staff recommends that the Commission affirm that the Precondition that ESM programs must consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies and literature; mathematics; science; social science, history, and humanities; visual and performing arts; physical education; and human development. There must be a concentration of a minimum of 12 semester units in one of the identified content areas.

Next Steps

If the Commission amends the ESM review process and confirms the required number of units, staff will prepare a Program Sponsor Alert to notify the field. In addition, if the Commission directs staff to work with the field to review and update the Elementary Subject Matter program standards, staff will work with the field to review the 2 Single Subject program standards and gather recommendations as to their applicability to ESM programs, and develop an agenda item for a future Commission meeting.

Appendix A

Single Subject, 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	