



**STANDARDS OF QUALITY AND  
EFFECTIVENESS FOR MULTIPLE  
AND SINGLE SUBJECT  
CREDENTIALS**



# Standards of Quality and Effectiveness for Multiple and Single Subject Credentials

Handbook for Teacher Educators  
and Accreditation Team Members

California Commission on Teacher Credentialing

1998



**Standards of Quality and Effectiveness for  
Multiple and Single Subject Credentials**

**including**

**Multiple and Single Subject Internship Programs**

**and**

**Emphasis Programs in**

**(Bilingual) Crosscultural, Language and Academic Development  
(CLAD/BCLAD)**

**Early Childhood Education**

**Middle Level Preparation**

**Committee on Accreditation  
and the  
California Commission on Teacher Credentialing**

**Sacramento, California**

**Adopted December 2, 1988**

**(Revised September 1992)**

**(Revised April 1993)**

**(Revised July, 1998)**

# California Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

1998

## **Members of the Commission**

Carolyn Ellner, Chair  
Torrie L. Norton Vice-Chair  
Phillip Barker  
Melodie Blowers  
Verna B. Dauterive  
Carol Katzman  
Scott Harvey  
Patricia Kuhn  
Helen Lee  
Doris Miner  
Gary Reed  
Craig Smith  
Edmund Sutro  
Jane Veneman  
Nancy Zarenda

Postsecondary Education Member  
Teacher  
Teacher  
School Board Member  
Administrator  
Office of the State Superintendent  
Public Member  
Teacher  
Public Member  
School Counselor  
Public Member  
Public Member  
Teacher  
Teacher  
Teacher

## **Ex Officio Members**

Edward DeRoche  
  
Bill Wilson  
Elizabeth Graybill  
  
Jon Snyder

## **Representing**

Association of Independent California  
Colleges and Universities  
California State University  
California Postsecondary Education  
Commission  
Regents, University of California

## **Executive Officer**

Sam W. Swofford, Ed.D.

Executive Director

## **Committee on Accreditation 1998**

Co-Chairs 1998-99	Anthony Avina Randall Souviney
Anthony Avina	Superintendent Whittier Union High School District
Carol Barnes	Professor, Elementary, Bilingual and Reading Education California State University, Fullerton
Diane Cordero de Noriega	Dean, College of Education California State University, Sacramento
Sandy Fleishman	Teacher, 5th Grade Las Virgenes Unified School District
Irvin Howard	Professor, School of Education California State University, San Bernardino
Barry Kaufman	Dean, School of Education Dominican College
Kim Lindley	Director, Staff Development Capistrano Unified School District
Bonnie Maspero	Administrator, Educational Services Norwalk-La Mirada Unified School District
Susan Seamans	Coordinator, BTSA Program Tehama County Office of Education
Randall Souviney	Co-Director, Teacher Education Program University of California, San Diego
Catherine Sumpter	Principal, Bret Harte Middle School Los Angeles Unified School District
Sue Teele	Director, Education Extension University of California, Riverside
Committee Staff:	Dennis S. Tierney, Director of Professional Services Lawrence W. Birch, Administrator of Accreditation Philip A. Fitch, Consultant Shari Cooley, Secretary

## Table of Contents

Commissioners .....	i
Committee on Accreditation .....	ii
Table of Contents .....	iii
About This Handbook .....	v
<b><u>Common Standards</u> for All Credential Programs .....</b>	<b>1</b>
Standard 1 Education Leadership .....	2
Standard 2 Resources .....	4
Standard 3 Faculty .....	5
Standard 4 Evaluation .....	7
Standard 5 Admissions .....	9
Standard 6 Advice and Assistance .....	13
Standard 7 School Collaboration .....	15
Standard 8 District Field Supervisors .....	17
<b><u>Preconditions</u> for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials .....</b>	<b>19</b>
General Preconditions Established by the Commission .....	21
General Preconditions Established by State Law .....	22
Interim Preconditions Established by State Laws for Multiple and Single Subject Programs .....	23
Preconditions Established by State Law for Internship Programs .....	25
<b><u>California Program Standards of Quality and Effectiveness</u> for Multiple and Single Subject Credentials .....</b>	<b>27</b>
Definitions of Key Terms .....	28
Category I Program Design and Curriculum .....	29
Standard 1 Program Design, Rationale and Coordination .....	29
Standard 2 Development of Professional Perspectives .....	31
Standard 3 Orientation to Human Development and Equity .....	37
Standard 4 Reading, Writing and Related Language Instruction in English .....	40
Standard 5 Preparation for Multicultural Education .....	45
Standard 6 Preparation for Student Teaching Responsibilities .....	47
Category II Field Experiences .....	51
Standard 7 Field Experience Prior to Student Teaching .....	51
Standard 8 Advancement to Daily Student Teaching Responsibilities .....	54
Standard 9 Guidance, Assistance and Feedback .....	56
Standard 10 Readiness for Diverse Responsibilities .....	57

*Standards for Multiple and Single Subject Credential Programs*

Category	III	Candidate Competence and Performance .....	60
		Implementation Plan for the Standards in Category III.....	60
Standard	11	Student Rapport and Classroom Environment.....	61
Standard	12	Curricular and Instructional Planning Skills .....	63
Standard	13	Diverse and Appropriate Teaching .....	66
Standard	14	Student Motivation, Involvement and Conduct.....	68
Standard	15	Presentation Skills.....	71
Standard	16	Student Diagnosis, Achievement and Evaluation .....	73
Standard	17	Cognitive Outcomes of Teaching .....	75
Standard	18	Affective Outcomes of Teaching .....	76
Standard	19	Capacity to Teach Diverse Students .....	78
Standard	20	Professional Obligations .....	80
Standard	21	Determination of Candidate Competence.....	82
<b>National or Professional Program Standards .....</b>			<b>84</b>
<b>General Program Standards .....</b>			<b>85</b>
<b>Experimental Program Standards .....</b>			<b>88</b>
<b>Alternative Program Standards .....</b>			<b>89</b>

## About This Handbook

### Introduction

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

### Description of the Handbook

This handbook has been prepared under the format required by the *Accreditation Framework*, as implemented through the California Commission on Teacher Credentialing and the Committee on Accreditation. It includes the **Common Standards** of program quality and effectiveness that apply to all credential programs. These Common Standards supersede certain of the earlier program standards for the multiple and single subject credentials. For each of the Common Standards, Questions to Consider have been developed to assist accreditation team members and institutions. Also included are the **Program Standards** of quality and effectiveness for **Multiple and Single Subject Credential** programs (including Internship and all Emphasis programs). For the first time, all of the standards for the various Multiple and Single Subject Credential program options are contained in one handbook. For the Program Standards, previously adopted Factors to Consider are included that will be used as guides for initial accreditation and ongoing program accreditation. Institutions are encouraged to re-conceptualize the factors in the format of questions to assist in the preparation of self-study reports. The **Preconditions** established by State law or Commission policy that must be met as a prerequisite to program accreditation appear in this document just before the program standards.

The Common Standards have been adopted by the Commission through the *Accreditation Framework*. The Questions to Consider have been developed by the Committee on Accreditation. The Program Standards, Factors to Consider, and Preconditions have all been adopted by the California Commission on Teacher Credentialing. The Commission is grateful to all of the members of the profession who participated in the development of these standards.

These are not new standards. With the exception of **one precondition relating to institutional authority** for credential preparation programs, **one precondition relating to verification of completion** of credential requirements, and the **two**

**standards relating to the teaching of reading**, all preconditions and standards have previously been published by the Commission. However, standards have been re-ordered and re-formatted from the way they may have appeared in earlier publications. This publication now replaces each of the earlier individual documents describing standards and preconditions for Multiple and Single Subject Credential program options. Earlier versions of the standards should be discarded.

Almost simultaneously with the publication of this handbook containing the standards for Multiple and Single Subject Credential programs, an advisory panel has been appointed by the Commission to develop and recommend new standards and preconditions for Multiple and Single Subject Credential programs as required by Senate Bill 2042. The new standards will not be implemented for at least two years. Until that time, these standards are in force and will be used for the initial and continuing accreditation of multiple and single subject credential programs.

### **Major Types of Accreditation Standards**

There are two major types of accreditation standards for institutions that prepare professional educators in California. An accredited institution is expected to satisfy the standards of both types.

**Common Standards** relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement.

**Program Standards** address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. When institutions prepare for continuing accreditation reviews, they may consider from among five Commission-approved options for program-specific standards. The five options are: (1) California Program Standards, (2) National or Professional Program Standards, (3) General Program Standards, (4) Experimental Program Standards, and (5) Alternative Program Standards. Different options may be exercised by different credential programs at an institution. Options that are selected will be the basis for the review of specific programs by accreditation teams, and will guide the selection and orientation of team members.

In preparing an institutional self-study report, an accredited institution is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each institution is required to respond to a set of program standards for each program area, using one of the options named above. Pertaining to each program, the institution responds to each standard in the selected option by providing program specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)

### **Internship Programs**

Internship programs are offered collaboratively by universities and school districts as training programs for prospective teachers, administrators, counselors, and other school

practitioners. Interns enroll in education courses while they teach or serve under the supervision of experienced professionals from the university and school district. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission. Each intern also earns a salary from the employing school district.

Internship programs are *alternative* training programs primarily because interns provide instructional or other education services *while* they complete requisite courses in educational principles and methods. In the course of their training, interns provide professional services earlier than other credential candidates. For this reason the State requires interns to fulfill higher standards of admission to preparation programs than other candidates. Because each intern earns a salary while completing professional studies, internship programs may be especially attractive to individuals who have previously entered other professions and are interested in becoming educators.

Since 1974, the Commission has encouraged the development and implementation of internship programs for prospective teachers, administrators, counselors, and other educators. In each professional category, the Commission has required internship programs to satisfy the same standards as non-internship programs in the same category. Additionally, the Commission has adopted expanded standards and preconditions for internship programs which apply to internships in all professional categories. Thus an internship program for prospective teachers must fulfill the Commission's standards for Multiple and Single Subject Teacher Education Programs, *plus* the Commission's additional requirements for internship programs.

State laws and Commission policies have emphasized the importance of collaborative development and administration of internship programs. To sponsor internship programs, postsecondary institutions collaborate more extensively with school districts and professional organizations than is the case for non-internship programs. In fact, the Commission's requirements for internship programs have focused almost exclusively on the collaborative governance of these programs, as well as the preparation the interns receive prior to assuming responsibility for their internship assignment.

Integrated throughout this document in italics are the Commission's internship standards, requirements and issues to be addressed.

Note: In 1997, legislation was passed (AB 351 Scott) authorizing the establishment of pre-intern programs. Pre-internships are not included as part of this document and are not governed by the standards contained herein. The pre-credential programs are governed by guidelines, regulations, funding mechanisms and implementation procedures established by the Legislature and the Commission.

### **Emphasis Program Standards**

Pursuant to Education Code Sections 44261 and 44259, an institution may develop an emphasis program. The emphasis program must still meet all of the minimum standards and requirements for the multiple or single subject credential, but will provide specialized preparation in a particular area. Incorporated into this document are the Program Standards for the (Bilingual) Crosscultural, Language and Academic Development - (CLAD/BCLAD) Emphasis, Early Childhood Education Emphasis and Middle Level Preparation Emphasis. Candidates earning a Multiple or Single Subject

Credential with a CLAD or BCLAD emphasis, are authorized to provide instructional services to limited-English-proficient students.

Emphasis program issues to be addressed related to particular Common Standards are noted. For each emphasis area, the adopted standards and/or factors to consider may have been modified to include the specialized information required. In some instances, the modifications are noted by showing the previously adopted standard or factor and underlining the added part. Expansions of emphasis standards, additional emphasis standards or additional factors are included. In some cases, the modifications call for an alternative numbering system for the standards.

## Common Standards

(The Common Standards deal with aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which will assist team members during training and continuing accreditation reviews. The questions can also be used by institutions as they reflect upon the quality of their programs and for assistance in the preparation of proposals for initial accreditation of programs and self-study reports for continuing accreditation. Included with the Common Standards are particular Common Standards issues which must be addressed for internship programs. Those are found in italics. Common Standards issues which must be addressed for Multiple and Single Subject Emphasis programs follow each Common Standard.)

## California Commission on Teacher Credentialing

Adopted May 3, 1993  
(Revised June 5, 1998)

## Common Standards

### Common Standard 1

#### Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the institution supports the goals and purposes of each program?
- How well does the leadership of the institution develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the institution?
- How prompt is the leadership of the institution in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the institutional leadership confer with the faculties who teach credential candidates and supervise their field experiences?
- To what extent is institutional leadership seen as an advocate for the credential programs within the institution, the education profession as a whole, and the local school community?

## **Common Standards Issues to be Addressed**

### **Internship Programs**

*For an internship program: The leadership and governance are shared responsibilities, thus each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.*

## Common Standard 2

### Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?
- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?

### Common Standards Issues to be Addressed

#### Internship Programs

*For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.*

## Common Standard 3

### Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- How does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How does the institution ensure that all faculty members (full-time and part-time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

## **Common Standards Issues to be Addressed**

### **CLAD/BCLAD Emphasis Programs**

Faculty who supervise the (Bilingual) Crosscultural, Language, and Academic Development Emphasis (CLAD/BCLAD) candidates possess the language skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual programs.

### **Early Childhood Education Emphasis Programs**

Faculty members who supervise field experiences, including student teaching have academic preparation, successful teaching experience, and current knowledge of early childhood settings that reflect the cultural linguistic and socioeconomic diversity of society.

### **Middle Level Emphasis Programs**

In Middle Level Emphasis Programs the faculty is well grounded in middle level philosophy, curriculum and instruction; has an understanding of early adolescent development; and has middle level teaching experience. The program utilizes practicing teachers as instructors, guest lecturers, and demonstration teachers.

## Common Standard 4

### Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

## **Common Standards Issues to be Addressed**

### **Internship Programs**

*For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.*

## Common Standard 5

### Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

#### Commission-Adopted Credential Program Admission Requirements

Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

- For BCLAD Emphasis Programs, BCLAD candidates must be assessed for language eligibility for entry into the program.
- For Middle Level Emphasis Programs, candidates must have academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.

All Internship Programs - Each *internship* candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

**Library Media Teacher Credential Program Admission Requirements** - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.

**Health Services/School Nurse Credential Programs Admission Requirements** - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution. Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

**Preliminary Administrative Services Credential Programs** - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

**Professional Administrative Services Credential Programs** - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?
- For the basic teaching credential programs, does the institution define an appropriate comparison group and attend to the attainments of each annual cohort of admitted candidates? Has each annual cohort of admitted candidates consistently attained the median or higher in the indicators established by the institution?

- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability, and encourage admission of candidates from the institution's service area?
- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

### **Common Standards Issues to be Addressed**

#### **Internship Programs**

*Each individual has had sufficient prior experiences and personal qualifications to enable performance at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

#### **CLAD/BCLAD Emphasis Programs**

In addition, candidates admitted to the program must meet the appropriate language prerequisite. For the Crosscultural, Language and Academic Development (CLAD) authorization, the candidate must have experience in learning a second language by the time of completion of the program. Candidates seeking the bilingual (BCLAD) authorization must be assessed to determine eligibility for entry into the program. The institution must verify, during the program or at its completion, that the candidate has attained, in listening, reading, speaking and writing, a language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute. The Commission has established examinations that assess these competencies in the languages commonly utilized in bilingual education in California. Consult with the Commission for the complete list of languages.

The institution determines that each Crosscultural, Language and Academic Development (CLAD) applicant has completed six semester units (or equivalent quarter

units) of college coursework in a second language (with a grade of C or higher), or an equivalent experience that sensitizes the candidate to the challenges of second language learning and acquisition. Such an experience could include options such as Peace Corps training and service, or residence in a non-English speaking country.

### **Middle Level Emphasis Programs**

Since Middle level schools require teachers who can teach both in core classes and departmentalized classrooms, candidates should be prepared in at least two subject areas to assure that middle level schools can be properly staffed. The program assures that each candidate is competent to teach at least two core subjects and certain departmentalized subjects in middle level classrooms through the possession of a depth of subject knowledge in at least two areas. Included in the possible ways that this can be accomplished are eligibility for supplementary authorizations, two areas of concentration (multiple subjects), passage of subject examinations, and other ways developed by institutions.

Middle level candidates have preprofessional experiences with early adolescents.

## Common Standard 6

### Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about

the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?

- In what manner is each candidate informed about institutional grievance and appeal procedures?

### **Common Standards Issues to be Addressed**

#### **Internship Programs**

*For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.*

#### **CLAD/BCLAD Emphasis Programs**

Each candidate is provided with timely information about the language examination, such as the times and dates of administration.

Each candidate for the Crosscultural, Language, and Academic Development authorization is advised on how to meet the foreign language requirement.

The program provides opportunities for candidates to acquire and/or enhance their language and cultural competencies.

#### **Middle Level Emphasis Programs**

The institution orients potential candidates, including undergraduates and postbaccalaureate students, to teaching opportunities that are available in the middle grades as well as elementary and secondary grades. The institution makes information available to undergraduate students and other potential candidates of the importance of being prepared in at least two appropriate fields of academic concentration so candidates will qualify to teach in interdisciplinary block time, core, and departmentalized settings.

Middle level students can be well served by a variety of teachers, including those making career changes. Information should be made available to potential candidates through as many sources as possible at all stages of preparation.

## Common Standard 7

### School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?
- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?
- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?

## **Common Standards Issues to be Addressed**

### **Internship Programs**

*For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.*

### **CLAD/BCLAD Emphasis Programs**

The field settings are appropriate for the Crosscultural, Language, and Academic Development Emphasis (CLAD) authorization and the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) authorization.

- The Crosscultural, Language, and Academic Development (CLAD) authorization candidate is placed in teaching settings for English language development and specially designed academic content instruction (SDAIE).
- The Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidate is also placed in teaching settings where literacy and academic content are taught in the language of emphasis for at least one extended teaching assignment.

### **Early Childhood Education Emphasis Programs**

Effort is made to cooperatively select exemplary, developmentally oriented multiple subject and early childhood multicultural, multilingual settings as field placements.

## Common Standard 8

### District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

#### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

#### Common Standards Issues to be Addressed

##### Internship Programs

*Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are*

*particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.*

### **CLAD/BCLAD Emphasis Programs**

Each classroom teacher who supervises one or more student teachers is (a) certified, (b) experienced in teaching the subject(s) of the class, (c) a model of effective instruction for LEP students, (d) trained in supervision and oriented to the supervisory role, and (e) appropriately evaluated.

Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of successfully fostering learning in adults.

Teachers who supervise the field experiences of Crosscultural, Language and Academic Development Emphasis (CLAD) candidates possess a valid credential or certificate authorizing service to LEP students, and model effective English language development, and specially designed academic instruction.

Teachers who supervise Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidates possess a valid bilingual credential or certificate and model effective bilingual and multicultural instruction.

### **Early Childhood Education Emphasis Programs**

Teachers supervising field experiences, including student teaching, have had academic preparation and successful experience in teaching young children, and have remained current with changes in the profession and the student population.

Supervisors demonstrate professional involvement in early childhood education.

### **Middle Level Emphasis Programs**

Each classroom teacher who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) effective in communicating an understanding of early adolescents to student teachers; (c) trained in supervision and oriented to the supervisory role; and (d) appropriately evaluated, recognized, and rewarded by the institution.

## **Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials**

**California Commission on Teacher Credentialing**

**Adopted March 1, 1995  
(Amended, February 6, 1998)**

## Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the Western Association of Schools and Colleges (WASC). The preconditions were originally adopted by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to General Precondition 8 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Several earlier preconditions were changed as a result of the Senate Bill 1422 (Chapter 1245 of the Statutes of 1992). Three preconditions were eliminated, others were revised, and the statutory authority references were changed to reflect current law. In 1998, General Precondition 2 was adopted which requires institutions to report on responsibility and authority for credential programs. Program Precondition 5 was added and requires the recommending institution to determine that each legal requirement for the credential is met by each candidate prior to recommendation for the credential.

Preconditions have been titled and placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are listed first. They are preconditions which apply to all or most credential programs. (Please note that some of these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by specific sections of the Education Code and are specific to the Multiple and Single Subject Credential programs. These preconditions are designated as Interim Program Preconditions, to indicate that they may change again as the SB 2042 advisory panel develops its recommendations and the Commission adopts the new standards and preconditions. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications which may be helpful to institutions.)

### **General Preconditions Established by the Commission**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution shall provide the following information.
  - (a) Identify the academic position within the institution's organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution (including credential programs offered by the extension division, if any).
  - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the institution. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioner's Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of

program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

### General Preconditions Established by State Law

- (8) **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

#### Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

*For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).*

- (10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320 (d).*

*For Internship Programs: Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.*

### **Interim Preconditions Established by State Laws for Multiple and Single Subject Programs**

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws.

- (1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

Interim Program Precondition 1 applies only to "professional preparation" courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) foundations courses in which candidates predominantly study concepts, information or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers. *Reference: Education Code Section 44259 (a) and (b) (3).*

- (2) Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Interim Program Precondition 1) prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Interim Program Precondition 3. Interim Program Precondition 2 applies to all aspects of professional preparation which the college or university requires prior to student teaching. *Reference: Education Code Section 44320 (a).*

*For Internship Programs: Not applicable.*

**Clarification of Interim Program Preconditions 1 and 2**

Prerequisite Courses. Interim Program Preconditions 1 and 2 do not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation, (2) do not fall within the definition of “professional preparation,” and (3) are open to enrollment by all undergraduate students (not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Interim Program Preconditions 1 and 2 do not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the Category III program standards by completing the regular professional preparation program.

Elected Courses. Interim Program Preconditions 1 and 2 do not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Interim Program Preconditions 1 and 2 apply to courses that are selected by candidates from a required list of courses.

- (3) **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b).*
- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a).*

*For Internship Programs: Not Applicable*

**Clarification of Interim Program Precondition 4**

Interim Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (5) **Completion of Requirements.** A college or university that operates a program for the Multiple or Single Subject Credential program shall determine, prior to recommending a candidate for the credential that the candidate meets all legal requirements for the credential, including (but not limited to) the possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, the completion of a professional preparation program, the completion of the subject matter requirement, the demonstration of knowledge of the principles and provisions of the Constitution of the United States, and for Multiple Subject candidates, the passage of the Reading Instruction Competence Assessment. *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

***Preconditions Established by State Law for Internship Programs***

*For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.*

- (1) ***Bachelor's Degree Requirement.*** *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education (Reference: Education Code Section 44453).*
- (2) ***Supervision of Interns.*** *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person (Reference: Education Code Section 44462). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*
- (3) ***Assignment and Authorization.*** *To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential (Reference: Education Code Section 44454). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s) (Reference: Education Code Section 44458).*
- (4) ***Participating Districts.*** *Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential involved (Reference: Education Code Section 44321 and 44452).*

**Specific Preconditions Established by the Commission for Internship Programs**

*For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.*

- (5) *Non-Displacement of Certificated Employees.*** *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*
- (6) *Justification of Internship Program.*** *Where an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

**California Program Standards  
of  
Quality and Effectiveness for  
Multiple and Single Subject Credentials**

**(For use with Option 1 of the Accreditation Framework)**

**Program Design and Curriculum  
Field Experiences  
Candidate Competence and Performance**

**California Commission on Teacher Credentialing**

**Adopted December 2, 1988**

**(Revised September 1992)**

**(Revised April 1993)**

**(Revised December 1995)**

**(Revised June 1997)**



## **Definitions of Key Terms**

### **Standard**

A "Standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

### **Factors to Consider**

"Factors to Consider" serve as a guide for institutions in preparing for initial program design and ongoing program accreditation. They guide accreditation teams in determining the quality of an institution's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an accreditation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution. (As new program standards are adopted in the future, the "Factors to Consider" will be replaced by "Questions to Consider." Institutions are encouraged to re-conceptualize the adopted "Factors" in the format of "Questions" to assist in the preparation of self-study reports.)

### **Daily and Full-Time Student Teaching Responsibilities**

In the Standards and Factors to Consider, the term "daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

## Category I

### Program Design and Curriculum

#### Program Standard 1

##### Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

*For an internship program: The development of the design and the coordination of an internship program involves the institution of higher education, and the participating district(s), with advice from the representatives of persons who hold the affected credential from each participating district.*

##### Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

*For an internship program: Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, have input into the design and coordination of the internship program. Each of the three constituencies should operate cooperatively in all decisions regarding the implementation of the internship program.*

##### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff; between the program and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences.

- *For an internship program there is coordination among the institution, local districts and schools, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.*
- *For an internship program the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program, but they have an opportunity to combine theory with practice. The design also recognizes that the intern needs a different support system than what is available in the regular program.*
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- An approved program of professional preparation may have a variety of administrative models that insure effective coordination, each of which includes an individual with experience or expertise in Early Childhood Education. Examples of administrative models are (a) a faculty member with early childhood education; (b) an interdisciplinary faculty team; or (c) a modification of the existing Multiple Subject administrative structure with assigned responsibilities.
- The program includes evidence of articulation between the four-year college offering the program and its feeder community colleges.

### **Middle Level Emphasis**

#### **Additions to the Factors to Consider**

- Middle Level Emphasis Programs should be designed so that subject matter preparation and professional preparation are coordinated to prepare candidates to meet the academic needs of middle level schools.

## **Program Standard 2**

### **Development of Professional Perspectives**

Prior to or during the program, each candidate studies essential themes, concepts and skills related to the subject(s) to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.

#### **Rationale**

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research.

#### **Factors to Consider**

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate demonstrates understanding of the scope and sequence of the curriculum in each subject area that he or she teaches.
- Each candidate's preparation includes intensive study of pedagogical approaches and materials for teaching the subject(s) to be authorized by his or her credential, such as state curriculum documents and the curricular recommendations of professional associations in education.
- Each candidate explores the works of major educational theorists, reviews research on effective teaching practices, and examines the use of those practices among students of differing gender, ethnicity, and handicapping conditions.
- Professional education coursework provides historical, legal, social, political and economic perspectives on the role of education and schools in society.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **CLAD/BCLAD Emphasis**

#### **Expansion of the Standard**

Prior to or during the program, each candidate demonstrates an understanding of essential themes, concepts and skills related to the subject(s) and first and second language development including knowledge of the history, traditions, and the legal foundations of the field, its role in the curriculum, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to significant issues, theories and research in education.

#### **Additions to the Factors to Consider**

- Each candidate demonstrates an understanding of the language(s) used as the medium of instruction.
- The course of study includes intensive study of pedagogical approaches and materials for teaching the subject(s) and language(s) to be authorized by the credential, such as state curriculum documents and the curricular recommendations of professional associations in education.
- Each candidate demonstrates an understanding of the legal foundations of the field.
- Coursework prior to or during the program presents information about the historical and contemporary status of linguistic and cultural groups, with emphasis on their contributions in the subjects to be taught.
- The program provides opportunities for each candidate to develop the crosscultural knowledge and multicultural competencies necessary to interact effectively with children and adults from linguistically and culturally diverse groups.

### **Early Childhood Education Emphasis**

#### **Expansion of the Standard**

Prior to or during the program, each candidate studies essential themes, concepts and skills related to early childhood education, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.

### **Additions to the Factors to Consider**

- A variety of community resources are available, such as information about social service agencies, clinics and other settings serving physical and mental health needs, and educational facilities.
- The candidate has knowledge of the historical development, philosophical perspective and importance of models, programs, and settings for the young child.
- The candidate studies human development throughout the life span with special emphasis on cognition, language, physical, social, and emotional development, both typical and atypical, from birth through age eight.
- The candidate studies historical, philosophical, psychological, and social foundations of early childhood education, and their implications regarding programs and settings for young children.
- The candidate develops the ability to relate to theory practice which is appropriate for all children served.
- The candidate can locate and use current professional literature, organizations, resources, and experiences to obtain new ideas and information.

### **Middle Level Emphasis**

#### **Expansion of the Standard**

Prior to or during the program, each candidate studies essential themes, concepts, and skills related to the subject(s) to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories, and research in education. Each middle level candidate understands the philosophy that has guided the mission and historical development of middle level education.

#### **Expansion of the Rationale**

In order to become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories, and research. To acquire skills that are important in middle level teaching, prospective teachers must develop a sense of the philosophy which makes the middle school a unique and transitional phase of schooling.

**Additions to the Factors to Consider**

- Each candidate demonstrates an understanding of philosophies and theories of middle grades education.
- Each candidate demonstrates an understanding of similarities and differences among organizational plans which serve middle level students, including, but not limited to junior high and middle schools.
- Each candidate demonstrates an understanding of the concept that middle level education should balance the implementation of child-centered and content-centered methodologies.
- Each candidate demonstrates an understanding of organizational structures that provide transitions from elementary to secondary schools, such as, interdisciplinary teaming and cross-graded grouping. Each candidate's preparation includes intensive study of pedagogical approaches and materials for teaching the subject(s) to be authorized by his or her credential, such as state curriculum documents, and the curricular recommendations of professional associations in education.

## **Additional Standard**

### **Standard 2a (Early Childhood Education Emphasis)**

#### **Program Transitions**

**Study and practice of childhood education encompasses preprimary, primary and intermediate levels of education, which are effectively integrated in the curriculum of each Multiple Subject with an Emphasis in Early Childhood Education Program.**

#### **Rationale**

Development and learning are continuous in all areas; cognitive, language, physical, social, emotional, and aesthetic. Knowledge of the child's previous school performance can enable the teacher to plan better for current and future curricula.

#### **Factors to Consider**

***The following factors serve as a guide for initial program design and ongoing program accreditation.***

- There is evidence that the candidate demonstrates developmentally, linguistically and culturally appropriate activities for the child using a variety of instructional materials.
- There is evidence that the candidate has experiences interacting with families and utilizing community resources.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

## **Additional Standard**

### **Standard 2b (Middle Level Emphasis)**

#### **Preparation for Teacher/Advisor Role**

**Each candidate is prepared to serve in the role of middle level teacher/advisor and to conduct advisor/advisee programs. Each candidate studies ways in which teachers can assist students through curriculum-based advisement as well as through formal and informal contacts with individuals and small groups.**

#### **Rationale**

Achieving fullest human potential for middle school students means, at least, learning to learn, learning how to be successful in school, growing in ability to make ethical and moral judgments which will contribute to development of adult character, understanding academic options and exercising those options in middle school and in high school. The teacher, as advisor, is a crucial influence in assisting students' progress toward their fullest potential.

#### **Factors to Consider**

***The following factors serve as a guide for initial program design and ongoing program accreditation.***

- Each candidate studies the crucial role of student values and attitudes in achieving success in and out of school.
- Each candidate knows the content and methods of curriculum-based class advisory programs.
- Each candidate knows the principles and methods of informal, one-on-one advising.
- Each candidate understands the differences between teacher/advisor and counselor roles.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Program Standard 3**

### **Orientation to Human Development and Equity**

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

#### **Rationale**

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development. Candidates also need to be familiar with instructional practices that promote equity among students of different ethnicity, gender, socioeconomic status, and handicapping conditions.

#### **Factors to Consider**

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate explores perspectives on child and adolescent development, and demonstrates knowledge of the cognitive, physical, social and emotional characteristics of children and adolescent at different stages of development.
- Each candidate examines theories of human learning and cognition, and studies ways to identify students' preferred learning modes or styles.
- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students of different ethnicity, gender, socio-economic status, and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **CLAD/BCLAD Emphasis**

### **Expansion of the Standard**

#### **Standard 3a (CLAD/BCLAD)**

##### **Orientation to Human Development**

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize the developmental stages of children and adolescents including first and second language development.

##### **Factors to Consider**

- Each candidate examines theories of human learning and cognition, including first and second language acquisition and studies ways to identify students' preferred learning modes or styles.
- Each candidate examines the social, psychological, cultural, and economic factors that affect first and second language development use
- Each candidate is provided with the opportunity to learn about the diversity of other educational systems in the international community to better understand the educational needs of diverse students.
- Each candidate has an understanding of the "deficit models" of language and culture and is provided with enrichment models in his/her preparation.
- Each candidate examines the social and psychological factors that empower students in the educational system.

#### **Standard 3b (CLAD/BCLAD)**

##### **Equity**

Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and educational practices.

##### **Rationale**

The principles that guide educational equity are codified in various federal statutes, or reflected in federal case laws and policies. All educational programs must conform to legal requirements which include the right to due process, equal educational opportunity and benefits, and the right to effective educational programs. California is a

multicultural and multiracial society. Professional programs should reflect equitable practices in order to maintain the foundations of a democratic society.

### **Factors to Consider**

- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions.
- Professional educational coursework provides historical, legal, social, political, economic and multicultural/multilingual perspectives on the role of education and schools in the local community and in different societies.

### **Early Childhood Education Emphasis**

#### **Expansion of the Standard**

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development, including physical, social, emotional, intellectual, cultural, and linguistic differences. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

### **Middle Level Emphasis**

#### **Expansion of the Standard**

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Candidates in a middle level program focus on the cognitive, physical, moral, and emotional development of early adolescents. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

#### **Additions to the Factors to Consider**

- Each candidate explores perspectives on child, preadolescent, and adolescent development, and acquires knowledge of the cognitive, physical, social and emotional characteristics of children, preadolescents, and adolescents at different stages of development.

## Standard 4a

### Multiple Subject Reading, Writing and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts, including explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds. The MS Credential Program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s) and student teaching assignment(s). Each candidate for an MS Credential has experience in a linguistically and/or culturally diverse classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a balanced, comprehensive program and who collaborate with institutional supervisors and instructors.

#### Rationale

Reading and related language arts are the most fundamental skills that students learn in our schools today. Without the ability to read effectively, students are unable to access the other important subject areas. Teachers who are well prepared to offer reading and language arts instruction in a comprehensive and competent manner are essential to California's schools.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables her/him to provide a balanced, comprehensive program of instruction that includes explicit and meaningfully-applied instruction in reading, writing, and related language skills and strategies for English language learners and speakers of English.
- For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and

instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English language learners.

Each candidate's instruction and field experience include (but are not limited to) the following components:

- Instruction and experience with a variety of genres of literature and expository texts, including materials that reflect cultural diversity, in teacher-supported and independent reading contexts.
- Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- Instruction and experience in writing instruction, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
- For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing including: phonemic awareness; direct, systematic, explicit phonics; and decoding skills including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text.
- For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- The institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- The field experiences of each candidate, including student teaching assignments, are designed to establish cohesive connections between reading methods coursework, reading-related coursework, and the practical experience components

of the program, which provide ongoing opportunities to participate in effective reading instruction.

- The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.
- When identifying classroom teachers to supervise candidates in student teaching, the institution confers with district personnel, carefully analyzes the pedagogical practices of teachers of reading, and selects teachers whose instructional approaches and strategies in reading and language arts are balanced, comprehensive and consistent with current research as reflected in state policy.
- The institution provides for careful and thorough communication and collaboration between field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.
- Each candidate participates in instruction and field experience that complies with current provisions of the California Education Code, including preparation that addresses the major themes and emphases of the Reading Instruction Competence Assessment that is administered by the Commission.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

## **Standard 4b**

### **Single Subject Reading, Writing and Related Language Instruction in English**

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Single Subject (SS) Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The SS Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s) or student teaching assignment(s). The program places all candidates for SS Credentials in linguistically and/or culturally diverse field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a balanced, comprehensive program and who cooperate with institutional supervisors and instructors.

## Rationale

Reading and related language arts are the most fundamental skills that students learn in our schools today. Without the ability to read effectively, students are unable to access the other important subject areas. Teachers who are well prepared to offer reading and language arts instruction in a comprehensive and competent manner are essential to California's schools.

## Factors to Consider

***The following factors serve as a guide for initial program design and ongoing program accreditation.***

- Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables her/him to provide a balanced, comprehensive program of instruction that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.
- For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

Each candidate's instruction and field experience include (but are not limited to) the following components:

- Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
- Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction; and strategies for promoting the transfer of primary language reading skills into English language reading skills.
- Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings.
- For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including

English language learners, students with reading difficulties, and students who are proficient readers.

- The institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- The field experiences of each candidate, including student teaching assignments, are designed to establish cohesive connections between reading methods coursework, other related coursework, and the practical experience components of the program, and they include ongoing opportunities to participate in effective reading instruction.
- When identifying classroom teachers to supervise candidates in student teaching, the institution confers with district personnel, carefully analyzes the pedagogical practices of teachers, and selects teachers whose strategies for content-based reading instruction are balanced, comprehensive and consistent with current research as reflected in state policy.
- The institution provides for careful and thorough communication and collaboration between field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading instruction.
- Each candidate participates in instruction and field experience that complies with current provisions of the California Education Code.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

## Program Standard 5

### Preparation for Multicultural Education

Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.

#### Rationale

California's population is multicultural and multilingual. Each public school teacher must be prepared effectively to educate students who are culturally and linguistically diverse.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- The prerequisites for program admission and/or the required sequence of professional education courses includes consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program of a classroom.
- Each candidate participates in a variety of culturally different schools and classrooms prior to or during enrollment in the program.
- Each candidate examines principles of second language acquisition, and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.
- Each candidate has an opportunity in the program to examine and evaluate his/her own attitudes towards people of different cultural and socio-economic groups.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **CLAD/BCLAD Emphasis**

### **Expansion of the Standard**

#### **Preparation for Multicultural and Multilingual Education**

**Prior to or during the program, each candidate engages in multicultural and crosscultural study and experiences, including first and second language acquisition and successful approaches for the education of linguistically and culturally diverse students.**

### **Additions to the Factors to Consider**

- Each candidate examines effective ways to include cultural traditions and involve parent and community members in school activities.
- Prior to or during enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and or socio-economically different from the candidate.
- Each candidate has the opportunity in the program to develop multicultural competencies, to examine racism and to evaluate personal attitudes towards people of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individuals with differing handicapping conditions.
- Coursework prior to or during the program provides opportunities for each candidate to learn about the impact of social, political and economic issues (such as immigration, urbanization and discrimination) on linguistically and culturally diverse groups and their educational status and attainments.
- Each candidate examines the social patterns and economic and political context of contemporary immigrant groups and their experiences in the country of origin and the impact of this context on teaching strategies.
- Each candidate in the program has the opportunity to examine the process of acculturation and assimilation and other concepts relevant to the adaptation of immigrants to American society.

## Program Standard 6

### Preparation for Student Teaching Responsibilities

Prior to assuming daily student teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The Program offers adequate opportunities to learn knowledge and skills that are pertinent to Standards 11 through 20 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

*For an internship program:*

#### *Preparation for Teaching Responsibilities*

*Prior to assuming intern teaching responsibilities, each intern in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The Program offers adequate opportunities to learn initial knowledge and skills that are pertinent to Standards 11 through 20 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.*

#### Rationale

Before candidates assume daily student teaching responsibilities, they must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can serve their students responsibly.

*For an internship program: In an internship, candidates usually begin teaching responsibilities at an accelerated rate. Therefore, the program should provide an initial training program that provides the basic skills and knowledge necessary to commence their classroom responsibilities. The preservice training program should provide a knowledge base sufficient for candidates to assume intern teaching responsibilities. The training program addresses all of the Standards of Competence and Performance in Category III at least at an awareness level.*

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- The required sequence of professional education courses and field experiences prior to daily student teaching responsibilities address all of the Standards of Competence and Performance in Category III, and include evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.

- Each candidate is informed, at each phase of the program, of the level of expected mastery of (a) generic pedagogical knowledge and skills, (b) subject-specific knowledge and skills, and (c) skills for the teaching of oral, written, and nonverbal communication.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, skills and values.
- The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, ethnically and socio-economically diverse.
- *For an internship program, the orientation should provide an awareness of the knowledge and skills that candidates are expected to attain in all of the Domains of Candidate Competence and Performance in Category III.*
- *For an internship program, coursework and the intern support system continue to address Category III domains throughout the internship.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### CLAD/BCLAD Emphasis

#### Expansion of the Standard

Prior to assuming daily teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The program offers adequate opportunities to acquire the knowledge and skills that are pertinent to Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential to ensure that students have equal access to the core curriculum and (b) communication skills including the integration of speaking, listening, reading and writing to students from linguistically and culturally diverse groups.

#### Additions to the Factors to Consider

- The program informs each candidate at each phase of the program, of the level of expected mastery of:
  - a. generic pedagogical knowledge and skills,
  - b. subject specific knowledge and strategies that ensure that students have equal access to the core curriculum.
  - c. skills for the teaching of oral, written, and nonverbal communication in English for the Crosscultural, Language, and Academic Development (CLAD) authorization and in English and the language of emphasis for the Bilingual, Crosscultural, Language, and Academic Development (BCLAD) authorization, and.

- d. knowledge and skills necessary to meet the needs of a culturally, ethnically, linguistically, and socio-economically diverse population.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, language(s) skills and values.
  - The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, linguistically, racially, ethnically and socio-economically diverse.
  - The program's curriculum presents a theoretical framework for bilingual education that gives attention to the social and psychological principles of first and second language acquisition, first and second language teaching, and strategies for speaking, listening, reading, writing and specially designed academic content instruction in English.
  - Coursework prior to or during the program presents strategies that include:
    - a. oral communication skills development.
    - b. teaching the reading and writing process, appropriate use of vocabulary, the development of central ideas, organization, clarity, cohesiveness, and the logic of written presentation in English.
    - c. specially designed instructional methods for teaching the subject matter content areas in English.
    - d. reading, writing and academic content in the language of emphasis for the Bilingual Crosscultural, Language, and Academic Development (BCLAD) authorization.
  - The program's curriculum includes study of the nature of culture, manifestations of culture, crosscultural contact, and cultural diversity in the United States and California.
  - The program's curriculum for the Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidate includes study of the manifestations of the culture of emphasis such as values, communication patterns, learning styles, roles, kinship, educational systems, the arts and ethno-history of the culture in the United States and California.
  - The program's curriculum presents the principles of language(s) structure, differences and similarities and differences between English and other languages for the Crosscultural, Language and Academic Development (CLAD) authorization and the similarities and differences between English and the language of emphasis for the Bilingual Crosscultural, Language and Academic Development Emphasis (BCLAD) authorization.
  - The program's curriculum provides opportunities for students to use linguistic theories, and to adapt curriculum, materials, and technology for limited English students.

## **Middle Level Emphasis**

### **Additions to the Rationale**

Before candidates assume daily student teaching responsibilities they must have adequate opportunities to learn knowledge and skills that underlie professional competence so they can serve their middle grade students responsibly. Both the climate for learning and content are important in middle level schools. The curriculum increases the fund of knowledge that middle grades students possess, and promotes continual development of basic skills needed to acquire that knowledge.

### **Additions to the Factors to Consider**

- Each candidate in a Middle Level Emphasis Program acquires skills and knowledge in the application of instructional strategies that are appropriate for middle level learners (such as interdisciplinary teaming, cross-graded grouping, and individualized learning).
- Each candidate understands middle level curriculum which includes knowledge of appropriate student outcomes, and exploratory and enrichment experiences.

## Category II

### Field Experiences

#### Program Standard 7

##### Field Experience Prior to Student Teaching

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

*For an internship program:*

##### ***Experiences Prior to Internship Teaching***

*Before assuming intern teaching responsibilities, each candidate in the program has one or more verified experiences that (a) relate to the candidate's professional goals, and (b) prepare the candidate for intern teaching responsibilities.*

##### **Rationale**

Individualized field experiences enable candidates to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised teaching.

*For an internship program: In an internship, the participating institutions should assess an intern's readiness to assume the responsibilities of a fully certificated teacher carefully. This assessment should be based on the candidate's previous experiences, pre-internship field experiences, if any, and performance in the preservice training program (Program Standard 6).*

##### **Factors to Consider**

***The following factors serve as a guide for initial program design and ongoing program accreditation.***

- Each candidate's supervised field experiences include a planned sequence of activities that illuminate and add meaning to the educational theories and pedagogical principles that are taught in the program coursework.

- Each candidate observes master teachers, has a variety of field experiences with different teaching arrangements in varied school settings, and receives prompt feedback and guided practice with the college supervisor and/or supervising teacher.
- Each candidate is assessed for his or her readiness to assume daily teaching responsibilities, and receives corrective instruction, when necessary, prior to assuming these responsibilities.
- *Pre-internship field experiences, if any, are based on collaborative decisions between the institution, local school administrators, and teachers in the selection of excellent training schools and supervising teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **CLAD/BCLAD Emphasis**

#### **Addition to the Factors to Consider**

- Each candidate's field experiences prior to assuming daily teaching responsibilities include at least one extended experience as an observer and participant in a class in which a substantial proportion of the students are limited-English proficient and are receiving instruction designed for LEP students which includes first and second language acquisition and specially designed academic instruction in English.

### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- Field work in the Multiple Subject with an Emphasis in Early Childhood Education Program is an introduction and prerequisite to student teaching.
- It is a structured observation/participation that provides an opportunity for interaction and work with children in a variety of settings that reflect social, cultural, and linguistic diversity of students and society at the preprimary, primary and intermediate levels.
- It is also a part of the required Multiple Subject professional courses requiring experience in multiple field settings.
- Criteria for selecting quality sites for various types of field experiences are established by the program. Each site is evaluated for continued use by program personnel for purposes of considering whether a specific site will continue to be used for field experiences.

*Standards for Multiple and Single Subject Credential Programs*

- Each candidate is provided field experiences that reflect the best possible practices in Multiple Subject with an Emphasis in Early Childhood Education.

### **Middle Level Emphasis**

#### **Expansion of the Standard**

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences at the middle level that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

## Program Standard 8

### Advancement to Daily Student Teaching Responsibilities

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission, or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination.

*For an internship program: In this standard, daily student teaching responsibilities mean intern teaching responsibilities.*

#### Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to daily teaching responsibilities.
- Each candidate's readiness for advancement to daily teaching responsibilities is verified by the institutional supervisor and classroom teacher who observed his or her field experiences, and by the academic department in the subject which the candidate is to teach.
- *For an internship program. Each intern's readiness for advancement to intern teaching responsibilities is verified by the institutional supervisor and district representative.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **CLAD/BCLAD Emphasis**

### **Expansion of the Standard**

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. Each candidate for the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) shall be assigned to a classroom setting where the language of emphasis is the primary language. The assignment shall occur when candidates attain the appropriate language proficiency in the language of emphasis.

### **Addition to the Factors to Consider**

- The field experience is a structured observation or participation requiring multiple field settings that provide an opportunity for interaction and work with students in a variety of settings that reflect social, cultural and linguistic diversity.

## **Middle Level Emphasis**

### **Expansion of the Standard**

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. Each middle level candidate demonstrates proficiency in at least two fields of academic concentration.

### **Addition to the Factors to Consider**

- Each middle level candidate demonstrates proficiency in interdisciplinary instruction.

## Program Standard 9

### Guidance, Assistance and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted and evaluated in relation to each Standard in Category III by at least one supervising teacher and at least one institutional supervisor, who provide complete, accurate and timely feedback to the candidate.

*For an internship program: For this standard and the Factors to Consider, the definition of "student teaching" includes, but is not limited to, the responsibilities of the internship assignment.*

#### Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted and evaluated in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Guidance, assistance, and feedback encompass all of the Standards in Category III, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### Early Childhood Education Emphasis

##### Additions to the Factors to Consider

- Each candidate receives regular and systematic information concerning his/her progress. The candidate is informed of the basis upon which his/her progress is assessed.
- Each candidate has opportunities for self-assessment and self-improvement.
- Each candidate is aware of the processes for review of evaluation decisions.

## Program Standard 10

### Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.

*For an internship program: Each intern assumes the full range of responsibilities of a full-time teacher.*

#### Rationale

Most holders of Multiple Subjects Credentials teach in kindergarten and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools.

*For an internship program. Education Code Sections 44454 and 44458 authorize service in an internship to include the full range of responsibilities as the regular credential and requires for that service to meet the instructional or service needs of the district.*

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate teaches students at two or more broad levels of schooling (such as Grades K-3, 4-6, 7-9 and 10-12), OR teaches students at two or more ability levels (such as remedial and college preparatory classes), OR teaches one or more classes from the beginning to the end of a school semester.
- The program presents a description of the field experience options that are available and how these options correspond to the organizational structure and curriculum of the program.
- Each candidate effectively fulfills the typical responsibilities of teachers through a graduated series of experiences, such as preparing for class, keeping accurate records of student work, attending faculty meetings, and meetings with parents.
- Each candidate completes interactive, supervised field experiences that include instruction of students in public schools.

- *The program presents a rationale for the placement of interns to insure that they experience a full range of responsibilities.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### CLAD/BCLAD Emphasis

#### Expansion of the Standard

Each candidate for the (Bilingual) Crosscultural, Language, and Academic Development Credential (CLAD/BCLAD) teaches students of diverse ages, abilities and cultural, ethnic, linguistic, racial, socio-economic backgrounds. Each candidate assumes the responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom. In their field experiences, candidates utilize recognized teaching strategies for language and content area instruction.

#### Additions to the Rationale

Most holders of Multiple Subjects Credentials teach in kindergartens and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. In addition, candidates must be prepared to teach in multicultural settings which reflect the diversity of California schools. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age, ability and/or cultural, linguistic, racial, and ethnic, socio-economic background. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools.

#### Additions to the Factors to Consider

- Each candidate teaches students at two or more broad levels of schooling (such as Grades K-3, 4-6, 7-9 and 10-12), OR teaches students at two or more ability levels (such as remedial and college preparatory classes), OR teaches one or more classes from the beginning to the end of a school semester and teaches students from a diverse cultural, linguistic, racial, ethnic, or socio-economic background different from that of the candidate.
- The institution presents a description of the field experience options that are available and how these correspond to the organizational structure and curriculum of the program.

## Early Childhood Education Emphasis

### Additions to the Factors to Consider

- Student teaching in the Multiple Subject Credential Program with and Emphasis in Early Childhood Education requires supervision at both the primary and intermediate levels, plus at least one field experience in educational program for children from birth through nursery school.
- Student teaching includes experience in working with parents and families at all levels.
- Student teaching includes experience in working with interdisciplinary teams of professionals, such as school and community support agencies, and members of the business community.

## Middle Level Emphasis

### Expansion of the Standard

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one field experience in a public school. Candidates in Middle Level Emphasis Programs participate in a full range of school activities and responsibilities that reflect the diverse roles of the middle level teacher.

### Additions to the Rationale

Most holders of Multiple Subjects Credentials teach in kindergartens and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. Candidates with Single or Multiple Subject Credentials may accept authorized assignments in middle level schools. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools. Candidates who intend to teach in middle level schools should have a substantial amount of their field experience with early adolescents.

### Additions to the Factors to Consider

- Each middle level candidate completes at least one teaching experience with middle level students and at least one experience at another broad level of schooling. One of the experiences is in a public school.
- Middle level candidates participate in the variety of curricular, instructional, and other practices that characterize optimal middle level education (e.g., core, interdisciplinary learning, exploratory, and elective classes, community service, intramural sports, curriculum-based advisement), and they effectively fulfill the other typical responsibilities of teachers.

## Category III

### Candidate Competence and Performance

#### Implementation Plan for the Standards in Category III

The Standards in Category III (on the following pages) define the levels of pedagogical competence and performance that the Commission expects candidates to attain as a condition for earning credentials as teachers. The Commission expects institutions to verify each candidate's attainment of the Standards in Category III prior to recommending the candidate for a teaching credential. The care with which institutions fulfill this expectation is the subject of Standard 21.

The Commission, through the Committee on Accreditation, expects accreditation teams to determine whether programs satisfy Standard 21 on the basis of all available information. The institutions of higher education should document how it verifies the competence of each candidate for Standards 11 through 20 in Standard 21.

The Committee on Accreditation does not expect its review teams to determine independently whether every candidate that has been recommended for certification has achieved Standards 11 through 20. The teams are expected to collect information about the attainment of each Competence and Performance Standard by a sample of recent graduates, support personnel and supervisors. To compile this information, teams will interview supervising teachers, support personnel, institutional supervisors, recent graduates of programs, and the employers and supervisors of recent graduates. To reach a consensus on whether a program satisfies a Category III Standard, the team must consider all of the available evidence regarding the extent to which the sample of recent graduates did, in fact, realize that Competence and Performance Standard prior to being recommended for credentials. The team will also consider the available information related to Standard 21, but should determine the program's quality in relation to Standards 11 through 20 independently of its judgment regarding Standard 21.

All aspects of this implementation plan for the Standards in Category III were adopted by the Commission on November 7, 1986, when the Commission also adopted the Categories of Standards.

*For an internship program: For each of the following standards and the Factors to Consider, the term "candidate" means "intern."*

## Category III

### Candidate Competence and Performance

#### Program Standard 11

##### Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.

##### Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with students, and a classroom environment that fosters learning and respect.

##### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g. eye contact, physical proximity, and physical contact).
- Each candidate establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- Each candidate communicates and interacts respectfully with all students in a class, and reinforces respectful interactions among the students in the class.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **CLAD/BCLAD Emphasis**

#### **Expansion of the Standard**

**Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, multicultural understanding and equity, fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.**

#### **Additions to the Factors to Consider**

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g. eye contact, physical proximity, and physical contact) that is culturally appropriate.
- Each candidate models behaviors that demonstrate and promote cultural and linguistic sensitivity.

### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- Each candidate demonstrates effective classroom management techniques based on knowledge of a variety of different socioeconomic, linguistic, and cultural family backgrounds.
- Each candidate develops skills to build an ongoing, effective communication between pupil-pupil, teacher-pupil, teacher-parent, teacher-colleague (including professional and support staff), teacher-community, and teacher-administrator.
- Each candidate establishes a classroom environment and atmosphere that enhances the students' positive self-concepts and positive attitudes toward learning and toward each other.
- Each candidate develops skills to work effectively with individuals and other school personnel concerned with children.

## Program Standard 12

### Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.

*For an internship program: Each intern prepares a portfolio of unit plans and lesson plans that demonstrate the ability to include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.*

#### Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials and assessment plans are coordinated and consistent with each other.
- Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **CLAD/BCLAD Emphasis**

### **Expansion of the Standard**

**Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings, and provide equal access to the core curriculum.**

### **Additions to the Factors to Consider**

- Each candidate demonstrates the ability to provide access to the core curriculum by adapting and relating it to student backgrounds and interest and by using teaching strategies that are effective for limited English proficient students.
- Each candidate demonstrates the ability to work with paraprofessionals and volunteers in the classroom.
- Each candidate, through writing and planning units of instruction demonstrates crosscultural understandings with multidisciplinary approaches that integrate language acquisition strategies.

## **Early Childhood Education Emphasis**

### **Additions to the Factors to Consider**

- Each candidate can select and use a variety of instructional materials appropriate for the age, gender, developmental level, socioeconomic, linguistic, cultural, and individual differences that are appropriate to the child's background.
- Each candidate develops skills to prepare a learning environment.
- Each candidate uses play at all levels.
- Each candidate demonstrates the use of concrete materials and provide opportunities for hands-on experiences at all levels.
- Each candidate encourages student communication and support at all levels.
- Each candidate plans, implements and evaluates developmentally appropriate content in curriculum areas, e.g., language, reading, mathematics, science, social studies, health, safety, physical, fitness, nutrition, art, music, drama, and movement.
- Each candidate uses creative, concrete, manipulative materials and appropriate play as instruments for enhancing development and learning.

- Each candidate provides an environment which is rich in oral language in order to provide strategies for--
  - Developing verbal expression;
  - Providing a variety of language experiences appropriate to diverse cultures;
  - Developing small motor development;
  - Reading to children and using a variety of children's literature that reflects gender, cultural and ethnic, socioeconomic diversity;
  - Stimulating creative writing and dictation;
  - Encouraging children to read their own writing;
  - Using pre-reading and beginning reading materials; and
  - Sequencing reading instruction to ensure that each child learns to read when developmentally able.
  - Providing an environment which is rich in the child's' dominant language in order to provide strategies for language acquisition.

## Program Standard 13

### Diverse and Appropriate Teaching

Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.

#### Rationale

A teacher's strategies, techniques and materials should facilitate students' efforts to learn the subjects of instruction.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate plans and uses instructional strategies, activities and materials that build on student's prior learnings.
- Each candidate selects and uses instructional strategies, activities and materials that appeal to and challenge the diverse interests of the students in a class.
- Each candidate prepares and uses strategies, activities and materials that exploit several appropriate styles of learning, such as oral, written, pictorial, figural and tactile styles.
- Each candidate utilizes strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Additions to the Factors to Consider

- Each candidate plans and uses instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds.
- Each candidate prepares and utilizes strategies, techniques, activities and materials that capitalize on students' prior experience and learning styles.



### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- Each candidate can provide developmentally, linguistically, and culturally integrated learning experiences for infants, toddlers, preprimary, primary, and intermediate children that facilitate development and learning in all areas: cognitive, language, physical, social, emotional, and aesthetic.
- Each candidate can demonstrate an understanding of the implications of child development by having appropriate expectations of children.

### **Middle Level Emphasis**

#### **Additions to the Factors to Consider**

- Each candidate plans and uses instructional strategies, activities, and materials that build on student's prior learnings and developmental characteristics.
- Middle level candidates use a variety of active learning strategies to meet the needs of early adolescents.

## Program Standard 14

### Student Motivation, Involvement and Conduct

Each candidate motivates and sustains student interest, involvement and appropriate conduct equitably during a variety of class activities.

#### Rationale

Student motivation, involvement and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- Each candidate encourages all students to excel and promotes involvement by students from different gender and ethnic groups, and with different handicapping conditions, in all classroom activities.
- Each candidate manages and responds to student conduct effectively in a variety of classroom activities, including individual, small-group and whole-class activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Addition to the Factors to Consider

- Each candidate encourages all students to excel and promotes the involvement of students of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individual handicapping conditions in all classroom activities.

### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- Each candidate uses classroom teaching strategies including, but not limited to, integrating child-initiated choices, discussion, critical thinking, problem solving, and an open-ended question-answer process into all activities.
- Each candidate demonstrates effective use of subject matter context appropriate to the child's age, cultural background, dominant language, and learning ability in lesson preparation, selection of materials, implementation and evaluation.
- Each candidate develops appropriate strategies for teaching and managing children, individually, in small groups, and in large groups, to motivate and promote growth and learning.
- Each candidate demonstrates knowledge of various types of classroom organizations, e.g., self-contained classrooms, team teaching, open classrooms, and learning centers.
- Each candidate creates environments and plans for the individual socioeconomic, cultural, and linguistic needs of all children, including children with disabilities and special abilities.

### **Middle Level Emphasis**

#### **Addition to the Factors to Consider**

- Each middle level candidate models appropriate behavior such as self-discipline, and social skills necessary for productive human interaction.

## Additional Standard

### Standard 14a (Middle Level Emphasis)

#### Student Citizenship

Each candidate organizes and maintains a classroom environment which contributes to the preparation of each student for participation as an active, responsible citizen in local, regional, national, and world societies.

#### Rationale

In order for our democratic institutions to survive and remain vital, our children and youth must develop the abilities and attitudes which will cause them as adults to actively carry out their roles as responsible and thoughtful citizens.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate establishes an environment which encourages active participation in learning rather than passive acceptance of knowledge. This includes the critical analysis of pertinent issues.
- Each candidate establishes an environment which fosters the development in students of a respect for themselves, their peers, and humankind in general. This includes respect for individuals of different gender, race, ethnicity, and handicapping conditions.
- When appropriate, each candidate promotes and causes a critical understanding of those guiding principles of humankind.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## Program Standard 15

### Presentation Skills

**Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.**

#### Rationale

If a candidate's future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate uses oral and written language that students understand.
- Each candidate demonstrates an understanding of language development (oral, reading and written), and adjusts the complexity of his or her language to the linguistic abilities of the students in a class.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Expansion of the Standard

**Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.**

#### Factors to Consider

- Each candidate demonstrates an understanding of the aspects of receptive and productive aspects of language development.
- Each candidate for the Crosscultural, Language, and Academic Development Emphasis (CLAD) authorization provides an appropriate model of English usage including phonology, morphology, syntax, semantics, discourse, and pragmatics

and is qualified to deliver curriculum content so that students understand it in English.

- Each candidate for the Bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) authorization provides an appropriate model of language including phonology, morphology, syntax, semantics, discourse, and pragmatics in English and the language of emphasis and is qualified to deliver curriculum content so that students understand it in English and the language of emphasis.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.

## Program Standard 16

### Student Diagnosis, Achievement and Evaluation

Each candidate identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievements of the students in a class.

*For an internship program: Each intern identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievements of the students that he or she is assigned to teach.*

#### Rationale

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 11 through 15, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

#### Factors to Consider

*When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:*

- Each candidate sets achievement criteria and communicates them clearly to his or her students and their parents.
- Each candidate uses appropriate ways to ascertain students' prior attainments related to the subject(s) that he or she is to teach.
- Each candidate demonstrates that the students in a class have learned one or more significant skills, ideas, values or topics as a result of his or her teaching.
- Each candidate uses formal and informal methods to assess students' achievements, and is aware of the appropriate uses and limitations of assessment instruments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **CLAD/BCLAD Emphasis**

#### **Expansion of the Standard**

**Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students needs and achievements.**

#### **Additions to the Factors to Consider**

- Each candidate demonstrates an understanding of the role of evaluation in instruction.
- Each candidate uses formal and informal methods to assess students' needs and achievements, and is aware of the appropriate uses and cultural and linguistic limitations of assessment instruments.
- Each candidate is familiar with criteria and procedures for the identification, diagnosis, placement, transition and re-designation of limited-English proficient students.

### **Early Childhood Education Emphasis**

#### **Additions to the Factors to Consider**

- Each candidate observes and records children's behavior for purposes of assistance in achieving goals, providing for individual needs, and appropriately guiding children.
- Each candidate demonstrates knowledge of how children learn.
- Each candidate plans for and assists in identifying the learning problems of children.
- Each candidate prescribes instruction based on the child's individual needs.
- Each candidate assesses student performance without gender, socioeconomic, linguistic, ethnic, or racial bias.
- Each candidate assesses student performance objectives and lessons for individuals and groups on a short and long-term basis which includes whole class teaching situations.
- Each candidate evaluates the student's achievement.

## Program Standard 17

### Cognitive Outcomes of Teaching

**Each candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.**

#### Rationale

Thinking abilities are essential for effective citizenship, occupational success, personal fulfillment, and success in school. They cut across the school curriculum; teachers of all subjects and grade levels must be able to foster students' thinking skills.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate effectively teaches the students in a class to evaluate and analyze a portion of the content that the students learn in the class.
- Each candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Expansion of the Standard

**Each candidate learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions. Each candidate recognizes and accepts diverse cognitive and communicative modalities.**

##### Additions to the Factors to Consider

- Each candidate effectively teaches the students to evaluate and analyze the content that the students learn.

- Each candidate facilitates the development of students cognitive skills considering the students diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.

## Program Standard 18

### Affective Outcomes of Teaching

Each candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

#### Rationale

Community welfare depends partly on individual attitudes, for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- Each candidate provides for and encourages independent learning experiences.
- Each candidate encourages positive interaction among students and provides an environment and activity that promotes self-esteem among students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Expansion of the Standard

Each candidate fosters students' self-esteem and enables them to achieve their full potential.

##### Additions to the Rationale

Students learn best when they feel good about themselves. Schools should play a role in fostering positive student self-esteem.

**Additions to the Factors to Consider**

- Each candidate develops an understanding of individual students and selects and implements strategies that motivate students and maximize their learning of instructional content.
- Each candidate models and encourages positive interaction and provides an environment that promotes self-esteem.
- Each candidate demonstrates an appreciation for linguistic and cultural diversity and varies instructional strategies to meet the needs of students' diverse cultural, linguistic, racial, ethnic and socio-economic backgrounds.
- Each candidate recognizes and affirms the importance of community, parents and the home language in the development of students' self-esteem.

## Program Standard 19

### Capacity to Teach Diverse Students

Each candidate demonstrates compatibility with, and ability to teach students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, gender, linguistic and socio-economic differences.

#### Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically and socio-economically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate fulfills Standards 10 through 17 while teaching students who are different from the candidate in ethnicity, culture, gender, language background and socio-economic background.
- Each candidate exhibits understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of the diverse students in a class.
- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Additions to the Factors to Consider

- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students, parents and community.
- Each candidate understands prejudice and is able to implement strategies to prevent and/or reduce it.



## **Early Childhood Education Emphasis**

### **Addition to the Factors to Consider**

- Each candidate identifies forms of racial, gender, and ethnic discrimination; develops skills in identification of discriminatory practices; and implements methods to counteract discrimination in education of a culturally, linguistically, socioeconomic diverse student population.

## Program Standard 20

### Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

#### Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each candidate communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences and other aspects of school life.
- Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

#### CLAD/BCLAD Emphasis

##### Addition to the Factors to Consider

- Each candidate uses available resources to communicate effectively with parents.

#### Early Childhood Education Emphasis

##### Expansion of the Standard

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and

**develops professionally through self-assessment and collegial interactions with other members of the profession. In addition, the candidate is sensitive to and respectful toward the culture of the community around the school.**

#### **Additions to the Factors to Consider**

- Each candidate demonstrates awareness of value issues and existence of a code of ethics in professional life.
- Each candidate demonstrates knowledge of indicators of child abuse and the reporting requirements.
- Each candidate demonstrates knowledge of teacher rights.
- Each candidate demonstrates knowledge of how legislation and public policy affects children, families, and programs for children.
- Each candidate demonstrates knowledge of the rights of parents and children.
- Each candidate develops a plan that provides articulation between teachers and between programs.
- Each candidate demonstrates knowledge of the school community, i.e., professional and classified staff, and the school board.
- Each candidate demonstrates knowledge of school schedules, procedures, and programs.
- Each candidate demonstrates knowledge of parent involvement in school programs, i.e., School Improvement Program (SIP), PTA, and parent volunteers.
- Each candidate demonstrates knowledge of professional teacher organizations and associations.

### **Middle Level Emphasis**

#### **Additions to the Rationale**

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession, and interact effectively with the parent community.

#### **Addition to the Factors to Consider**

- Candidates in Middle Level Emphasis Programs have opportunities to work with parents of young adolescents in activities such as formal and informal gatherings or workshops, home-learning programs, and direct parent contacts.

## Program Standard 21

### Determination of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

*For an internship program:* The district representative will be a site or district supervisor.

#### Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

#### Factors to Consider

*The following factors serve as a guide for initial program design and ongoing program accreditation.*

- There is a systematic summative assessment by at least one supervising teacher and one institutional supervisor of each student teacher's performance that encompasses the Standards in Category III, and that is based on documented procedures or instruments that are clear, fair and effective. *For an internship program: The district assessor is a site or district supervisor*
- The institution documents each candidate's attainment of Standards 10 through 19 as they relate to the teaching of subjects to be authorized by the credential and communication skills, including reading.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **CLAD/BCLAD Emphasis**

#### **Expansion of the Standard**

**Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential and (b) communication skills including the integration of speaking listening, reading and writing to ensure that students have access to the core curriculum.**

## **National or Professional Program Standards** **(For use with Option 2 of the Accreditation Framework)**

**National or Professional Program Standards.** California institutions may propose program standards that have been developed by national or state professional organizations. Such a proposal may be submitted to the Committee on Accreditation with a statement of the institution's reasons for selecting this option and recommending the proposed standards. If the Committee determines that the recommended standards, taken as a whole, provide a level of professional quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the proposed standards for use as Program Standards in the initial or continuing accreditation of credential programs.

**California Commission on Teacher Credentialing**

**Adopted May 3, 1993**

## General Program Standards

(For use with Option 3 of the Accreditation Framework)

**General Program Standards.** General Program Standards have been adopted by the Commission to constitute Option 3. An institution that elects to use this option may ask that the General Program Standards be used for the continuing accreditation of one or more credential preparation programs at the institution.

California Commission on Teacher Credentialing

Adopted May 3, 1993

## General Program Standards

For each program that is reviewed on the basis of the following General Program Standards, the Commission expects the accreditation team and the Committee on Accreditation to judge, in relation to each standard, whether the program is sufficiently responsive to the contemporary needs of the diverse students in California schools.

- (1) **Knowledge Base for the Curriculum.** Each credential program offers a cohesive curriculum that is based on a coherent rationale and derived from current and established research findings, exemplary professional practice, and recognized national or state professional guidelines. A knowledge base is explicated and accompanied by a rationale that demonstrates the academic foundations of the program curriculum and its responsiveness to the needs of California's diverse students. The program faculty articulates clear expectations for the professional competence and performance of program graduates.
- (2) **Professional Practices.** Each credential program provides adequate opportunities for candidates to learn knowledge of a variety of professional methodologies and skill at exemplary professional practices prior to assuming daily teaching responsibilities or other supervised field activities in the program.
- (3) **Principles of Equity.** In each credential program, candidates learn principles of educational equity and analyze the implementation of those principles in curriculum content and educational practices.
- (4) **Preparation for Diversity.** Each credential program engages candidates in studies of diverse cultures and intensive cross-cultural experiences. In each program, candidates examine successful approaches to the education of culturally and linguistically diverse students, and principles of first and second language acquisition and development. Candidates for basic teaching credentials learn and implement effective strategies to foster the development of English language skills, including reading, among all students, including speakers of primary languages other than English.
- (5) **Studies of Development.** In each credential program, candidates are oriented to common traits and individual differences that characterize several periods of child and adolescent development.
- (6) **Professional Perspective.** In each credential program, candidates develop professional perspectives by examining essential knowledge bases, including concepts drawn from the historical, philosophical, social, cultural and psychological traditions of education, as well as research findings and best practices appropriate to the credential specialization.
- (7) **Early Field Experiences.** Each credential preparation program provides, prior to advancing a candidate to the intensive fieldwork or clinical phase of the program, one or more supervised field-based experience(s) that, (a) provide opportunities to interrelate theory and practice, (b) prepare the candidate for daily teaching or other appropriate professional responsibilities, and (c) enable

the clinical faculty to determine when the candidate is ready for daily supervised professional responsibilities.

- (8) **Daily Professional Responsibilities.** Each credential program advances to training in daily supervised professional responsibilities only those candidates who are deemed ready for such experiences and who have demonstrated sufficient proficiency at basic academic skills and mastery of subject matter content.
- (9) **Field Assistance.** In each credential program, candidates in the field receive timely guidance, assistance and feedback from field supervisors and faculty in relation to each professional competence expectation of the program.
- (10) **Diverse Students and Responsibilities.** Each credential program ensures that each candidate (a) is effective in teaching or providing appropriate services to students of diverse ages, abilities, cultures and ethnicities, and (b) assumes other responsibilities of full-time educators. Each candidate must have at least one substantive public school professional experience that includes direct interaction with diverse students.
- (11) **Verification of Competence.** In each program the institution recommends each candidate for a credential only after verifying validly and reliably the candidate's demonstrated competence in relation to each professional expectation of the program. The institution retains thorough documentation to verify each candidate's attainment of the program's stated expectations.

## **Experimental Program Standards**

**(For use with Option 4 of the Accreditation Framework)**

**Experimental Program Standards.** For initial accreditation, an institution may present a program that meets the Experimental Program Standards adopted by the Commission pursuant to Education Code Section 44273. The Experimental Program Standards and Preconditions may be found in *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators*. Experimental programs are designed to examine professional issues or policy questions related to the preparation of credential candidates. For continuing accreditation, institutions that sponsor experimental programs are required to report their findings to the Commission, which disseminates the results to other institutions in California.

**Adopted November 7, 1986**

## **Alternative Program Standards**

**(For use with Option 5 of the Accreditation Framework)**

**Alternative Program Standards.** Pursuant to Education Code Section 44273, an institution may develop Alternative Standards for initial and continuing accreditation of a credential program. If the Committee on Accreditation determines that the proposed standards, taken as a whole, provide a level of program quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the Alternative Standards for use as Program Standards by the institution that proposed them. A program that is subsequently accredited on the basis of Alternative Program Standards may legally depart from several statutory requirements that govern teacher education programs. Further information about approval of Alternative Programs may be found in *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators*.

**Commission on Teacher Credentialing**

**Adopted November 7, 1986**