



PROGRAM SPONSOR ALERT

Date: July 7, 2008

Number: 08-02

Subject: Revisions to Teacher Preparation Program Standards
7A, 7B, and 8B(d)

Summary:

This notice is to alert Multiple Subject, Single Subject, and Education Specialist programs about revisions to the following standards, and also to address related implementation timelines and processes:

- Teacher Preparation Program Standard 7A: Preparation to Teach Reading-Language Arts for Multiple Subject Candidates
- Teacher Preparation Program Standard 7B: Preparation to Teach Reading-Language Arts for Single Subject Candidates
- Teacher Preparation Program Standard 8B(d): Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject English Candidates

Key Provisions:

Submit Plan to Address Teacher Preparation Program Standards 7A, 7B, and 8B(d):

These three program standards have been revised to reflect the changes to the *K-12 Reading/Language Arts Framework* and, for 7A, the revisions to the RICA Content Specifications. In January 2009, all approved Multiple Subject, Single Subject, and Education Specialist programs will need to submit a short (2 - 3 page) plan describing the changes made to the applicable courses.

Provide Updated Responses to Program Standards 7A, 7B, and 8B(d): In addition, as part of the 2009-2010 and the 2010-2011 accreditation activities (Biennial Reports, Program Assessment and Site Visits), programs will provide updated responses to Program Standards 7A, 7B, and 8B(d), as appropriate to their program, during their regularly scheduled accreditation activities. The revised Teacher Preparation Program Standards 7A, 7B, and 8B(d) are provided as Attachment A.

The Commission held seven technical advisory workshops through out the state at the end of April and beginning of May to assist programs with the implementation of the revised specifications and standards and is planning to sponsor several more in fall 2008.

Important Dates:

- Fall 2008 Technical advisory workshops continue for teacher preparation programs.
- January 2009 All approved Multiple Subject, Single Subject and Education Specialist programs will submit a short (2-3 page) plan that describes their revision process and, if needed, changes to their program courses and field experiences. (See Attachment B, Template Plan for Addressing Standards 7A, 7B, and 8B(d))
- 2009-2011 As part of the 2009-2010 and 2010-2011 regularly scheduled accreditation activities, programs will provide updated responses to Program Standards 7A, 7B, and 8B(d).

Background:

Teacher Preparation Program Standards 7A, 7B, and 8B(d) were all revised to reflect the changes to the *K-12 Reading/Language Arts Framework* and, for 7A, the revisions to the RICA Content Specifications. Based on the recommendations of the Commission's Reading Standards Revision Writing Group and the results of a statewide electronic survey, the Commission adopted these revisions at its April 2008 meeting.

Sources and References:

- 1) *Final Version of Revised Teacher Preparation Program Standards 7A, 7B, and 8B(d)*: This April 2008 document (see Attachment A) presents the **final version** of the revised teacher preparation program standards 7A, 7B, and 8B(d) following modifications made by the Commission at the April 2008 meeting.

- 2) *2007 Reading/Language Arts Framework*: Following is a link to the 2007 adopted K-12 Reading/Language Arts Framework:
<http://www.cde.ca.gov/re/pn/fd/documents/rlafw.pdf>

- 3) *Template for responding to Revised Teacher Preparation Program Standards 7A, 7B, and 8B(d)*. This May 2008 document (see Attachment B) provides guidance for responding to the revised teacher preparation program standards.

Contact Information:

The Professional Services Division provides a full list of topic specific dedicated email addresses as well as program areas with the most up to date Commission staff member's email address here: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.

ATTACHMENT A

Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials

Reading/Language Arts Standards (Revised April 2008)



State of California

California Commission on Teacher Credentialing

PROGRAM STANDARD 7

Preparation to Teach Reading-Language Arts

7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the RICA Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a 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 the Reading/Language Arts Framework (2007).

The table below indicates the necessary components that each candidate’s instruction and field experiences must include.

	Reading	Writing	Listening and Speaking
Instructional Planning/ Objectives/ Design	<ul style="list-style-type: none"> • Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. 		
	Reading	Writing	Listening and Speaking
Instructional Delivery	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the

	Reading	Writing	Listening and Speaking
	<p>Reading/Language Arts Framework (2007). These strands include:</p> <ul style="list-style-type: none"> • word analysis • fluency • vocabulary, academic language, and background knowledge • reading comprehension • literary response and analysis <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application • independent practice (e.g. opportunities for students to show level of mastery) 	<p>Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling). 	<p>Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing. • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).
	Reading	Writing	Listening and Speaking
Assessment	Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic		Candidates must understand that assessment and instruction are linked within any curriculum.

	Reading	Writing	Listening and Speaking
	types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: <ul style="list-style-type: none"> • entry level assessment for instructional planning • monitoring student progress • post test or summative assessment 		Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/ Differentiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

7B: Single Subject Reading, Writing, and Related Language Instruction in English

The Single Subject Teaching Credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners. The Single Subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
 - Orientation (e.g., engagement, teacher demonstration)
 - Presentation (e.g., explicit instruction, modeling, pacing)
 - Structured practice (e.g., reinforcement, questioning, feedback)
 - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- utilize content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- to be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
 - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
 - learn new and important content vocabulary and review cumulatively and periodically during the school year
 - read independently (at skill level) in the content areas in order to promote vocabulary development
 - use of context clues, apposition and word structure/analysis
- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:

- read and write using a wide variety of text (e.g., evaluating, synthesizing, and analyzing articles and books for research)
 - use professional language from a variety of sources
 - initiate and participate in discussions that extend their academic language
 - engage in independent reading from a variety of sources
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
 - experience a variety of informational texts reference works, including but not limited to magazines, newspapers, online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*.
 - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
 - develop comprehension skills through writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments)
- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
 - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts and statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing).
 - apply the general strategies of organization and focus, revision, and research methodology described in the writing standards.
 - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
 - to craft writing at the depth and complexity necessary for their subject matter and grade-level.
 - to present research via multiple pathways- in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

8B (d): Pedagogical Preparation for Subject-Specific Content Instruction by English Single Subject Candidates

The Single Subject Teaching Credential teacher preparation program effectively prepares candidates to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, ones who use non-standard English and students with disabilities.
- Assess both formally and informally student progress to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by their use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), conducting research, and applications that allows students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
- Opportunities for listening and speaking including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.

ATTACHMENT B



SB 2042 Teacher Preparation Program Plan for Addressing Standards 7A, 7B, and 8B(d) Program Sponsor Transmittal Cover Sheet

Program Sponsor: _____

Address: _____

Name of Program (if applicable): _____

Contact Person: _____

Title: _____

Phone _____

Fax _____

Email _____

**Plan for Modifying Reading Course(s) and Field Experiences to Address
Standards 7A, 7B and 8B(d)**

1. Please describe the process your program engaged in to address the modified standards.

2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards. Please also provide your timeline for implementing your newly revised courses and field experiences.