



PROGRAM SPONSOR ALERT

Date: October 8, 2009

Number: 09-12

Subject: Subject Matter Program Review Process

Summary

The Commission is concerned that the process for submitting and reviewing a prospective subject matter program may inhibit institutions in submitting program documents. In an effort to support and increase subject matter preparation programs, the Commission has taken steps to streamline the review process for subject matter programs. Staff is also encouraging electronic submission of documents with only one complete paper copy required. The following changes will take effect immediately for programs already in the review process and for those who have not yet submitted program documents for review:

- Subject matter programs will only be held to the standard statement and do not need to address the “required elements” in the response. The “required elements” are still provided as “Guidance to Prospective Programs,” but the reviewers will only use the standards in the review of the program.
- Program sponsors are encouraged to limit narrative responses to each standard to 1-2 pages, which should describe and provide specific examples of how the standard is addressed in the program.
- Program sponsors are encouraged, but not required, to use a matrix instead of a narrative in response to Standard 5: Varied Teaching Strategies, which provides information (including course number references) on the “curriculum practices, instructional strategies and assessments” that the prospective teacher will experience in the subject matter program. See sample matrix attached.
- Program sponsors are encouraged, but not required, to use a content alignment matrix to provide information related to the content-specific program standards instead of a narrative response. Referenced on the matrix should be course numbers, key assignments and assessments, and other program documents. Sample alignment matrices available: <http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html>

The Commission has also directed staff to convene an advisory panel in early 2010 to review the *Standards Common to All* and develop recommendations for how and to what extent programs should respond to the issues included in those standards. The advisory panel will be expected to present their recommendations regarding the *Standards Common to All* to the Commission by fall 2010. Those interested in applying to participate in the advisory panel should submit an application. Applications will be posted at www.ctc.ca.gov/programsponsors.

Background

The Ryan Act (Chap. 557, Stats. 1970) provides two routes for individuals to satisfy the subject matter requirement (§ 44310): a subject matter examination or an approved subject matter preparation program. SB 2042 (Chap. 548, Stats. 1998) requires that both the examination and the program routes be aligned to the K-12 academic content standards; those examinations and standards were developed between 2003 and 2005, using one set of subject matter requirements (SMRs) for both the examination and the standards. The standards also include some standards that addressed program qualities beyond the subject matter content (*Standards Common to All*).

Because of NCLB requirements, since 2004, candidates for a multiple subject credential do not have the program option to meet the subject matter requirement but must take and pass the subject matter examination (currently the California Subject Examinations for Teachers - CSET: Multiple Subjects). An approved single subject matter program is viewed as equivalent to a college major by NCLB. Therefore, at this time, the completion of an approved subject matter program in lieu of a subject matter exam is only available for the single subject credential.

To meet the adopted subject matter standards, colleges and universities submit a subject matter program document for review by expert subject matter panels. Once the review panel has determined that a single subject matter program proposal meets the adopted standards, the Commission receives the recommendation to approve the single subject matter program.

References

Commission Agenda items

August 2009, <http://www.ctc.ca.gov/commission/agendas/2009-08/2009-08-2C.pdf>

October 2009, <http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2E.pdf>

Handbooks for Single Subject Matter Program Standards and Handbooks

<http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html>

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Teaching Strategies Matrix

(Complete this matrix or provide the information in another manner)

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Varied Teaching Strategies					
Required* Course			Curriculum Practices	Instructional Strategies	Assessments
Course #	Title	Summary of Content			

** When there are options in which courses a candidate completes, please identify the sets of courses and the instructional strategies within those courses that a candidate will experience.*