



PROGRAM SPONSOR ALERT

Date: July 6, 2010

Number: 10-15

Subject: Multiple and Single Subject Standards: Documents must address the 19 adopted standards (2009)

Summary

In January 2009 the Commission adopted modified program standards for the Preliminary Multiple and Single Subject Teacher Preparation Programs. All programs were responsible for implementing programs addressing the modified standards beginning in fall 2009. Updating the program narrative is one part of implementing a program addressing the modified standards.

As of July 1, 2010, all approved Preliminary Multiple and Single Subject Teacher Preparation Programs need to address the 2009 version of the standards for all accreditation activities. Program narratives for preliminary multiple and single teacher preparation programs are reviewed during the Program Assessment phase of the accreditation cycle and used by the site visit teams. To support each existing program in updating its narrative, an alignment matrix (Appendix A) has been developed that aligns the prior version of the standards with the adopted 2009 standards.

All program narratives submitted for Program Assessment or provided to site visit teams on or after July 1, 2010, must address the 2009 version of the adopted standards. You may have already begun the Program Assessment process by submitting a program document that addressed the prior 21 standards and you may have received feedback from readers and responded to readers' questions. Please note that as you complete Program Assessment your final, completed program narrative needs to be reformatted to address the 19 Multiple and Single Subject Program Standards adopted in 2009. All programs completing Program Assessment must submit a cohesive, complete narrative to be stored in the Commission's e-closet and available to your site visit team.

Background

All preliminary multiple and single subject programs must have a program narrative that describes how the program meets the 19 adopted standards shown below:

Preliminary Multiple and Single Subject Program Standards (2009)

Category A: Program Design, Governance, and Qualities

- 1: Program Design
- 2: Communication and Collaboration
- 3: Foundational Educational Ideas and Research
- 4: Relationships between Theory and Practice
- 5: Professional Perspectives toward Student Learning and the Teaching Profession

Category B: Preparation to Teach Curriculum to All Students in California Schools

- 6: Pedagogy and Reflective Practice
- 7: Preparation to Teach Reading-Language Arts
 - 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English
 - 7-B: Single Subject Reading, Writing and Related Language Instruction in English
- 8: Pedagogical Preparation for Subject-Specific Content Instruction
 - 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates
 - 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

Category C: Preparation to Teach All Students in California Schools

- 9: Equity, Diversity and Access to the Curriculum for All Children
- 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- 11: Using Technology in the Classroom
- 12: Preparation to Teach English Learners
- 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Category D: Supervised Fieldwork in the Program

- 14: Learning to Teach through Supervised Fieldwork
- 15: Qualifications of Individuals who Provide School Site Support

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

- 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

- 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes
- 18: Implementation of the Teaching Performance Assessment (TPA): Candidate Preparation and Support
- 19: Implementation of the Teaching Performance Assessment (TPA): Assessor Qualifications, Training, and Scoring Reliability

The 2001 version of the standards had “required elements” and the Commission took action in January 2009 to adopt revised standards that no longer have required elements. Therefore 2009 standards are less prescriptive than the 2001 standards. Language in program narratives that addresses specific required elements should be revised to address all components of the 2009 standards.

In addition, the order and structure of the 2009 standards were reorganized slightly from the 2001 version. Appendix A provides an alignment matrix that shows where the content from each of the 2001 standards needs to be addressed in the narrative response to the 2009 adopted standards.

References

Adopted Preliminary Multiple and Single Subject Program Standards:

<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

Program Assessment Information:

<http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>

Adoption of the Revised SB 2042 Multiple and Single Subject Preliminary Credential Program Standards (Agenda Item 3D, January 2009)

<http://www.ctc.ca.gov/commission/agendas/2009-01/2009-01-3D.pdf>

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>.

Appendix A

2009 Program Standards Compared to 2001 Version

Adopted Program Standards (2001)	Adopted Program Standards (2009)
Category A: Program Design, Governance, and Qualities	
1: Program Design	No change in title
2: Collaboration in Governing the Program	Title change—Standard 2: Communication and Collaboration
3: Relationships Between Theory and Practice	Renumbered as Standard 4: Relationships between Theory and Practice
4: Pedagogical Thought and Reflective Practice	Merged with Standard 18 (2001) and moved to <i>Category E: Teaching Performance Expectations and the Teaching Performance Assessment</i> as Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations
5: Equity, Diversity, and Access to the Core Curriculum	Moved to <i>Category C: Preparation to Teach All Students in California Schools</i> . Title change to Standard 9: Equity, Diversity and Access to the Curriculum for All Children
Category B: Preparation to Teach Curriculum to All Students in California Schools	
6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	Title change to Standard 6: Pedagogy and Reflective Practice
7: Preparation to Teach Reading-Language Arts 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English 7B: Single Subject Reading, Writing, and Related Language Instruction in English	Standards were adopted in April 2008 and there are no additional changes in the 2009 version

Appendix A

2009 Program Standards Compared to 2001 Version

Adopted Program Standards (2001)	Adopted Program Standards (2009)
8: Pedagogical Preparation for Subject-Specific Content Instruction 8A: Pedagogical Preparation for Subject-Specific Content Instruction By Multiple Subject (MS) Candidates 8B: Pedagogical Preparation for Subject-Specific Content Instruction By Single Subject (SS) Candidates	Teaching Performance Expectation (TPE) language was moved into the standard
9: Using Computer-Based Technology in the Classroom	Moved to <i>Category C: Preparation to Teach All Students in California Schools</i> Renumbered as Standard 11: Using Technology in the Classroom
Category C: Preparation to Teach All Students in California Schools	
10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	No change. 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
11: Preparation to Use Educational Ideas and Research	Moved to <i>Category A: Program Design, Governance, and Qualities</i> , Renumbered as Standard 3: Foundational Educational Ideas and Research
12: Professional Perspectives Toward Student Learning and the Teaching Profession	Moved to <i>Category A: Program Design, Governance, and Qualities</i> , Renumbered as Standard 5
13: Preparation to Teach English Learners	Renumbered as Standard 12: Preparation to Teach English Learners
14: Preparation to Teach Special Populations in the General Education Classroom	Renumbered as Standard 13: Preparation to Teach Special Populations in the General Education Classroom

Appendix A

2009 Program Standards Compared to 2001 Version

Adopted Program Standards (2001)	Adopted Program Standards (2009)
Category D: Supervised Fieldwork in the Program	
15: Learning to Teach Through Supervised Fieldwork	Renumbered as Standard 14: Learning to Teach Through Supervised Fieldwork
16: Selection of Fieldwork Sites and Qualifications of Field Supervisors	Slight title change and renumbered as Standard 15: Qualifications of Individuals who Provide School Site Support
17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	Content moved to Preconditions and Program Standard 14 (2009)
18: Pedagogical Assignments and Formative Assessments During the Program	Merged with Standard 4 (2001) and moved to <i>Category E: Teaching Performance Expectations and the Teaching Performance Assessment</i> as Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations
Category E: Teaching Performance Assessment - (Title change and addition of one standard)	
19: Assessment Administered for Validity, Accuracy and Fairness	Title change and renumbered as Standard 18: Candidate Preparation and Support
20: Assessor Qualifications and Training	Title change and renumbered as Standard 19: Assessor Qualifications, Training, and Scoring Reliability
21: Assessment Administration, Resources, and Reporting	Title change and renumbered as Standard 17: Program Administration Processes