

Standards of Quality and Effectiveness for  
Multiple and Single Subject Clear  
Credential Program (2009)



**A Handbook for Teacher Educators  
and Program Reviewers**

Updated September 2010

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# Multiple and Single Subject Clear Credential Programs

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## 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.

This handbook has been prepared to guide program sponsors in submitting documents for initial program approval as required by the *Accreditation Framework* and implemented by the Committee on Accreditation (COA) and the Commission on Teacher Credentialing (Commission).

This handbook is organized in four sections.

**Section 1** provides information on the Standards of Quality and Effectiveness for Multiple and Single Subject Clear Credential preparation programs. The standards are available in Appendix A and Appendix B.

**Section 2** provides the background for clear program standards revision and discussion of changes in program design

**Section 3** provides submission guidelines for program sponsors preparing documentation for initial program approval and information on the review and approval of programs.

**Section 4** provides instructions for the transmittal of program documents to the Commission.

The Commission is grateful to all the members of the profession who participated in the development of these program standards.

## Section 1: Standards of Quality and Effectiveness

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers. The *Accreditation handbook* includes three types of standards:

- **Preconditions** established by State law or Commission policy must be met as a prerequisite to program accreditation. A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. Commission staff members determine whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine whether the program's quality satisfies the Commission's standards.
- **Common Standards** of program quality and effectiveness apply to all certificate and credential programs. This category includes standards regarding the overall leadership and climate for educator preparation within the unit at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement. The Common Standards are available in Appendix A
- **Program Standards** address the quality of program features that are specific to a credential, such as program design, 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 three Commission-approved options for program-specific standards. The three options are: (1) California Program Standards, (2) National or Professional Program Standards, and (3) Experimental Program Standards. Different options may be exercised by different credential programs at an institution.

Standards are statements of program quality that must be fulfilled for initial or continued approval of teacher preparation programs by the Commission. The Commission adopts program standards and in June 2009 the Commission adopted the Multiple and Single Subject Clear Credential program standards. In each standard the Commission has detailed the minimum programmatic inputs and candidate competencies required for approval of a program.

The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard. Program reviewers selected by the Executive Director must find that a program meets each Commission adopted standard. When the program has been deemed to meet all adopted standards, the program is recommended for approval to the COA, and the COA approves the program.

This handbook specifically addresses program standards for programs leading to a multiple or single subject clear credential. These program standards are available in Appendix B.

## **Section 2: Background for Standards Revision and Discussion of Change in Program Design**

The SB 2042 reform (Chap. 548, Stats. 1998) had many goals, one of which is especially pertinent to the issues related to professional preparation discussed in this agenda item:

- An expectation that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching before earning a clear teaching credential.

The vision of SB 2042, based on the recommendations of the precursor SB 1422 (Chap. 1254, Stats. 1992) panel, was to reconceptualize the learning to teach continuum as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. The following two year induction period would be the time when the beginning teacher puts pedagogical theories and content knowledge into practice in an actual classroom while under the guidance of a trained support provider. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students.

Education Code § 44259 (c) requires that the minimum requirements for the clear Multiple or Single Subject teaching credential shall include completion of a program of beginning teacher induction, including one of the following: (1) a program of beginning teacher support and assessment approved by the Commission and the Superintendent (Beginning Teacher Support and Assessment [BTSA] Induction) or; (2) an alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university (Institution of Higher Education [IHE] Induction), in cooperation with one or more local school districts, that addresses the individual professional needs of beginning teachers and meets the Commission's standards of induction.

This same section of the Education Code states: “If an approved induction program is verified as unavailable to a beginning teacher, or if the beginning teacher is required under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) to complete subject matter coursework to be qualified for a teaching assignment, the commission shall accept completion of an approved fifth-year program.” Education Code § 44259 (d) further states: “The commission shall develop and implement standards of program quality and effectiveness that provide for the areas of application...starting in professional preparation and continuing through induction.” Simply put, if neither a BTSA Induction nor an IHE Induction program is available to a beginning teacher, then an approved fifth-year program (Clear Credential program) meets the preparation requirement for a Clear Credential.

In 2004, subsequent legislation, AB 2210 (Chap. 343, Stats. 2004), clarified that induction is the required route to earn the Clear Credential unless an eligible employer verifies that induction (either BTSA Induction or IHE Induction) is not available or if the new teacher must meet requirements in order to be deemed “highly qualified” as required by the No Child Left Behind (NCLB) Act. At the June 2007 Commission meeting, staff presented the policy question related to the professional level of teacher preparation (i.e., preparation leading to a Multiple or Single

Subject Clear Teaching Credential): *What is the current level of comparability of the standards for Induction programs and Clear Credential (fifth year of study) programs, and how can disparities best be addressed?*

A stakeholder group of induction and university teacher preparation community members began meeting to review the two sets of standards and discuss the issues related to both Induction and Clear Credential programs. In order to address the comparability of these programs, this group recommended that the Clear Credential programs should be required to address: 1) Induction Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy, and 2) Induction Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum in addition to the currently adopted Fifth Year of Study standards. This recommendation was adopted by the Commission in November 2007.

Two years after passage of AB 2210, the Governor signed SB 1209 (Chap. 517, Stats. 2006), an omnibus education bill, with impact on thirty different provisions of the Education Code. The bill took effect January 1, 2007, but many of the activities directed by this legislation were not effective until later in 2007 or 2008. The law redirected the requirements for Clear Credential programs (both Induction and Clear Credential programs) to focus on the application of knowledge and skills previously acquired in a preliminary credential program. SB 1209 deleted references to “the study of” specific subjects in favor of applied knowledge and skill in the areas of health, mainstreaming, and advanced computer-based technology.

Subsequently, on June 5, 2008, the Commission adopted new Induction program standards as part of the implementation of SB 1209. This action then necessitated that the Clear Credential program standards be updated as well in order to align with the newly revised and adopted Induction program standards. At its October 2008 meeting, the Committee on Accreditation recommended that another stakeholder meeting be held to bring the Clear Credential program standards into alignment with the revised Induction program standards.

### **Modification of Clear Credential Program Standards**

On November 12, 2008 a stakeholder group (see Appendix C) from the induction and university communities met to review the new Induction standards, to discuss the issues related to both Induction and the Clear Credential programs, and to propose final revisions to the Clear Credential program standards. The group reviewed the previous Clear Credential program standards and the newly adopted Induction program standards to be able to make recommendations for future Clear Credential program standards.

Table 1 provides a comparison of the previous Clear Credential program standards, the 2008 adopted Induction program standards, and the 2009 Clear Credential program standards.

**Table 1: Comparison of Adopted Clear Credential, Induction, and Proposed Clear Credential Program Standards**

<b>Previous Clear Credential Program Standards</b>	<b>Induction Program Standards (2008)</b>	<b>Clear Credential Program Standards (2009)</b>
<b><i>Common Standards</i></b>		
1: Educational Leadership	1: Educational Leadership	1: Educational Leadership
2: Unit and Program Evaluation System	2: Unit and Program Evaluation System	2: Unit and Program Evaluation System
3: Resources	3: Resources	3: Resources
4: Faculty and Instructional Personnel	4: Faculty and Instructional Personnel	4: Faculty and Instructional Personnel
5: Admission	5: Admission	5: Admission
6: Advice and Assistance	6: Advice and Assistance	6: Advice and Assistance
7: Field Experiences and Clinical Practice	7: Field Experiences and Clinical Practice	7: Field Experiences and Clinical Practice
8: District-Employed Supervisors	8: District-Employed Supervisors	8: District-Employed Supervisors
9: Assessment of Candidate Competence	9: Assessment of Candidate Competence	9: Assessment of Candidate Competence
<b><i>Program Standards: A) Programs Exhibit Effective Design Principles</i></b>		
	1: Program Rationale and Design 2: Communication and Collaboration 3: Support Providers and Professional Development Providers 4: Formative Assessment System	1: Program Rationale and Design 2: Communication and Collaboration 3: Support Provided to Participating Teacher 4: Systematic Formative Assessment
<b><i>Program Standards: B) Programs Provide Opportunities for Participants to Demonstrate Effective Teaching</i></b>		
1: Advanced Study of Health Education 2: Advanced Study of Teaching Special Populations 3: Advanced Study of Using Technology to Support Student Learning	5: Pedagogy 6: Universal Access: Equity for all Students	5: Pedagogy 6: Universal Access: Equity for all Students

Previous Clear Credential Program Standards	Induction Program Standards (2008)	Clear Credential Program Standards (2009)
4: Advanced Study of Teaching English Learners 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy 6: Advanced Study of Supporting Equity, Diversity, and Access to the Core Curriculum		

Individuals employed in private schools or other teaching positions, but not K-12 public schools, may participate in an approved induction program but are not supported by state funding. The employer of a preliminary credential holder must complete and sign Form CL 855, “*Verification of Unavailability of a Commission Approved Induction Program*” stating that Induction is not available to the individual to allow that person to utilize the Clear Credential program route to earn the clear credential (<http://www.ctc.ca.gov/notices/coded/050010/050010.pdf>).

### Approval of Clear Credential Programs

Program sponsors may seek approval of a program for the clear credential in order to accommodate candidates described above. Only program sponsors who are approved for Multiple or Single Subject programs under the SB 2042 standards are eligible to submit proposals.

Approval of the Clear Credential Program represents a change from earlier practice. The program sponsor seeks approval of the entire Clear Credential program, rather than individual components. Previously, individual courses were approved for use in the Fifth Year of Study Program and could result in a “piecemeal” approach to meeting the requirements. This new approval process applies to graduates of SB 2042 programs for the Multiple or Single Subject Credentials and replaces the earlier process. A Clear Credential Program is defined as a program that meets the Clear Credential Program Standards. There is no unit minimum for a Clear Credential Program.

### Guidance for Approved Clear Credential Preparation Programs

Although, completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential, if a beginning teacher is eligible for induction but an employing agency verifies that induction is not available, he or she may complete a Commission-approved clear credential program. An employing agency is defined in regulation as public school districts, county offices of education, schools that operate under the direction of a California state agency, nonpublic, nonsectarian schools and agencies, charter schools and private schools.

The employing agency will determine if the beginning teacher completes an induction program or is eligible to complete an approved clear credential program. A *Verification of Unavailability of a Commission-Approved Induction Program* (Form CL-855) must be completed by the employing agency to allow a beginning teacher with a multiple subject or single subject credential issued on or after August 30, 2004 to complete an approved clear credential program.

It is the responsibility of the college or university admitting a teacher into an approved clear credential program to ensure that the individual provides documentation from an employing agency verifying that induction is not available to the teacher; and therefore, the teacher may complete an approved clear credential program. The approved clear credential program must submit the recommendation for the clear credential once the individual completes the clear credential program.

### **Completion of the Clear Credential Program**

Approved program sponsors will determine that the candidate has completed the approved program. When the candidate finishes the clear credential program, the program sponsor will submit the candidate's recommendation through the Commission's electronic recommendation process.

### Section 3: Submission Guidelines

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting Clear Credential Programs for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures may result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being reviewed.

#### Preparing Responses to the Common Standards

The Commission adopted nine standards that relate to institutional resources available to all teacher preparation programs across *all* authorizations and subject matter disciplines:

- Standard 1 Educational Leadership
- Standard 2 Unit and Program Assessment and Evaluation
- Standard 3 Resources
- Standard 4 Faculty and Instructional Personnel
- Standard 5 Admission
- Standard 6 Advice and Assistance
- Standard 7 Field Experience and Clinical Practice
- Standard 8 District-Employed Supervisors
- Standard 9 Assessment of Candidate Competence

These standards are referred to as “Common Standards” because they apply to all educator preparation programs. The “Common Standards” require specific institutional mechanisms or infrastructure that could be common to all Commission approved credential and certificate programs. These Common Standards were recently revised and adopted by the Commission in 2008.

If an institution’s full response to the 2008 Common Standards has been submitted, reviewed and approved, then the Institution’s program sponsor need only submit an addendum addressing any information that is specific to the clear credential teacher preparation program relative to the institution’s recently submitted Common Standards.

#### For example:

- Standard 1 Who in the Unit will have *leadership* responsibilities for this program?
- Standard 2 How will evaluation of this program fit into the Unit *Assessment System*?
- Standard 3 How will this program be supported with *resources*?
- Standard 4 What will be the criteria for selection of *faculty and instructional personnel for this program*?
- Standard 5 Are there particular *admission criteria* for the clear credential program?
- Standard 6 How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be *guided and supported*?
- Standard 7 What will the *field experiences and clinical practice* include? How will sites be selected and evaluated?
- Standard 8 What will be the criteria for selection of *district-employed supervisors*?
- Standard 9 What will be the program *assessments used to determine candidate competence* as they move through the program?

Common Standard 8 is in lighter text because the Clear Multiple and Single Subject Preparation program is a *second tier credential program* and as is stated in the Common Standards Glossary, second tier credential programs are not required to respond to Common Standard 8 because the individual will not have a District-Employed Supervisor.

### **Preparing Responses to Program Standards**

Program proposals must provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting documents. Documents and assessment tools must be incorporated to indicate how the candidate demonstrates competence.

The written text should be organized in the same format as the standard itself. Responses that do not address each portion of each standard will be considered incomplete. Responses should not merely reiterate the standard. They should demonstrate *how* the standard will be met by describing both the content and processes that will be used to implement the program and by providing documents to support the explanation. Some standards provide **Program Planning Questions** to guide institutions in developing programs that meet the standards. Institutions do not need to develop responses to each Program Planning Question.

Suitable documents will vary with each standard. Some examples of documents helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or graphic organizers showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

### **Timeline for Implementation of the Clear Credential Program Standards**

Table 1 below summarizes the proposed, revised timeline for the implementation of the revised Clear Credential program standards.

**Table 1: Plan for Implementing the Revised Standards for the Multiple and Single Subject Clear Credential Programs**

Activity	Date
Commission reviews proposed new Clear Credential program standards for information.	January 2009
Stakeholder feedback is collected for the revised Clear Credential program standards.	February 2009
Proposed Clear Credential program standards return to the Commission for consideration and possible adoption. The Commission requests additional stakeholder input and proposed some edits.	March 2009
Additional stakeholder input is collected through an electronic survey.	April - May 5, 2009
Technical assistance provided to sponsors of Clear Credential programs.	Beginning April 27, 2009 and continuing
Revised Clear Credential program standards return to the Commission for consideration and possible adoption.	June 2009
All Clear Credential programs begin to transition to programs addressing the newly adopted standards.	Beginning Fall 2009
Programs may only accept candidates to the revised Clear Credential program.	Beginning Fall 2010
<p>As part of the routine accreditation activities, the program document will be updated during the Program Assessment process. For example the first institutions that will submit responses addressing the Clear Credential Program Standards are as follows:</p> <ul style="list-style-type: none"> <li>- Programs participating in Program Assessment in the 2009-10 year (Red cohort) will submit updated response to the standards.</li> <li>- Programs participating in a site visit (Yellow cohort) will provide updated response to the standards at the site visit.</li> </ul>	<p>Varies by cohort</p> <p>January 2010</p> <p>Spring 2010</p>

To assist program sponsors in planning a timeline for approval of their documents, an example of the activities in the process and the estimated time to complete all steps is provided on the following page:

## Planning Timeline for Initial Program Approval

Activity	Timeline
Institutions submit documents	
Commission staff logs documents into database for tracking	7-10 days
Peer Review panel convened	Within 8 weeks of receipt
Feedback submitted to institution	1-3 weeks after first review
Review and revision work completed at institution. Additional information and evidence is submitted to the Commission	TBD at institution (recommended resubmission of revisions-one month or less)
Second review by Review Panel	Within 6 weeks of receipt
(feedback, review by institution, re-submission and review by panel) continued until all adopted program standards are met.)	TBD at institution (recommended resubmission of revisions-one month or less)
Approval of document placed on the agenda for the next meeting of the Committee on Accreditation (COA). *Note: the COA meets six times each calendar year. In order to facilitate planning, you may find the COA meeting dates at: <a href="http://www.ctc.ca.gov/educator-prep/coa-meetings.html">http://www.ctc.ca.gov/educator-prep/coa-meetings.html</a>	Based upon the timing of the COA meetings
Institution must provide the Commission an electronic submission (CD or flash drive) of the final approved program narrative.	To ensure the accuracy of accreditation documents at the Commission, it is requested that the electronic file of the final program narrative be submitted prior to the COA meeting.
Programs notified of approval and may begin program implementation	Those interested can listen to the COA meeting live on the internet to see the program approval process. Formal letters will be sent 3-7 days after the COA meeting. Programs may implement upon COA approval.
The entire process can take from 5-10 months or longer.	

## Review and Approval of Programs

Prior to being presented to the Committee on Accreditation for action, new programs proposed by eligible program sponsors are reviewed in relation to the Common Standards in Appendix A and the selected Program Standards in Appendix B. The Committee on Accreditation considers recommendations by the staff and/or the external reviewers regarding the approval of each proposed program. After initial approval of programs, the institution/program sponsor will then participate in accreditation activities at the scheduled times for the institution including the completion of Biennial Reports, Program Assessment, and the Site Visit.

The Commission is committed to conducting a program review process that is objective, authoritative, and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Representatives of an institution can consult directly with the Commission's professional staff regarding programs that are in preparation or under review. The staff will respond to all inquiries expeditiously and knowledgeably, acting as liaison between the review teams and the program sponsors. Representatives of colleges and universities are restricted from direct association with the review teams for their programs.

If the review team determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff. Upon submission of an updated and complete narrative, the revised program is then presented to the Committee on Accreditation for approval without further review by the panel.

### Review of Common Standards and Program Standards

The Commission expects the review panel to evaluate responses to each standard by considering 1) the quality and thoroughness of the response, and 2) whether sufficient supporting documentation has been provided by the institution to illustrate how the standard is addressed. For candidate competency standards, supporting documentation should illustrate when and how the standard is addressed in the candidate's program, and what outcomes or assessments will be used by the program to ensure that the candidates have mastered the competencies described.

Reviewers look for the following information:

1. **Does the narrative response to the standard address “how” the standard is being met?** For example: A sentence of the standard might read, “The teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.” The narrative might respond, “The teacher preparation program at XYZ College prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.” This does not state HOW the program is accomplishing the standard.
2. **Does the response meet the language of the standard?** Examples: The standard might ask for “multiple, systematic opportunities for candidates to...” The narrative may only provide one example, or the standard states that “candidates are required to demonstrate” and the response

indicates that candidates listen to a lecture and read an article but it is unclear **how** candidates “demonstrate” the skill identified in the standard.

3. **Does documentation provided support the narrative response to the standard?** Examples: The narrative notes that candidates complete an assignment in a certain course, but there is no mention of it in the syllabus. Or a specific lesson is taught in order to meet the standard, but it cannot be found in the syllabi representing all sections of the course.

## Section 4: Transmittal Instructions

Sponsoring agencies should send the Transmittal Cover Sheet (2 pages) with the original signatures of the program contacts and Chief Executive Officer along with their proposal(s). In addition, each of the copies of each proposal should begin with a copy of the Sponsoring Organization Transmittal Cover Sheet which is included on the following two pages.

The program contact identified on the Transmittal Cover Sheet will be informed electronically of approval of the program documents and updated as changes occur. Program sponsors are strongly urged to consult the Commission website at [www.ctc.ca.gov](http://www.ctc.ca.gov) for updates.

### Responses to the standards must:

- Be tabbed/labeled (or organized in folders and subfolders with hyper links) to help guide the reviewers
- Have numbered pages
- Include a matrix identifying which courses meet which standards
- Include supporting documentation after each response or organized into appendices. Documentation should be cross-referenced in the response, and appendices *must* be tabbed or hyper linked for easy access by reviewers

### Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Common Standards (addendum)
- Responses to Program Standards
- Appendices

### Narrative Responses to Standards must include:

- Details on how the program will meet each standard
- Documentation to support each standard

(See Section 3: Submission Guidelines)

Sponsoring agencies are required to submit their proposal including documents, and two copies on two separate flash drives or CDs, to the following address:

Commission on Teacher Credentialing  
Professional Services Division:  
1900 Capitol Avenue  
Sacramento, CA 95814

**Attn: Clear Credential Program Documents**

**Transmittal Cover Sheet**  
**For Response to Clear Credential Program Standards**

(Page 1 of 2)

**Program Sponsor (Name of Institution and Department)**

Complete the information below to help us plan for providing technical assistance in a timely manner.

**Contact Person:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Second Contact Person:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Submit to:** Commission on Teacher Credentialing  
Professional Services Division:  
Clear Credential Programs  
1900 Capitol Ave.  
Sacramento, CA 95814  
Fax (916) 324-8927

***THIS FORM HAS TWO PAGES***



**Transmittal Cover Sheet**  
**For Response to Clear Credential Program Standards**

(Page 2 of 2)

Clear Credential Program Sponsor:

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

***E-mail*** \_\_\_\_\_

**Chief Executive Officer** (*President or Provost; Superintendent*):

*Name* \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

**I Hereby Signify My Approval to Transmit This Program Document to the  
Commission on Teacher Credentialing:**

**CEO Signature** \_\_\_\_\_

**Title** \_\_\_\_\_

**Date** \_\_\_\_\_

**APPENDIX A**

# Common Standards

*Adopted by the Commission, November 2008*

Words in *italics* in the Standards will be found in the attached Glossary

## **Standard 1: Educational Leadership**

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

## **Standard 2: Unit and Program Assessment and Evaluation**

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completion* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

## **Standard 3: Resources**

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

## **Standard 4: Faculty and Instructional Personnel**

*Qualified persons* are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12 settings/college/university units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

**Standard 5: Admission**

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Standard 6: Advice and Assistance**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each *candidate's professional placement*. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Standard 7: Field Experience and Clinical Practice**

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising personnel*. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

**Standard 8: District-Employed Supervisors**

*District-employed supervisors* are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory* role, *evaluated* and *recognized* in a systematic manner. (Not applicable for Tier 2 Clear Credential programs)

**Standard 9: Assessment of Candidate Competence**

*Candidates* preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

## Common Standard Glossary

*Adopted by the COA, October 2008*

Term	Common Standard	Definition
<b>Admission Criteria</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.</li> </ul>
<b>Assessment</b>	<b>2, 3, 9</b>	<ul style="list-style-type: none"> <li>• Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards.</li> <li>• Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution.</li> <li>• Information gained through assessment for the accreditation process is not used for employment purposes.</li> </ul>
<b>Assessment and Evaluation System</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.</li> </ul>
<b>Authority</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.</li> </ul>
<b>Candidate</b>	<b>1, 2, 3, 4, 5, 6, 7</b>	<ul style="list-style-type: none"> <li>• An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.</li> </ul>
<b>Certified, Certificated</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• To hold a California educator credential appropriate to his/her role and/or responsibility.</li> </ul>
<b>Clinical Experiences</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</li> <li>• See also Field-Based Experiences</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
<b>Clinical Personnel</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>• P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.</li> </ul>
<b>Competency Requirements</b>	<b>9</b>	<ul style="list-style-type: none"> <li>• The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</li> </ul>
<b>Course Instructors</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Individuals who teach courses and/or provide instruction to candidates.</li> </ul>
<b>Courses</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.</li> </ul>
<b>District-Employed Supervisors</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers.</li> <li>• In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.</li> </ul>
<b>Evaluate, Evaluation</b>	<b>2, 4, 7, 8</b>	<ul style="list-style-type: none"> <li>• Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes.</li> <li>• Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.</li> </ul>
<b>Faculty</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>• Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.</li> </ul>
<b>Field and Clinical Supervisors</b>	<b>4, 7</b>	<ul style="list-style-type: none"> <li>• Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice.</li> <li>• Second Tier Credential Programs do not have field supervisors.</li> </ul>
<b>Field-Based Work or Experience</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
		demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
<b>Governance</b>	<b>1</b>	<ul style="list-style-type: none"> <li>The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.</li> </ul>
<b>Information Resources</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Library and/or digital media resources, as well as information and communication technology resources available to candidates.</li> </ul>
<b>Institution</b>	<b>1, 6</b>	<ul style="list-style-type: none"> <li>The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).</li> </ul>
<b>Instructional Personnel</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</li> </ul>
<b>Intern Program</b>		<ul style="list-style-type: none"> <li>A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.</li> </ul>
<b>P-12 Student</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Refers to students enrolled in pre-school through 12<sup>th</sup> grade.</li> </ul>
<b>Multiple Measures</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.</li> </ul>
<b>P-12</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Refers to the entire range of grades in which students are enrolled; preschool through 12<sup>th</sup> grade.</li> </ul>
<b>Partners</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.</li> </ul>
<b>Professional Development</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
		12 schools.
<b>Professional Placement</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate's assigned location for field experiences.</li> </ul>
<b>Program</b>	<b>all</b>	<ul style="list-style-type: none"> <li>• A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.</li> </ul>
<b>Program Completer</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• An individual who has completed a credential program,</li> </ul>
<b>Personnel</b>	<b>3,7, 9</b>	<ul style="list-style-type: none"> <li>• Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</li> <li>• See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel</li> </ul>
<b>Qualified Persons, Qualified Members</b>	<b>4, 6</b>	<ul style="list-style-type: none"> <li>• Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.</li> </ul>
<b>Recognize</b>	<b>4, 8</b>	<ul style="list-style-type: none"> <li>• To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.</li> </ul>
<b>Scholarship</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>• Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.</li> </ul>
<b>Second Tier Credential Programs</b>		<ul style="list-style-type: none"> <li>• Preparation programs including Induction, Clear, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.</li> </ul>
<b>Service</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>• Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.</li> </ul>
<b>Site-Based Supervising Personnel</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> </ul>

<b>Term</b>	<b>Common Standard</b>	<b>Definition</b>
		<ul style="list-style-type: none"> <li>• See Also Field and Clinical Supervisors.</li> </ul>
<b>Stakeholder</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.</li> </ul>
<b>Student</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12<sup>th</sup> grade, or adult education program.</li> </ul>
<b>Sufficient</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Adequate or ample to meet the need.</li> </ul>
<b>Supervise</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.</li> </ul>
<b>Supervisor</b>	<b>4, 8</b>	<ul style="list-style-type: none"> <li>• For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>• See Also Field and Clinical Supervisors.</li> </ul>
<b>Supervision</b>	<b>3, 8</b>	<ul style="list-style-type: none"> <li>• Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.</li> </ul>
<b>Support</b>	<b>1, 3, 4, 5, 6, 7, 8, 9</b>	<ul style="list-style-type: none"> <li>• Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.</li> </ul>
<b>Unit</b>	<b>1, 6, 7</b>	<ul style="list-style-type: none"> <li>• The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.</li> </ul>
<b>Unit Leadership</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.</li> </ul>

*Italics* indicate that the term does not appear in the Common Standards.

## APPENDIX B

### Multiple and Single Subject Clear Credential Program Standards (2009)

#### Category A: Programs Exhibit Effective Design Principles

##### **Program Standard 1: Program Rationale and Design**

The clear credential program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. The design is relevant to the contemporary and complex conditions of teaching and learning in California classrooms. It provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, preparation of individuals providing support to participating teachers, and program evaluation.

The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program collaborates with P-12 organizations to integrate clear credential program activities with district and partner organizations' professional development efforts.

##### **Program Standard 2: Communication and Collaboration**

The clear credential program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to a clear credential program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The clear credential program collaborates regularly with partner school and/or district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services or other personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the clear credential program and administrators establishes a professional, educational community, ensuring structures that support the activities of the program and coordinating additional site/district professional development opportunities. Programs communicate with site/district administrators regarding the importance of new teacher development and working conditions that optimize participating teachers' success. In order to effectively transition the new teacher from induction to the role of professional educator the program communicates with site administrators regarding effective steps to ameliorate or overcome challenging aspects of teachers' work environments.

### **Program Standard 3: Support Provided to Participating Teacher**

The program selects, prepares, and assigns individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program.

The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. The program ensures ongoing and regular support to meet the individual needs of the participating teacher. The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the *California Standards for the Teaching Profession, Effective Teaching Standards* (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.

The program has defined criteria for assigning individual(s) providing support to participating teachers in a timely manner. Clear procedures are established for adjusting support when there is evidence from the participating teacher or the program that support is ineffective.

The program regularly assesses the quality of services provided by those who support participating teachers. The program leaders provide formative feedback on their work, retaining only those who meet the established criteria.

### **Program Standard 4: Systematic Formative Assessment**

The clear credential program utilizes systematic formative assessment to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's systematic formative assessment is characterized by a plan-teach-reflect-apply cycle. The formative assessment, designed to improve teaching practice, is based on *California Standards for the Teaching Profession* (CSTP) and aligned with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared individual providing support and/or other colleagues as designated by the clear credential program.

Participating teachers and individuals providing support collaborate to develop a professional growth plan based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results. The plan guides the activities to support growth and improvement of professional practice in at least one content area of focus. The plan is a working document, and is periodically revisited for reflection and updating.

## **Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching**

### **Program Standard 5: Pedagogy**

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Applicable technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety issues.

### **Program Standard 6: Universal Access: Equity for All Students**

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. Teachers support academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, participating teachers examine and minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

## **Program Standard 6: Universal Access: Equity for all Students (continued)**

### **a) Teaching English Learners**

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, referral, and redesignation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their assessment of students' language proficiency, culture, level of acculturation, and prior schooling.

### **b) Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners, and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral, and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, and using assistive and other technologies).

## Appendix C

### Participants in the November 12, 2008 Meeting to Complete the Final Review of the Proposed Clear Credential Program Standards

<b>Participant</b>	<b>Affiliation</b>
Morgan Appel	UC San Diego
Lois Bradford	Los Angeles Unified School District
LaRie Colosimo	Claremont Unified–BTSA CRD
Katie Croy	Pt. Loma University
Bonnie Crawford	CSU Northridge
Tom Doyle	National University
Joseph Jimenez	Tulare COE-BTSA CRD
Marilee Johnson	Glenn County Office of Education
Lisa McCully	San Diego State University
Tim Stranske	Biola University
Sue Teele	UC Riverside
Edith Thiessen	Fresno Pacific University
Shelly Tochluk	Mount St. Mary's
<b>Commission Staff Working with the Group</b>	
Terry Janicki	
Teri Clark	
Cheryl Hickey	