

## September 2001 Commission Agenda

September 5-6, 2001  
Commission Offices, 1900 Capitol Avenue  
Sacramento, CA 95814

Web-Posted August 23, 2001, Revised August 30, 2001 at 2:00 pm PST

### Wednesday, September 5, 2001 - Commission Office

#### 1. Executive Committee (Chairman Bersin)

The Executive Committee meeting has been postponed to the October 3, 2001 Commission meeting.

- EXEC-1 Approval of the June 6, 2001 Executive Committee Minutes  
- Postponed to October 3, 2001
- EXEC-2 Consideration and Approval of 2002 Commission on Teacher Credentialing Meeting Dates  
- Postponed to October 3, 2001

#### 2. General Session

The Commission will immediately convene into Closed Session

**Closed Session (Chairman Bersin/Vice Chairman Madkins)**

**1:00 p.m.**

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

#### 3. Appeals and Waivers (Committee Chairman Madkins)

- A&W-1 Approval of the Minutes
- A&W-2 Waivers: Consent Calendar
- A&W-3 Waivers: Conditions Calendar
- A&W-4 Waivers: Denial Calendar

### Thursday, September 6, 2001 - Commission Office

#### 1. General Session (Chairman Bersin)

**8:00 a.m.**

- GS-1 Roll Call
- GS-2 Pledge of Allegiance
- GS-3 Approval of the July 2001 Minutes
- GS-4 Approval of the September 2001 Agenda
- GS-5 Approval of the September 2001 Consent Calendar
- GS-6 Annual Calendar of Events
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

#### 2. Preparation Standards Committee of the Whole (Committee Chair Katzman)

- PREP-1 Approval of Subject Matter Preparation Programs and Designated Subject Programs Submitted by Colleges and Universities and Local Education Agencies
- PREP-2 Progress Report on the Comparability Studies of Subject Matter

Requirements in Other States (AB 877-Scott, 2000)

- PREP-3 Proposed Adoption of Standards of Program Quality and Effectiveness for Subject Matter Requirement for the Multiple Subject Teaching Credential
- PREP-4 Proposed Adoption of Standards of Quality and Effectiveness for Professional Teacher Preparation Programs
- PREP-5 Preparation Programs PREP-5 Proposed
- PREP-6 Plan for the Implementation of Standards of Program Quality and Effectiveness in Elementary Subject Matter Preparation, Professional Teacher Preparation and Professional Teacher Induction Pursuant to SB 2042

### 3. Legislative Committee of the Whole (Committee Chair Madkins)

- LEG-1 Status of Legislation of Interest to the Commission
- LEG-2 Analysis of the Reauthorization of the Federal Elementary and Secondary Education Act (ESEA)

### 4. Credentialing and Certificated Assignments Committee of the Whole (Committee Chair Fortune)

- C&CA-1 Proposed Changes to Title 5 Sections 80026.4 and 80026.6 Pertaining to Plans to Develop Fully Qualified Educators
- C&CA-2 Application for an Eminence Credential in Music Submitted by Lemoore Union Elementary School District on Behalf of David Glyde
- C&CA-3 A Review of Certification Staff's Denial of an Application for Eminence Credential in Art Submitted by Sacramento City Unified School District on Behalf of Nancy Walthall

### 5. Fiscal Policy and Planning Committee of the Whole (Committee Chair Boquiren)

- FPPC-1 Update on the Governor's Budget for Fiscal Year 2001-02
- FPPC-2 Proposed Budget Change Proposals for Fiscal Year 2002-03

### 6. Public Hearing 1

11:00 a.m.

- PH-1 Proposed Amendment to Sections 80026 and 80027 of Title 5 California Code of Regulations Pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit

### 6. Public Hearing 2

11:30 a.m.

- PH-2 PH-2 Proposed Amendment to Title 5 Regulation, Sections 80105 to 80116 Pertaining to the Child Development Permit

### 8. Reconvene General Session (Chairman Bersin)

- GS-10 Report of Appeals and Waivers Committee
- GS-11 Report of Executive Committee
- GS-12 Report of Closed Session Items
- GS-13 Commission Member Reports
- GS-14 Audience Presentations
- GS-15 Old Business
  - Quarterly Agenda for Information
  - September, October and November 2001
- GS-16 New Business
- GS-17 Adjournment

All Times Are Approximate and Are Provided for Convenience Only  
Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

**Reasonable Accommodation for Any Individual with a Disability**

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, California, CA 95814; telephone, (916) 445-0184.

**NEXT MEETING:**

**October 3-4, 2001  
California Commission on Teacher Credentialing  
1900 Capitol Avenue, Sacramento, CA 95814**

Updated September 4, 2001

*California  
Commission on Teacher Credentialing*

*Meeting of  
September 6, 2001*

**AGENDA ITEM NUMBER:**           **PREP - 1**

**COMMITTEE:**                       **Preparation Standards**

**TITLE:**                               **Approval of Subject Matter Preparation Programs and  
Designated Subjects Programs Submitted by Colleges  
and Universities and Local Education Agencies**

XX **Action**

\_\_\_\_\_ **Information**

**Strategic Plan Goal(s):**

**Goal 1:       Promote educational excellence through the preparation and certification of  
professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

**Prepared By:**                       \_\_\_\_\_                       **Date: 8/9/01**  
**Helen Hawley**  
**Consultant, Professional Services Division**

**Approved By:**                       \_\_\_\_\_                       **Date: 8/9/01**  
**Margaret Olebe, Ph. D.**  
**Administrator, Professional Services Division**

**Approved By:**                       \_\_\_\_\_                       **Date: 8/9/01**  
**Mary Vixie Sandy**  
**Director, Professional Services Division**

**Authorized By:**                       \_\_\_\_\_                       **Date: 8/9/01**  
**Sam W. Swofford, Ed.D.**  
**Executive Director**



**Approval of Subject Matter Preparation Programs and Designated  
Subjects Programs Submitted by Colleges and Universities and Local  
Education Agencies**

**Professional Services Division  
September 6, 2001**

**Executive Summary**

This item contains a listing of subject matter programs and designated subjects programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

**Fiscal Impact Summary**

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

**Recommendation**

That the Commission approve the subject matter preparation programs and designated subjects program.



# **Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies**

**Professional Services Division  
September 6, 2001**

## **Subject Matter Preparation Program Review Panel Recommendations**

### **Background**

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

### **Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval**

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

### **Recommendation**

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

#### LANGUAGES OTHER THAN ENGLISH (LOTE)

- Santa Clara University (Spanish)

#### ART

- Humboldt State University

#### PHYSICAL EDUCATION

- Pepperdine University

#### MUSIC

- Point Loma Nazarene University

#### SCIENCE

- University of San Diego (Biology)

#### SOCIAL SCIENCE

- University of California, Riverside



## **Summary Information on Designated Subjects Programs Awaiting Commission Approval**

For the following proposed personalized preparation programs, the local education agency has responded fully to the Commission's standards and preconditions for the Designated Subjects, Vocational Education Teaching Credential and the Designated Subjects, Supervision and Coordination Credential. The programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission.

### **Recommendation**

That the Commission approve the following programs of personalized preparation for:

#### Designated Subjects, Vocational Education Teaching Credential

- Fresno County Office of Education (Driver Education)

*California  
Commission on Teacher Credentialing*

*Meeting of  
September 5-6, 2001*

**AGENDA ITEM NUMBER:**      **PREP - 2**

**COMMITTEE:**                      **Preparation Standards Committee**

**TITLE:**                              **Progress Report on the Comparability Studies of  
Subject Matter Requirements in Other States  
(AB 877 – Scott, 2000)**

  **X**   **Action**

       **Information**

       **Report**

**Strategic Plan Goal(s):**

- Goal 1:**      **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
- Goal 2:**      **Provide leadership in exploring multiple, high quality routes to prepare professional educators for California schools**
- Work with education entities to expand the pool of qualified professional educators

**Prepared By:**                      \_\_\_\_\_                      **Date:** \_\_\_\_\_  
   **Phil Fitch, Ed.D**  
   **Consultant, Professional Services Division**

**Approved By:**                      \_\_\_\_\_                      **Date:** \_\_\_\_\_  
   **Margaret Olebe, Ph.D.**  
   **Administrator, Professional Services Division**

**Approved By:**                      \_\_\_\_\_                      **Date:** \_\_\_\_\_  
   **Mary Vixie Sandy**  
   **Director, Professional Services Division**

**Approved By:**                      \_\_\_\_\_                      **Date:** \_\_\_\_\_  
   **Dr. Sam W. Swofford**  
   **Executive Director**



**Progress Report on the Comparability Studies of  
Subject Matter Requirements in  
Other States (AB 877 – Scott, 2000)**

**Professional Services Division  
August 10, 2001**

**Executive Summary**

This agenda item is written to provide the Commission with a progress report on the implementation of AB 877 (Scott, 2000) through the contracted work with Educational Testing Service (ETS), Princeton, New Jersey. The contract with ETS calls for the contractor to review and analyze the subject matter requirements for the other states regarding the preparation of multiple subject and single subject teachers. The contract also calls for a review of credential emphasis or equivalent programs in other states pursuant to AB 877 and includes the development of a database of out-of-state teacher credential requirements. AB 877 requires the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter requirements and credential emphasis or equivalent programs commencing in 2001 with the reviews to be updated every three years. The database of out-of-state teacher credential requirements is being developed in preparation for the next review cycle commencing in 2004.

The Commission authorized the Executive Director to enter into a contract with ETS during its March 8, 2001, meeting and a contract was signed with ETS in May 2001. The contract calls for seven deliverables between July 1, 2001 and March 2, 2003. The first deliverable, received on July 1, 2001 relates to the multiple subject, subject matter requirements of ten (10) selected states. This agenda item provides the Commission with the findings of ETS and a staff recommendation.

**Policy Issue to be Considered**

Should the Commission adopt the findings on comparability by ETS for the multiple subject, subject matter and standards requirement of ten (10) selected states?

**Fiscal Impact Statement**

AB 877 (Scott, 2000) appropriated \$350,000 from the General Fund for the purpose of conducting comparability studies of out-of-state teacher credential requirements for the 2000-2001 fiscal year.

**Recommendation**

That the Commission adopt the findings of comparability of the multiple subject, subject matter requirements and standards requirements for the ten (10) states identified in this item.



# **Progress Report on the Comparability Studies of Subject Matter Requirements in Other States (AB 877 – Scott, 2000)**

**Professional Services Division  
August 10, 2001**

## **Overview**

This agenda report provides the members of the Commission with a progress report on the implementation of AB 877 (Scott, 2000) related to the comparability of subject matter requirements and standards and credential emphasis or equivalent programs of other states. In March, 2001 the Commission authorized the Executive Director to enter into a contract with Educational Testing Service (ETS) located in Princeton, New Jersey, to complete a series of studies of comparability. The contract with ETS calls for seven different deliverables due from the contractor starting July 1, 2001 and ending March 2, 2003, as described in Table 4.

The Commission sponsored AB 877 to study those areas that were lacking in comparability in the initial comparability studies conducted pursuant to AB 1620 (Scott, 1998), and to further streamline and facilitate the entry of qualified out-of-state teachers into the teaching profession in California. Building on the initial comparability studies, AB 877 requires the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter preparation, and credential emphasis or equivalent programs, commencing in 2001. These reviews will be updated every three years, commencing in 2004.

Educational Testing Service (ETS) first used the specific subject matter requirements and test specifications that exist in the ten (10) states being reviewed. The analysis for comparability enabled ETS staff to both quantify and qualify the specific data. The program standards were then analyzed for comparability. The specific data from the subject matter requirements enabled the staff to further complete a comparison standard by standard. Particular attention was given to the other state standards that dealt with candidate assessment, required subjects of study and standards related to depth and breadth of content studies.

## **Methodology Used by Contractor**

The first deliverable that was received from ETS on July 1, 2001, dealt with an analysis of the comparability of the standards, subject matter requirements and the test specifications for the subject matter content required for multiple subject (elementary teacher) candidates in the selected states. ETS first analyzed each specific content area in the subject matter requirement of all the states. The content areas were: literature and language studies; mathematics; visual and performing arts; physical education; human development; history; geography; social studies; science including biology, geoscience, physical science with experimentation and investigation; and humanities. ETS determined the content match for each content area listed above and for each sub-content area. As an example, the sub-content areas for mathematics are number sense

and numeration, geometry, measurement, algebraic concepts, number theory, real number systems, probability, and statistics and mathematical reasoning.

Second, ETS compared the exam specifications that each state had established based on the subject matter requirements. A comparative analysis was completed on each states exam specifications.

The third comparative study completed by ETS was a standard by standard comparison. Standards related to candidate assessment, content breadth and depth, and specific subjects of study. The target or criteria used to determine comparability was an 80% match in the standards, subject matter requirements and examination specifications. In the case that a state was close to 80% in one area (i.e., subject matter requirements) and higher than 80% in another area (i.e. standards) then the state was determined to be comparable.

### **Background – Urgency Legislation AB 1620 (Scott, 1998) and AB 877 (Scott, 2000)**

AB 1620 (Scott, 1998) required the Commission to conduct periodic reviews of the comparability of teacher preparation standards in other states for the purpose of establishing credential reciprocity. The initial study consisted of a review of accreditation procedures, standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements in other states. In addition, the Commission conducted a review of the professional clear credential requirements for those states that had been determined to have comparable teacher preparation standards. In May 2000, the Commission deemed thirty-seven states overall to be comparable in elementary, secondary or special education teacher preparation. The determinations of comparability between California and other states were based as a whole on accreditation procedures, teacher preparation standards, and subject matter requirements. Some states were not determined to be comparable based on the reviews, because they lacked comparability in one or more of the required areas, such as reading instruction (as a component of the teacher preparation program) or subject matter preparation.

AB 877 builds on the reviews conducted under AB 1620, and allows the Commission to decouple the previous reviews of comparability to provide greater flexibility in the credentialing process for out-of-state teachers. In November 2000, the Commission approved further findings from the Reciprocity Task Force related to reading instruction, and the professional clear credential requirements in health education, computer education, and special education. In addition, the Commission approved additional findings of subject matter comparability in other states in January 2001.

AB 877 (Scott, 2000) streamlined the credentialing system by requiring that all out-of-state prepared teachers receive a five-year preliminary teaching credential. Sponsored by the Commission as urgency legislation, AB 877 authorized the Commission to study those areas that were lacking in comparability in the preliminary review, and to further streamline and facilitate the entry of qualified out-of-state teachers into the California teaching profession. Building on the AB 1620 comparability studies, AB 877 required the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter preparation and reading instruction. In addition, AB 877 authorized the Commission to determine the comparability of credential emphasis or equivalent programs in other states, including, but not

limited to, programs that prepare teachers to work with English language learners. The legislation required that the reviews begin in 2001 and be updated every three years.

A teacher entering under the provisions of AB 877 will have five years during the period of the credential to complete any remaining requirements leading to the professional clear credential, including subject matter verification, reading instruction, knowledge of the U.S. Constitution, computers, mainstreaming, and health education, and a fifth year program. Teachers have the option of completing an induction program in lieu of a fifth year program.

AB 877 allows the Commission to eliminate redundant California credential requirements if an individual has completed equivalent work out-of-state. Under the previous and new systems, all out-of-state teachers must submit fingerprint cards and meet the California requirements for teacher fitness.

As a result of the ETS staff analysis, it was determined that nine (9) of the ten (10) states reviewed met the 80% match when factoring in percent of standards match and/or the percent of match regarding the subject matter requirements.

**Table 1**

**Findings of Comparability Analysis for Ten States Regarding Multiple Subject, Subject Matter Requirements**

<b>State</b>	<b>Percent Content Match</b>	<b>Percent Standards Match</b>
1. Alabama	79	92
2. Connecticut	84	84*
3. Florida	81	92
4. Minnesota	77	96
5. Nevada	82	75*
6. New York	85	65*
7. Oregon	100	85
8. Texas	88	85
9. Utah	91	73
<b>Not Recommended</b>	47	40
10. Washington		
* - Weighted and factored program standards (i.e. candidate assessment, required subjects of study, depth of study)		

**Table 2**

**States Previously Determined to be Comparable for the Multiple Subject, Subject Matter Requirement**

Colorado	Maryland	South Dakota
Delaware	Michigan	Tennessee
Georgia	North Dakota	Virginia
Illinois	Rhode Island	
Indiana	South Carolina	



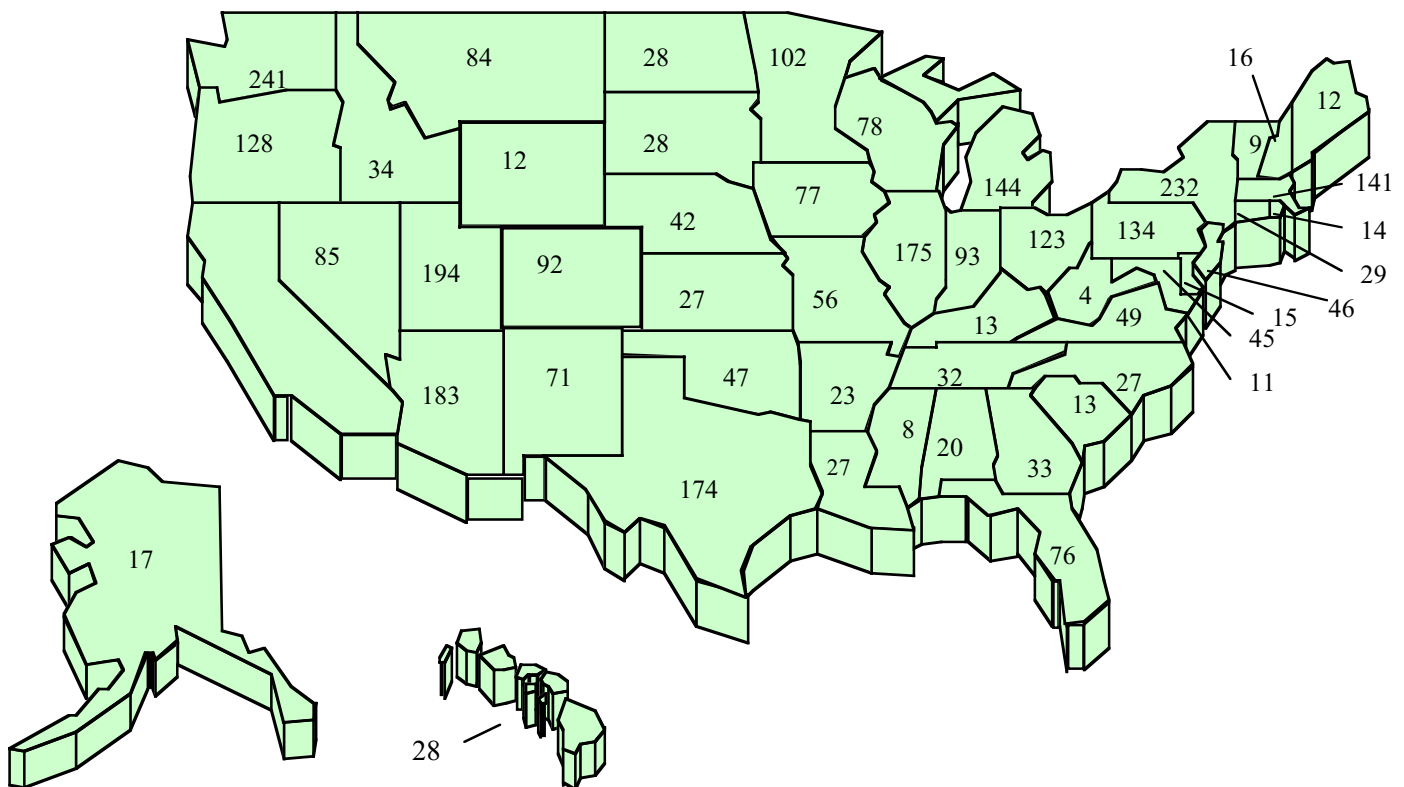
If the Commission acts favorably on the nine (9) states recommended above, there will be a total of twenty-two (22) states that have comparable multiple subject, subject matter requirements. Candidates coming from these states will have met the California subject matter requirements (MSAT) or multiple subject, subject matter requirements.

### Next Steps

By September 1, 2001 ETS is to provide the Commission with the second deliverable. This will include at least 15 of the remaining states for multiple subject, subject matter requirements and 20 states for the single subject, subject matter requirements.

**Table 3**

**Number of California Teaching Credentials Issued to Persons Trained From Another State For Fiscal Year 1999-00**



Alabama	20	Maryland	45	Pennsylvania	134
Alaska	17	Massachusetts	141	Rhode Island	14
Arizona	183	Michigan	144	South Carolina	13
Arkansas	23	Minnesota	102	South Dakota	28
Colorado	92	Mississippi	8	Tennessee	32
Connecticut	29	Missouri	56	Texas	174
Delaware	15	Montana	84	Utah	194

Florida	76	Nebraska	42	Vermont	9
Georgia	33	Nevada	85	Virginia	49
Hawaii	28	New Hampshire	16	Washington	241
Idaho	34	New Jersey	46	West Virginia	4
Illinois	175	New Mexico	71	Wisconsin	77
Indiana	93	New York	232	Wyoming	12
				Dist. of	
Iowa	77	North Carolina	27	Colombia	11
Kansas	27	North Dakota	28		
Kentucky	13	Ohio	123		
Louisiana	27	Oklahoma	47		
Maine	12	Oregon	128		
					Total 3,391

**Table 4**

**ETS Contract Schedule**

<i>Due Date</i>	<i>Deliverable</i>
1. July 1, 2001	Submit analysis of multiple subject – subject matter and standards comparability, including exam specifications for ten (10) selected states
2. September 1, 2001	Submit analysis of other state multiple subject – subject matter requirements, including exam specifications
3. December 1, 2001	Submit remaining multiple subject – subject matter studies and all remaining single subject – subject matter comparability studies Submit source documents for studies
4. March 31, 2002	Submit analysis documents of the credential emphasis or equivalent programs comparability study with half of the states
5. June 1, 2002	Submit report on the results of the credential emphasis or equivalent programs comparability study with all state data and source documents included
6. December 1, 2002	Submit CD, state documents and summary of survey results
7. March 2, 2003	Submit complete database
8. March 15, 2003	Contract completed

*Previous Actions of the Commission*  
**Regarding AB 1620 (Scott, 1998) Comparability Studies**

Following are a series of charts that show the comparability of various multiple, single and special education credential requirements. Candidates from out-of-state are presently being credentialed under these provisions.

## Appendix A

### Findings of Subject Matter Comparability for Out-of-State Elementary and Secondary Teacher Preparation Programs as of January 4, 2001<sup>1</sup>

State	Multiple Subjects	Single Subject Art	Single Subject English	Single Subject French/Spanish	Single Subject Math	Single Subject Music	Single Subject P.E.	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics	Single Subject Social Science
Alabama			X									X
Alaska			X		X		X	X	X		X	X
Arizona			X		X							X
Arkansas		X	X		X		X	X	X	X	X	X
Colorado	X		X		X	X	X			X	X	X
Connecticut		X	X	X <sup>2</sup>	X		X	X	X	X	X	X
Delaware	X		X		X		X	X	X	X	X	X
D.C.			X									
Florida		X	X	X/X	X		X					X
Georgia	X	X	X		X		X	X	X	X	X	X
Hawaii			X		X		X	X	X	X	X	X
Idaho												
Illinois	X		X		X		X	X	X	X	X	X
Indiana	X	X	X		X		X	X	X	X	X	X
Iowa												
Kansas			X		X							X
Kentucky			X		X	X	X	X	X	X	X	X
Louisiana			X		X			X			X	X
Maine			X		X							X
Maryland	X	X	X		X	X	X	X	X	X	X	X
Massachusetts			X		X	X	X		X	X		X
Michigan	X	X	X		X		X					
Minnesota			X									

<sup>1</sup> A contractor will review those subject area(s) in each state that were not determined to be comparable in the initial review.

<sup>2</sup> Connecticut was determined to be comparable in French only.

## Appendix A

State	Multiple Subjects	Single Subject Art	Single Subject English	Single Subject French/Spanish	Single Subject Math	Single Subject Music	Single Subject P.E.	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics	Single Subject Social Science
Mississippi			X		X		X	X	X		X	X
Missouri			X		X	X	X	X	X	X	X	X
Montana			X									
Nebraska			X		X							
Nevada			X			X	X				X	X
New Hampshire												
New Jersey			X		X		X			X	X	X
New Mexico			X								X	X
New York			X				X				X	X
N. Carolina		X	X	X/X	X	X	X	X	X	X	X	X
N. Dakota	X		X									
Ohio		X	X			X	X	X	X	X	X	X
Oklahoma		X	X		X	X	X	X	X	X	X	X
Oregon		X	X		X		X	X		X		X
Penn.		X	X		X	X	X	X		X	X	X
Rhode Is.	X		X		X		X	X	X	X	X	X
S. Carolina	X		X		X		X	X	X		X	X
S. Dakota	X		X		X	X	X					X
Tennessee	X	X	X		X		X	X	X	X	X	X
Texas		X	X		X			X		X		X
Utah							X					X
Vermont												
Virginia	X		X		X	X	X	X	X	X	X	X
Washington												X
West Virginia		X	X		X		X	X	X		X	X
Wisconsin			X		X		X					X
Wyoming			X									

## Appendix B

### Findings of Comparability for Out-of-State Special Education Teacher Preparation Programs as of February 3, 2000<sup>1</sup>

State	M/M	M/S	DHH	PHI	VI	ECSE	CRS: AUD	CRS: LSH	CRS: SCA	CRS: O&M
Alabama	X	X	X	X	X	X		X		
Arkansas			X		X	X		X		
Colorado	X	X	X	X	X	X	X	X	X	X
Delaware	X				X		X	X		
Florida	X		X	X	X			X		
Georgia	X		X	X	X					
Hawaii	X	X								
Indiana	X		X		X			X		
Iowa	X	X	X	X	X	X				
Kansas							X	X		
Kentucky	X	X	X		X					
Louisiana	X	X	X		X	X				
Maine						X		X		
Maryland	X	X	X		X	X				
Massachusetts	X	X	X		X					
Michigan	X	X	X	X	X	X		X	X	
Missouri	X	X	X	X	X			X		
Montana	X									
Nebraska	X	X	X		X	X		X		
New Hampshire	X		X							

<sup>1</sup> Please see key on following page for California credential names.

## Appendix B

State	M/M	M/S	DHH	PHI	VI	ECSE	CRS: AUD	CRS: LSH	CRS: SCA	CRS: O&M
New Mexico	X									
North Carolina	X	X	X		X	X	X	X		
North Dakota	X	X	X	X	X	X		X		
Oklahoma	X	X	X		X			X		
Oregon	X	X	X		X			X		
Pennsylvania	X	X	X		X			X		
Rhode Island	X	X	X		X	X	X	X		
South Carolina	X	X	X		X			X		
South Dakota	X		X			X		X		
Tennessee	X	X	X	X	X	X		X		
Utah	X	X	X		X	X				
Virginia	X	X	X		X	X		X		
Washington							X	X		
Wisconsin	X	X	X			X		X		
Wyoming	X		X		X	X	X	X		

M/M = Mild/Moderate Disabilities

M/S = Moderate/Severe Disabilities

DHH = Deaf and Hard-of-Hearing

PHI = Physical and Health Impairments

VI = Visual Impairments

ECSE = Early Childhood Special Education

CRS: AUD = Clinical Rehabilitative Services Credential: Audiology

CRS: LSH = Clinical Rehabilitative Services Credential: Language, Speech and Hearing

CRS: SCA = Clinical Rehabilitative Services Credential: Special Class Authorization

CRS: O&M = Clinical Rehabilitative Services Credential: Orientation and Mobility

# **Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential**



**State of California**

**California Commission On Teacher Credentialing**

**August 2001**





# **Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential**

**Handbook for Teacher Educators and  
Program Reviewers**

**California Commission on Teacher Credentialing**

**2001**



# California Commission On Teacher Credentialing

State of California

Gray Davis, Governor

2001

## Members of the Commission

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Lawrence H. Madkins, Vice Chair	Teacher
Chellyn Boquiren	Teacher
Carolyn L. Ellner	Higher Education
Margaret G. Fortune	Public Representative
Beth Hauk	Teacher
Elaine C. Johnson	Public Representative
Carol Katzman	Public Representative
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**Elementary Subject Matter Advisory Panel  
California Commission on Teacher Credentialing  
1999-2001**

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## Elementary Subject Matter Advisory Panel

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# Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential

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**Commissioners**

**Committee on Accreditation**

**Elementary Subject Matter Advisory Panel**

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## **Category I**

### **Substance of the Subject Matter Program Curriculum**

#### **Standard 1: Program Philosophy and Purpose**

The program of subject matter preparation for prospective multiple subject teachers is academically rigorous and intellectually stimulating. Program design follows from an explicit statement of program philosophy and purpose. The institution assigns high priority to and appropriately supports the program as an essential part of its mission.

#### **Required Elements for Standard 1: Program Philosophy and Purpose**

- 1.1 The program is designed to establish strong foundational understanding of subject matter so that extended subject matter learning can continue during the teachers' professional preparation, induction and development.
- 1.2 The program prepares well-educated beginning teachers who understand significant ideas, structures and values in the disciplines that underlie the K-8 curriculum.
- 1.3 The program is designed to prepare prospective multiple subject teachers to analyze situations; synthesize information from multiple sources; make decisions on rational bases; communicate skillfully; and appreciate diverse perspectives.
- 1.4 Pertaining to the program philosophy and purpose statement, the institution provides evidence of collaboration and consultation in its development, and of dissemination of it to prospective and enrolled students and to local schools, among others.

## **Standard 2: Required Subjects of Study**

In the program, each prospective multiple subject teacher studies and learns subjects that are required by Education Code Section 51210<sup>1</sup> and incorporated in *California Student Academic Content Standards*<sup>2</sup> and *State Curriculum Frameworks*, focusing on grades K through 8, including the following major subject areas of study: reading, language and literature; history and social science; mathematics; science; visual and performing arts; physical education; health; and human development. The curriculum of the program addresses the *Content Specifications for the Multiple Subject Teaching Credential* as set forth in Appendix A beginning on page 16 of this handbook.

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### **Required Elements for Standard 2: Required Subjects of Study**

- 2.1 Required coursework in the program includes appropriate study in each major subject area.
- 2.2 In each major subject area, the program's coursework fulfills the provisions and elements of Standard 1.
- 2.3 In the program, remedial classes and other studies normally completed in K-12 schools are not counted in satisfaction of the required subjects of study.
- 2.4 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective multiple subject teachers.

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<sup>1</sup> See page 16 for the verbatim text of Section 51210.

<sup>2</sup> In those areas where Academic Content Standards have not been adopted, programs should refer to other California Department of Education Standards such as the Challenge Standards.

### **Standard 3: Depth of Study**

The program offers a set of concentrations and/or majors, each of which relates directly to one or more of the major subject areas of study. In the program, each prospective multiple subject teacher selects and completes a concentration or major consisting of twelve or more semester units (or the equivalent) of courses that are coherently related to each other. In each concentration and major, prospective teachers develop a strong understanding of the conceptual foundations of the subject as well as an understanding of how knowledge is created and organized in the subject. A concentration may include no more than three semester units (or the equivalent) of coursework that is required of all prospective teachers in the program.

#### **Required Elements for Standard 3: Depth of Study**

- 3.1 Each concentration and major examines the principal topics and most fundamental ideas in the subject area. The sponsor(s) of each concentration and major describes how it represents a coherent course of study that extends or builds on core studies that all prospective teachers complete in the program.
- 3.2 In each concentration, at least twelve semester units (or the equivalent) examine the content of the subject; if pre-professional studies are part of a concentration, they are in addition to 12 semester units of content studies in the concentration.

<p>Note: The subject matter program may fulfill Standard 3 (Depth of Study) in conjunction with Standard 4 (Integrative Study) by offering one or more integrative concentrations and/or by recognizing one or more cross-disciplinary majors.</p>
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## **Standard 4: Integrative Study**

In one or more planned components of the program, each prospective multiple subject teacher systematically examines content-specific connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.

### **Required Elements for Standard 4: Integrative Study**

- 4.1 In the integrative study component(s) of the program, prospective teachers investigate key ideas that are closely related to the *California Student Academic Content Standards* and *State Curriculum Frameworks* for Grades K-8.
- 4.2 Each integrative study component addresses the *Content Specifications for the Multiple Subject Teaching Credential* as set forth in Appendix A beginning on page 15 of this handbook.
- 4.3 Each integrative study component develops the prospective teacher's understanding of how the conceptual foundations of the subjects are related to each other, how their concerns overlap, and how their practitioners produce new ideas and confirm new knowledge.
- 4.4 Each integrative study component develops the prospective teacher's awareness of fundamental values inherent in the connected disciplines, and includes study and application of their basic concepts, principles and nomenclatures.
- 4.5 In the integrative study component(s) of the program, each prospective teacher examines and uses higher-level skills of thinking and research practice as they occur in each discipline (including, but not limited to, the higher-order skills in Appendix A).

<p>Note: The subject matter program may fulfill Standard 3 (Depth of Study) in conjunction with Standard 4 (Integrative Study) by offering one or more integrative concentrations and/or by recognizing one or more cross-disciplinary majors.</p>
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## **Standard 5: Effective Curriculum, Teaching and Assessment Practices**

In the program, prospective multiple subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessment techniques, including those described in the *California State Curriculum Frameworks and Standards*. Prospective teachers learn to apply academic concepts and principles to specific situations, common problems, and current issues.

### **Required Elements for Standard 5: Effective Curriculum, Teaching and Assessment Practices**

- 5.1 Required coursework in the program includes: a) exemplary teaching practices such as interactive direct instruction, collaborative learning activities, active simulations, and media-enhanced instruction; b) innovative out-of-class projects and assignments such as oral histories, active data collection, collaborative fieldwork, and original research studies; and c) various models of assessment of students' own learning such as performance experiences, journals, self-assessments and other oral or written projects and examinations.
- 5.2 In some required courses in the program, prospective teachers extend their understanding of abstract ideas by learning and articulating applications of the ideas to specific situations, common problems, and current issues.
- 5.3 Faculty development programs enable college and university subject matter faculty members (including those who teach in the subject matter program) to explore and use exemplary, innovative practices related to curriculum, instruction and assessment.

*Note: The remaining elements of this standard address the curriculum, instruction and assessment practices of the California State Curriculum Frameworks and Standards within each subject area for which these documents have been adopted.*

- 5.4 Coursework in reading, language and literature addresses principles of language structure, language development and acquisition and language use in a variety of ways and includes hands-on experiences with a range of relevant language data. Core coursework provides for learning experiences that include composing, reading and analyzing texts from multiple genres.

### **Standard 5: Effective Educational Practices (Continued)**

- 5.5 Coursework in history and social science draws systematically on physical geography and social science concepts in the analysis and interpretation of history; includes active inquiries into important issues; and requires each prospective multiple subject teacher to complete at least one in-depth inquiry such as a research paper.
- 5.6 Coursework in mathematics enables and encourages each prospective multiple subject teacher to engage mathematical problems in a variety of ways; to explore and question mathematical problems and their characteristics; to develop conjectures related to solving mathematical problems; and to demonstrate why particular answers are correct. In the program, prospective teachers develop a deep understanding of mathematics that enables them to explain mathematical ideas and the reasons why algorithms yield correct results. Program coursework and advising encourage each prospective multiple subject teacher to examine and address the apprehensions and fears of many people toward mathematics.
- 5.7 Distinct or integrated coursework in earth science, life science and physical science includes tactile (hands-on) learning experiences that engage each prospective teacher in observing, recording, analyzing and interpreting scientific phenomena. At least one science course includes a laboratory.
- 5.8 Coursework in visual and performing arts enables prospective multiple subject teachers to understand the basic skills, techniques and conceptual foundations unique to each selected art form. The program offers distinct coursework in at least two art forms: visual art, dance, music and theater. Each course addresses the components and strands described in California curriculum policy documents. Coursework engages prospective teachers in (a) composing, designing, developing, creating, reflecting on and revising their original works, and (b) observing, analyzing and interpreting past and present works in the visual and performing arts. Coursework investigates the connections and commonalties of the arts disciplines, and examines means for their substantive integration with other subject areas.
- 5.9 Coursework in physical education addresses basic components of movement and physical activity, including principles of locomotion, non-locomotion, object manipulation, and the development of physical and motor fitness. This coursework addresses the disciplines of physical education including motor learning, biomechanics, exercise physiology, human growth and development, psychology, aesthetics, sociology and history. Coursework also addresses relationships between physical education and other subject areas, including connections with health and wellness concepts.

**Standard 5: Effective Educational Practices (Continued)**

- 5.10 Coursework in health addresses the common causes of and interrelations between morbidity and mortality among children, youth and adults; connections between health and learning; and scientifically-based principles of health promotion and disease prevention.
- 5.11 Coursework in human development addresses the lifespan from conception through adolescence and engages prospective multiple subject teachers in observing, recording, analyzing and interpreting behavior.



## **Standard 6: Assessment of Subject Matter Competence**

The subject matter program includes a summative assessment of the subject matter competence of each prospective multiple subject teacher during one or more program capstone experiences. The assessment is consistent with the provisions of Program Standard 1 and its scope incorporates the content of Program Standards 2 and 3, the *Content Specifications* in Appendix A, and courses completed in the program and previously at other institutions.

### **Required Elements for Standard 6: Assessment of Subject Matter Competence**

- 6.1 In fairness to each prospective teacher in the program, the summative assessment is congruent in scope and content with her or his specific studies in the program and at previously-attended institutions.
- 6.2 The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination, and written examination.
- 6.3 The systematic procedures that govern the summative assessment include a defensible process for evaluating performance, an appeal process, and a procedure for prospective teachers to repeat portions of the assessment as needed.
- 6.4 The sponsoring institution ensures that thorough records are maintained of each prospective teacher's performance in the summative assessment.
- 6.5 A program may choose to provide a formal assessment of subject matter competence for prospective multiple subject teachers who hold a baccalaureate degree but have not completed a California-approved program of subject matter preparation. In such cases the evaluation of coursework will be completed by qualified faculty.
- 6.6 The program staff periodically evaluates the quality, fairness and effectiveness of the assessment, including its consistency with the requirements and elements of Program Standard 1.

## Category II

### Qualities of the Subject Matter Program Curriculum

#### Standard 7: Introductory Classroom Experiences (K-8)

The program provides each prospective multiple subject teacher with planned, structured observations and experiences in K-8 classrooms beginning as early as possible in the subject matter program. Each prospective teacher's introductory classroom experiences are linked to subject matter coursework, and are characterized by diversity and dialogue. The sponsoring institution seeks to collaborate with school districts in selecting schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession. The sponsoring institution also communicates with school districts in making logistical arrangements and in planning teachers' observations and experiences.

#### Required Elements for Standard 7: Introductory Classroom Experiences (K-8)

- 7.1 In selected K-8 classrooms, introductory experiences include one or more of the following activities: structured observations, supervised instruction or tutoring of students, and other school-based observations and activities that are appropriate for undergraduate students in a subject matter preparation program.
- 7.2 Each prospective teacher's field observations and experiences are linked to the content of college or university coursework in the program. In one or more subject matter courses, prospective teachers reflect on, analyze and discuss their K-8 observations and experiences in relation to course content.
- 7.3 Each prospective teacher's K-8 introductory classroom experiences occur, to the greatest extent possible, in classrooms that represent California's diverse student population.
- 7.4 Each prospective teacher's experiences include cooperation with at least one carefully-selected certificated classroom teacher.
- 7.5 Where feasible and appropriate, the program participates in a broad consortium, including postsecondary institutions as well as school districts, that develops a regional framework for inter-institutional collaboration.

## **Standard 8: Diverse Perspectives**

The subject matter program encourages and enables prospective multiple subject teachers to develop respect for human similarities and differences; awareness of their own perspectives pertaining to human diversity; openness to new perspectives regarding important variations among people; and critical understanding of the nature and forms of human discrimination and ways to overcome them.

### **Required Elements for Standard 8: Diverse Perspectives**

- 8.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (see Appendix B), human differences and similarities to be examined in the program include but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 8.2 In the program, prospective multiple subject teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California* (Appendix B).
- 8.3 To the greatest extent possible, program content related to Standard 8 (Diverse Perspectives) is presented in the seven major subject areas of study in the program.
- 8.4 In conjunction with Standard 7 (Introductory Classroom Experiences) and to the greatest extent possible, prospective multiple subject teachers have significant experiences with students from a variety of populations in California schools.

## **Standard 9: Technology in the Subject Matter Program**

Study and utilization of current and emerging technologies are integral characteristics of the subject matter program for prospective multiple subject teachers.

### **Required Elements for Standard 9: Technology in the Subject Matter Program**

- 9.1 The institution provides adequate access to technology resources for prospective multiple subject teachers in the subject matter program.
- 9.2 In the program, prospective teachers use current and emerging technologies in efforts to increase their subject matter knowledge and understanding. Prospective teachers learn to use technologies for multiple applications including research, analysis, communication and presentation applications. The program selects technologies on the basis of their effective and appropriate uses.
- 9.3 To the greatest extent possible, prospective teachers in the program analyze, compare and evaluate technologies as effective tools of study and learning in the seven major subject areas of study.
- 9.4 In the program, prospective teachers are introduced to ethical and social issues related to technology, including issues of access, equity, privacy, the protection of children, and ownership of intellectual property.

## Category III

### Leadership and Implementation of the Subject Matter Program

#### Standard 10: Leadership of the Subject Matter Program

Leadership of the subject matter program is provided by one or more members of the institution's permanent faculty or academic staff. The program leadership's authority, responsibility and accountability encompass the all-university course-of-study in the program. Planning and coordination of the program include active involvement by the schools, colleges and departments that are responsible for the general education, subject matter preparation, and professional preparation of prospective multiple subject teachers. Program leaders communicate openly and cooperate fully with feeder community colleges and K-8 schools and districts.

#### Required Elements for Standard 10: Leadership of the Subject Matter Program

- 10.1 Leadership of the subject matter program has the consistent support of the institution's academic leadership and faculty.
- 10.2 Departments responsible for instruction in the major subject areas cooperate with the program's leadership.
- 10.3 Through cooperative leadership and planning, the institution achieves effective articulation among general education, subject matter preparation, and professional preparation programs for prospective multiple subject teachers.

## **Standard 11: Resources for the Subject Matter Program**

The institution of postsecondary education provides sufficient human, fiscal and physical resources for effective leadership, planning, direction, implementation, coordination and review of the subject matter program for prospective multiple subject teachers, including resources for advising prospective teachers, arranging their introductory classroom experiences, assessing their subject matter competence, and collaborating with local schools, school districts and community colleges.

### **Required Elements for Standard 11: Resources for the Subject Matter Program**

- 11.1 In conjunction with Standard 4 (Integrative Study), the institution allocates sufficient resources for the collaboration of subject matter faculty in the design and delivery of one or more integrative study components in the program.
- 11.2 In conjunction with Standard 6 (Assessment of Subject Matter Competence), sufficient resources support the design, development and implementation of a comprehensive assessment of subject matter competence by prospective teachers in the program.
- 11.3 In conjunction with Standard 7 (Introductory Classroom Experiences), sufficient resources support planning, conducting and coordinating field observations and experiences.
- 11.4 In conjunction with Standard 10 (Leadership of the Program), sufficient resources support the effective leadership of the subject matter program for prospective multiple subject teachers.
- 11.5 In conjunction with Standard 12 (Advising Prospective Teachers), the institution allocates sufficient resources for designated members of the faculty and/or staff to advise prospective multiple subject teachers about program and credential requirements and options, and to determine the acceptability of coursework completed at other institutions by resident students and potential transfer students.
- 11.6 In conjunction with Standard 13 (Program Review and Development), the institution allocates sufficient resources for faculty and staff to implement a comprehensive, ongoing system of periodic program review.

## **Standard 12: Advising Prospective Multiple Subject Teachers**

The subject matter program includes a system for identifying and advising prospective multiple subject teachers, which comprehensively and effectively addresses the distinct needs and interests of resident students and transfer students.

### **Required Elements for Standard 12: Advising Prospective Multiple subject Teachers**

- 12.1 The sponsoring institution seeks to identify prospective K-8 teachers on the campus, and encourages their group identification, peer support and program completion.
- 12.2 Prospective multiple subject teachers regularly have access to advisement regarding their academic progress, orientation to career prospects in teaching, awareness of alternative paths into teaching, and information about specific qualifications needed for various teaching assignments (e.g., teaching English learners and students with special needs).
- 12.3 The subject matter program facilitates the transfer of prospective teachers among postsecondary institutions, including community colleges, by effective outreach and advising, and through the articulation of courses and requirements. The sponsoring institution works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the *Content Specifications* (Appendix A) and articulated with coursework in the program.
- 12.4 The sponsoring institution establishes clear and reasonable criteria that enable qualified personnel to evaluate coursework and/or fieldwork that prospective and matriculated students have completed previously to determine whether it satisfies the requirements of the subject matter program.

### **Standard 13: Program Review and Development**

The institution implements a comprehensive, ongoing system for periodically reviewing and improving the subject matter program for prospective multiple subject teachers. Each review addresses the educational goals and purposes of the program, including those reflected in Program Standard 1. In each review, program participants provide information and contribute to decisions. Each review leads to substantive improvements in the subject matter program, as needed.

#### **Required Elements for Standard 13: Program Review and Development**

- 13.1 Each periodic review of the program examines its goals, design, curriculum, requirements, technology uses, advising services, assessment procedures and program outcomes for prospective multiple subject teachers. Each review also examines the quality and effectiveness of collaborative partnerships with K-12 schools and community colleges.
- 13.2 In each review, information is collected about the subject matter program's strengths, weaknesses and needed improvements from participants in the program, who have subsequent opportunities to examine review findings and contribute to program decisions. Participants include faculty members, current students, recent graduates, employers of recent graduates, and appropriate community college and public school personnel, including multiple subject teachers of Grades K-8.
- 13.3 Program improvements are adopted and implemented after thoughtful consideration of the results of each review, the summative assessments of students in the program, current curriculum policies of California for Grades K-8, and recent developments in the disciplines of knowledge.





## Appendix A

### Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential\*

Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential are aligned and congruent with the requirements of Education Code Section 51210 and the *Student Academic Content Standards* (Grades K-8) of the State Board of Education.

Education Code Section 51210. *The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:*

- (a) *English, including knowledge of, and appreciation for literature and the language, and the skills of speaking, reading, listening, spelling, handwriting, and composition.*
- (b) *Mathematics, including concepts, operational skills, and problem solving.*
- (c) *Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.*
- (d) *Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.*
- (e) *Visual and performing arts, including instruction in the subjects of art and music, aimed at development of aesthetic appreciation and the skills of creative expression.*
- (f) *Health, including instruction in the principles and practices of individual, family, and community health.*
- (g) *Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.*
- (h) *Other studies as may be prescribed by the governing board.*

\* The statutory requirements for completion of a teaching credential include verification of subject matter competence. Two statutes relate to the subjects that can be included in an approved subject matter program, and a third lists those subjects that shall be included in the examination. The text of those statutes is provided below.

44259 (b)(5) Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Education Code Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with Education Code Section 44280). The commission shall ensure that subject matter standards and examinations are aligned with the state content standards and performance standards adopted for pupils pursuant to subdivision (a) of Education Code Section 60605. (Note Section 60605: lists reading, writing, mathematics, history-social science and science.)

44314 (a) An approved program shall consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies, literature, mathematics, science social science, history, humanities, the arts, physical education and human development.

44282 (b) A general subject matter examination authorizing teaching multiple subjects shall include an examination of the candidate's knowledge of the following areas: language studies, literature, mathematics, science, social studies, history the arts, physical education, and human development.

In addition to those subjects listed in Education Code Section 44314, the Advisory Panel decided to use the subjects in the elementary grades required Course of Study from Education Code Section 51210. This section lists the areas of study that elementary teachers are required to teach. Because Education Code Section 44314 provides latitude to include more than the specific subjects listed using the words "including, but not limited to," the Advisory Panel decided to include one subject, health, that is listed in the required subjects for Grades 1-6 instruction but not in Education Code Section 44314. Health was not included in the Content Specifications for those subjects required to be tested in the subject matter examination because Education Code Section 44282 (b) does not provide the same discretion that Education Code Section 44314 allows.

## **Content Specifications in Reading, Language, and Literature**

### **Content Domains for Subject Matter Understanding and Skill in Reading, Language, and Literature**

#### **Domain 1: Language and Linguistics**

- 1.1 Language Structure and Linguistics.** Candidates for Multiple Subject Teaching Credentials are able to identify and demonstrate an understanding of the fundamental components of human language, including phonology, morphology, syntax, and semantics, as well as the role of pragmatics in using language to communicate. In the context of these components, they reflect on both the potential for differences among languages and the universality of linguistic structures. Candidates can demonstrate knowledge of phonemic awareness (e.g., the processes of rhyming, segmenting, and blending). They apply knowledge of similarities and differences among groups of phonemes (e.g., consonants and vowels) that vary in their placement and manner of articulation. Candidates know the differences between phoneme awareness and phonics. They know the predictable patterns of sound-symbol and symbol-sound relationships in English (the Alphabetic Principle). Candidates identify examples of parts of speech, and their functions, as well as the morphology contributing to their classification. They recognize and use syntactic components (such as phrases and clauses, including verbals) to understand and develop a variety of sentence types (e.g., simple, compound, and complex sentences).
- 1.2 Language Development and Acquisition.** Candidates for Multiple Subject Teaching Credentials apply knowledge of both the development of a first language and the acquisition of subsequent ones. They can describe the principal observable milestones in each domain, and identify the major theories that attempt to explain the processes of development and acquisition. Candidates demonstrate that they understand the range of issues related to the interaction of first languages and other languages. They are able to recognize special features that may identify a pupil's language development as exceptional, distinguishing such features from interlanguage effects.

## **Content Specifications in Reading, Language, and Literature (Continued)**

- 1.3 Literacy.** Candidates for Multiple Subject Teaching Credentials understand and use the major descriptions of developing literacy. In both English speakers and English learners, candidates can identify the progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling (including its complexities related to the interaction of phonology, the alphabetic principle, morphology, and etymology). Candidates understand how these processes interact with the development of concepts, of vocabulary (including relationships among etymologies and both denotative and connotative word meanings), and of contextual analysis.
- 1.4 Assessment.** In assessing developing literacy, candidates for Multiple Subject Teaching Credentials apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn. They know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities in listening (for aural/oral languages), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions.

## **Domain 2: Non-Written and Written Communication**

- 2.1 Conventions of Language.** Applying their knowledge of linguistic structure, candidates for Multiple Subject Teaching Credentials identify and use the conventions associated with what is called standard English. They recognize, understand, and use a range of conventions in both spoken and written English, including varieties of sentence structure, preferred usage and conventional forms of spelling, capitalization and punctuation in written English.
- 2.2 Writing Strategies.** Candidates for Multiple Subject Teaching Credentials describe the stages of the writing process. They understand the purpose and techniques of various prewriting strategies (e.g., outlining, webbing, note-taking). Candidates revise and edit writing, drawing upon their understanding of principles of organization, transitions, point-of-view, word-choices, and conventions.
- 2.3 Writing Applications.** Candidates for Multiple Subject Teaching Credentials demonstrate their knowledge of principles of composition, such as paragraphing, transitional phrases, appropriate vocabulary, and context. Candidates compose and/or analyze writing according to conventions in different genres, including narrative, interpretive, descriptive, persuasive and expository writing, as well as summaries, letters, and research reports. They understand and are able to use bibliographic citations in a standard format.

## Content Specifications in Reading, Language, and Literature (Continued)

- 2.4 Non-Written Communications.** Candidates for Multiple Subject Teaching Credentials demonstrate knowledge of non-written genres and traditions, and their characteristics (e.g., organization), including narratives, persuasive pieces, research presentations, poetry recitations, and responses to literature. They apply understandings of language development stages, from pre-production to intermediate fluency, to children’s developing abilities in such areas. Candidates analyze speech in terms of presentation components (e.g., volume, pace), pronunciation fluency, and identify the integration of nonverbal components (e.g., gesture) with verbal elements (e.g., volume). Candidates demonstrate knowledge of dialects, idiolects, and changes in what is considered standard oral English usage and their effects on perceptions of speaker performance, with attention to the dangers of stereotyping and bias. They also demonstrate an understanding of the potential impact on non-written presentations of images, sound, and other features from electronic media.
- 2.5 Research Strategies.** Candidates for Multiple Subject Teaching Credentials demonstrate their ability to use a variety of research sources, both print and electronic. They interpret such research, putting to use their findings and interpretations to construct their own reports and narratives. Candidates also understand the importance of citing research sources, using recognizable and accepted conventions for doing so.

### Domain 3: Texts

- 3.1 Concepts and Conventions.** Candidates for Multiple Subject Teaching Credentials analyze narrative and expository texts, with special attention to children’s literature, from a range of cultures, for both literary elements and structural features. They identify themes derived from cultural patterns and symbols found in rituals, mythologies, and traditions. Candidates identify and analyze evidence of an author’s or narrator’s perspective in both fiction and non-fiction. Candidates identify and evaluate structural devices in prose and poetry (such as rhyme, metaphor, and alliteration), and they examine the connections among organizational structures, the writer’s view point, and the goals of reading.
- 3.2 Genres.** Candidates for Multiple Subject Teaching Credentials analyze texts in different literary genres (novels, short stories, folk and fairy tales, and poetry of various types, for example), as they are represented in different cultures, according to their structure, organization, and purpose. Candidates demonstrate an understanding of structural features and their applications in various types of expository and narrative materials, including popular media such as magazines and newspapers. They understand and evaluate the use of elements of persuasive argument in print, speech, videos, and in other media.

### **Content Specifications in Reading, Language, and Literature (Continued)**

**3.3 Interpretation of Texts.** Candidates for Multiple Subject Teaching Credentials analyze both implicit and explicit themes and interpret both literal and figurative meanings in texts, from a range of cultures and genres, using textual support for inferences, conclusions, and generalizations they draw from any work. They evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps. Candidates recognize and analyze instances of bias and stereotyping in a text.

## Glossary of Specialized Terms: Content Specifications in Reading, Language and Literature

Specialized Terms	Definitions of Specialized Terms
Derivational morpheme	Meaningful unit combined with roots or stems to form new words with new meanings, with the potential to change the part of speech (e.g., <i>-ish</i> added to the noun <i>boy</i> results in an adjective <i>boyish</i> ).
Pragmatics	The system of principles and assumptions for using language and related gestures communicatively in social contexts; also, the study of language use for the discovery of this rule system.
Affix	A bound morpheme attached before (prefix), after (suffix), in (infix), around (circumfix), or above (suprafix) a root or base word to modify its meaning or linguistic function; includes prefixes and suffixes.
Denotative meaning	Dictionary meaning; what a word refers to.
Idiolect	The linguistic system (language forms, structures, and styles) used by an individual; distinguished from the term <i>dialect</i> , which refers to linguistic systems characteristic of communities.
Morphology	The study of meaningful units of language and how their patterns of distribution contribute to the forms and structure of words; distinct from <i>etymology</i> , which is the study of the historical and cultural origins of words.
Phoneme awareness	The conscious awareness that words and utterances are made up of segments of our own speech that are represented with letters in an alphabetic orthography; also called <i>phonemic awareness</i> .
Phonics	An approach to the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences, such as “the phonics approach.”
Phonology	The rule system within a language by which phonemes are sequenced, patterned and uttered to represent meanings; also, the study of this rule system.



## **Content Specifications in History and Social Science**

### **Part I: Content Domains for Subject Matter Understanding and Skill in History and Social Science**

#### **Domain 1: World History**

- 1.1 Ancient Civilizations.** Candidates for Multiple Subject Teaching Credentials trace the impact of physical geography on the development of ancient civilizations (i.e., Mesopotamian, Egyptian, Kush, Hebrew, Greek, Indian, Chinese, and Roman civilizations). They identify the intellectual contributions, artistic forms, and traditions (including the religious beliefs) of these civilizations. They recognize patterns of trade and commerce that influenced these civilizations.
- 1.2 Medieval and Early Modern Times.** Candidates for Multiple Subject Teaching Credentials describe the influence of physical geography on the development of medieval and early modern civilizations (i.e., Chinese, Japanese, African, Arabian, Mesoamerican, Andean Highland, and European civilizations). They trace the decline of the Western Roman Empire and the development of feudalism as a social and economic system in Europe and Japan. They identify the art, architecture, and science of Pre-Columbian America. Candidates describe the role of Christianity in medieval and early modern Europe, its expansion beyond Europe, and the role of Islam and its impact on Arabia, Africa, Europe and Asia. They trace the development of the Renaissance and Scientific Revolution in Europe. They define the development of early modern capitalism and its global consequences. They describe the evolution of the idea of representative democracy from the Magna Carta through the Enlightenment.

## **Content Specifications in History and Social Sciences (Continued)**

### **Domain 2: United States History**

- 2.1 Early Exploration, Colonial Era, and the War for Independence.** Candidates for Multiple Subject Teaching Credentials identify and describe European exploration and settlement, and the struggle for control of North America during the Colonial Era, including cooperation and conflict among American Indians and new settlers. They identify the founders and discuss their religious, economic and political reasons for colonization of North America. They describe European colonial rule and its relationship with American Indian societies. Candidates describe the development and institutionalization of African slavery in the western hemisphere and its consequences in Sub-Saharan Africa. They describe the causes of the War for Independence, elements of political and military leadership, the impact of the war on Americans, the role of France, and the key ideas embodied within the Declaration of Independence.
- 2.2 The Development of the Constitution and the Early Republic.** Candidates for Multiple Subject Teaching Credentials describe the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. They define the Articles of Confederation and the factors leading to the development of the U.S. Constitution, including the Bill of Rights. They explain the major principles of government and political philosophy contained within the Constitution, especially separation of powers and federalism. Candidates trace the evolution of political parties, describe their differing visions for the country, and analyze their impact on economic development policies. They identify historical, cultural, economic and geographic factors that led to the formation of distinct regional identities. They describe the westward movement, expansion of U.S. borders, and government policies toward American Indians and foreign nations during the Early Republic. They identify the roles of Blacks (both slave and free), American Indians, the Irish and other immigrants, women and children in the political, cultural and economic life of the new country.

## **Content Specifications in History and Social Sciences (Continued)**

- 2.3 Civil War and Reconstruction.** Candidates for Multiple Subject Teaching Credentials recognize the origin and the evolution of the anti-slavery movement, including the roles of free Blacks and women, and the response of those who defended slavery. They describe evidence for the economic, social and political causes of the Civil War, including the constitutional debates over the doctrine of nullification and secession. They identify the major battles of the Civil War and the comparative strengths and weaknesses of the Union and the Confederacy. They describe the character of Reconstruction, factors leading to its abandonment, and the rise of Jim Crow practices.
- 2.4 The Rise of Industrial America.** Candidates for Multiple Subject Teaching Credentials recognize the pattern of urban growth in the United States, the impact of successive waves of immigration in the nineteenth century, and the response of renewed nativism. They understand the impact of major inventions on the Industrial Revolution and the quality of life.

### **Domain 3: California History**

- 3.1 The Pre-Columbian Period through the Gold Rush.** Candidates for Multiple Subject Teaching Credentials identify the impact of California's physical geography on its history. They describe the geography, economic activities, folklore and religion of California's American Indian peoples. They discuss the impact of Spanish exploration and colonization, including the mission system and its influence on the development of the agricultural economy of early California. They describe Mexican rule in California. They state the causes of the war between Mexico and the United States and its consequences for California. They describe the discovery of gold and its cultural, social, political and economic effects in California, including its impact on American Indians and Mexican nationals.

## **Content Specifications in History and Social Sciences (Continued)**

**3.2 Economic, Political, and Cultural Development Since the 1850's.** Candidates for Multiple Subject Teaching Credentials identify key principles of the California Constitution, including the Progressive-era reforms of initiative, referendum and recall, and they recognize similarities and differences between it and the U. S. Constitution. They identify patterns of immigration to California, including the Dust Bowl migration, and discuss their impact on the cultural, economic, social and political development of the state. They identify the effects of federal and state law on the legal status of immigrants. They describe historical and contemporary perspectives on cultural diversity in the United States and in California. Candidates understand the development and identify the locations of California's major economic activities: mining, large-scale agriculture, entertainment, recreation, aerospace, electronics and international trade. They identify factors leading to the development of California's water delivery system, and describe its relationship to California geography.

## **Part II: Subject Matter Skills and Abilities**

### **Applicable to the Content Domains in History and Social Science**

Candidates for Multiple Subject Teaching Credentials utilize chronological and spatial thinking. They construct and interpret timelines, tables, graphs, maps and charts. They locate places based on ordinal directions, latitude and longitude, the equator, prime meridian, the tropics, the hemispheres, time zones and the international dateline. They identify and interpret major geographical features of the earth's surface including continents and other large landmasses, mountain ranges, forested areas, grasslands, deserts and major bodies of water and rivers. They describe the cultural, historical, economic and political characteristics of world regions, including human features of the regions such as population, land use patterns and settlement patterns.

Candidates for Multiple Subject Teaching Credentials analyze, interpret and evaluate research evidence in history and the social sciences. They interpret primary and secondary sources, including written documents, narratives, photographs, art and artifacts revealed through archeology. In relation to confirmed research evidence they assess textbooks and contrast differing points of view on historic and current events.

### **Content Specifications in History and Social Sciences (Continued)**

In the interpretation of historical and current events, candidates identify, explain and discuss multiple causes and effects. They recognize the differing ramifications of historical and current events for people of varying ethnic, racial, socio-economic, cultural and gender backgrounds.

Candidates draw on and apply concepts from history and other social studies including political science and government, geography, economics, anthropology, and sociology. They explain concepts related to human, government and political institutions, including power and authority, monarchy, totalitarianism, republicanism, democracy, limited government and the roles and responsibilities of citizenship. They draw on and apply basic economic concepts. They discuss basic concepts of sociology related to individuals, interpersonal relationships and institutions, including family and community; and concepts related to social structure, including occupation, socio-economic class, ethnicity and gender. Candidates explain major concepts of philosophy (including concepts of religion and other belief systems) and their impact on history and society. They explain basic concepts of demography including factors associated with human migration. They discuss basic concepts of anthropology including the nature and content of culture, and they understand the historical and cultural development of human society, including hunting and gathering, nomadic pastoralism, domestication of plants and animals, and the creation and evolution of human settlements and cities.

## Content Specifications in Mathematics

### Part I: Content Domains for Subject Matter Understanding and Skill in Mathematics

#### Domain 1: Number Sense

- 1.1 Numbers, Relationships Among Numbers, and Number Systems.** Candidates for Multiple Subject Teaching Credentials understand base ten place value, number theory concepts (e.g., greatest common factor), and the structure of the whole, integer, rational, and real number systems. They order integers, mixed numbers, rational numbers (including fractions, decimals, and percents) and real numbers. They represent numbers in exponential and scientific notation. They describe the relationships between the algorithms for addition, subtraction, multiplication, and division. They understand properties of number systems and their relationship to the algorithms, [e.g., 1 is the multiplicative identity;  $27 + 34 = 2 \times 10 + 7 + 3 \times 10 + 4 = (2 + 3) \times 10 + (7 + 4)$ ]. Candidates perform operations with positive, negative, and fractional exponents, as they apply to whole numbers and fractions.
- 1.2 Computational Tools, Procedures, and Strategies.** Candidates demonstrate fluency in standard algorithms for computation and evaluate the correctness of nonstandard algorithms. They demonstrate an understanding of the order of operations. They round numbers, estimate the results of calculations, and place numbers accurately on a number line. They demonstrate the ability to use technology, such as calculators or software, for complex calculations.

#### Domain 2: Algebra and Functions

- 2.1 Patterns and Functional Relationships.** Candidates represent patterns, including relations and functions, through tables, graphs, verbal rules, or symbolic rules. They use proportional reasoning such as ratios, equivalent fractions, and similar triangles, to solve numerical, algebraic, and geometric problems.

## Content Specifications in Mathematics (Continued)

**2.2 Linear and Quadratic Equations and Inequalities.** Candidates are able to find equivalent expressions for equalities and inequalities, explain the meaning of symbolic expressions (e.g., relating an expression to a situation and vice versa), find the solutions, and represent them on graphs. They recognize and create equivalent algebraic expressions [e.g.,  $2(a+3) = 2a + 6$ ], and represent geometric problems algebraically (e.g., the area of a triangle). Candidates have a basic understanding of linear equations and their properties (e.g., slope, perpendicularity); the multiplication, division, and factoring of polynomials; and graphing and solving quadratic equations through factoring and completing the square. They interpret graphs of linear and quadratic equations and inequalities, including solutions to systems of equations.

### Domain 3: Measurement and Geometry

**3.1 Two- and Three-dimensional Geometric Objects.** Candidates for Multiple Subject Teaching Credentials understand characteristics of common two- and three-dimensional figures, such as triangles (e.g., isosceles and right triangles), quadrilaterals, and spheres. They are able to draw conclusions based on the congruence, similarity, or lack thereof, of two figures. They identify different forms of symmetry, translations, rotations, and reflections. They understand the Pythagorean theorem and its converse. They are able to work with properties of parallel lines.

**3.2 Representational Systems, Including Concrete Models, Drawings, and Coordinate Geometry.** Candidates use concrete representations, such as manipulatives, drawings, and coordinate geometry to represent geometric objects. They construct basic geometric figures using a compass and straightedge, and represent three-dimensional objects through two-dimensional drawings. They combine and dissect two- and three-dimensional figures into familiar shapes, such as dissecting a parallelogram and rearranging the pieces to form a rectangle of equal area.

### **Content Specifications in Mathematics (Continued)**

**3.3 Techniques, Tools, and Formulas for Determining Measurements.** Candidates estimate and measure time, length, angles, perimeter, area, surface area, volume, weight/mass, and temperature through appropriate units and scales. They identify relationships between different measures within the metric or customary systems of measurements and estimate an equivalent measurement across the two systems. They calculate perimeters and areas of two-dimensional objects and surface areas and volumes of three-dimensional objects. They relate proportional reasoning to the construction of scale drawings or models. They use measures such as miles per hour to analyze and solve problems.

### **Domain 4: Statistics, Data Analysis, and Probability**

**4.1 Collection, Organization, and Representation of Data.** Candidates represent a collection of data through graphs, tables, or charts. They understand the mean, median, mode, and range of a collection of data. They have a basic understanding of the design of surveys, such as the role of a random sample.

**4.2 Inferences, Predictions, and Arguments Based on Data.** Candidates interpret a graph, table, or chart representing a data set. They draw conclusions about a population from a random sample, and identify potential sources and effects of bias.

**4.3 Basic Notions of Chance and Probability.** Candidates can define the concept of probability in terms of a sample space of equally likely outcomes. They use their understanding of complementary, mutually exclusive, dependent, and independent events to calculate probabilities of simple events. They can express probabilities in a variety of ways, including ratios, proportions, decimals, and percents.



## **Content Specifications in Mathematics (Continued)**

### **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Mathematics**

Candidates for Multiple Subject Teaching Credentials identify and prioritize relevant and missing information in mathematical problems. They analyze complex problems to identify similar simple problems that might suggest solution strategies. They represent a problem in alternate ways, such as words, symbols, concrete models, and diagrams, to gain greater insight. They consider examples and patterns as means to formulating a conjecture.

Candidates apply logical reasoning and techniques from arithmetic, algebra, geometry, and probability/statistics to solve mathematical problems. They analyze problems to identify alternative solution strategies. They evaluate the truth of mathematical statements (i.e., whether a given statement is always, sometimes, or never true). They apply different solution strategies (e.g., estimation) to check the reasonableness of a solution. They demonstrate that a solution is correct.

Candidates explain their mathematical reasoning through a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and concrete models. They use appropriate mathematical notation with clear and accurate language. They explain how to derive a result based on previously developed ideas, and explain how a result is related to other ideas.

## Content Specifications in Science

### Part 1: Content Domains for Subject Matter Understanding and Skill in Science

#### Domain 1: Physical Science

- 1.1 Structure and Properties of Matter.** Candidates for Multiple Subject Teaching Credentials understand the physical properties of solids, liquids, and gases, such as color, mass, density, hardness, and electrical and thermal conductivity. They know that matter can undergo physical changes (e.g., changes in state such as the evaporation and freezing of water) and chemical changes (i.e., atoms in reactants rearrange to form products with new physical and chemical properties). They know that matter consists of atoms and molecules in various arrangements, and can give the location and motions of the parts of an atom (protons, neutrons, and electrons). They can describe the constituents of molecules and compounds, naming common elements (e.g., hydrogen, oxygen, and iron), and explain how elements are organized on the Periodic Table on the basis of their atomic and chemical properties. They can describe characteristics of solutions (such as acidic, basic, and neutral solutions) and they know examples with different pH levels such as soft drinks, liquid detergents, and water. They know that mixtures may often be separated based on physical or chemical properties.

## **Content Specifications in Science (Continued)**

**1.2 Principles of Motion and Energy.** Candidates for Multiple Subject Teaching Credentials describe an object's motion based on position, displacement, speed, velocity, and acceleration. They know that forces (pushes and pulls), such as gravity, magnetism, and friction act on objects and may change their motion if these forces are not in balance. They know that "like" electrical charges or magnetic poles produce repulsive forces and "unlike" charges or poles produce attractive forces. They describe simple machines in which small forces are exerted over long distances to accomplish difficult tasks (e.g., using levers or pulleys to move or lift heavy objects). Candidates identify forms of energy including solar, chemical, electrical, magnetic, nuclear, sound, light, and electromagnetic. They know that total energy in a system is conserved but may be changed from one form to another, as in an electrical motor or generator. They understand the difference between heat, (thermal energy) and temperature, and understand temperature measurement systems. Candidates know how heat may be transferred by conduction, convection, and radiation (e.g., involving a stove, the Earth's mantle, or the sun). They describe sources of light including the sun, light bulbs, or excited atoms (e.g., neon in neon lights) and interactions of light with matter (e.g., vision and photosynthesis). They know and can apply the optical properties of waves, especially light and sound, including reflection (e.g., by a mirror) or refraction (e.g., bending light through a prism). They explain conservation of energy resources in terms of renewable and non-renewable natural resources and their use in society.

## **Domain 2: Life Science**

**2.1 Structure of Living Organisms and Their Function (Physiology and Cell Biology).** Candidates for Multiple Subject Teaching Credentials describe levels of organization and related functions in plants and animals, including, organ systems (e.g., the digestive system), organs, tissues (e.g., ovules in plants, heart chambers in humans), cells, and subcellular organelles (e.g., nucleus, chloroplast, mitochondrion). They know structures and related functions of systems in plants and animals, such as reproductive, respiratory, circulatory, and digestive. They understand principles of chemistry underlying the functioning of biological systems (e.g., carbon's central role in living organisms, water and salt, DNA, and the energetics of photosynthesis).

## **Content Specifications in Science (Continued)**

- 2.2 Living and Nonliving Components in Environments (Ecology).** Candidates for Multiple Subject Teaching Credentials know the characteristics of many living organisms (e.g., growth, reproduction, and stimulus response). They understand the basic needs of all living organisms (e.g., food, water, and space), and can distinguish between environmental adaptations and accommodations. They describe the relationship between the number and types of organisms an ecosystem can support and relationships among members of a species and across species. They illustrate the flow of energy and matter through an ecosystem from sunlight to food chains and food webs (including primary producers, consumers, and decomposers). They identify the resources available in an ecosystem, and describe the environmental factors that support the ecosystem, such as temperature, water, and soil composition.
- 2.3 Life Cycle, Reproduction, and Evolution (Genetics and Evolution).** Candidates for Multiple Subject Teaching Credentials diagram life cycles of familiar organisms (e.g., butterfly, frog, mouse). They explain the factors that affect the growth and development of plants, such as light, gravity, and stress. They distinguish between sexual and asexual reproduction, and understand the process of cell division (mitosis), the types of cells and their functions, and the replication of plants and animals. They distinguish between environmental and genetic sources of variation, and understand the principles of natural and artificial selection. They know how evidence from the fossil record, comparative anatomy, and DNA sequences can be used to support the theory that life gradually evolved on earth over billions of years. They understand the basis of Darwin's theory, that species evolved by a process of natural selection.

## **Domain 3: Earth and Space Science**

- 3.1 The Solar System and the Universe (Astronomy).** Candidates for Multiple Subject Teaching Credentials identify and describe the planets, their motion, and that of other planetary bodies (e.g., comets and asteroids) around the sun. They explain time zones in terms of longitude and the rotation of the earth, and understand the reasons for changes in the observed position of the sun and moon in the sky during the course of the day and from season to season. They name and describe bodies in the universe including the sun, stars, and galaxies.

## **Content Specifications in Science (Continued)**

- 3.2 The Structure and Composition of the Earth (Geology).** Candidates for Multiple Subject Teaching Credentials describe the formation and observable physical characteristics of minerals (e.g., quartz, calcite, hornblende, mica, and common ore minerals) and different types of rocks (e.g., sedimentary, igneous, and metamorphic). They identify characteristics of landforms, such as mountains, rivers, deserts, and oceans. They explain chemical and physical weathering, erosion, deposition, and other rock forming and soil changing processes and the formation and properties of different types of soils and rocks. They describe layers of the earth (crust, lithosphere, mantle, and core) and plate tectonics, including its convective source. They explain how mountains are created and why volcanoes and earthquakes occur, and describe their mechanisms and effects. They know the commonly cited evidence supporting the theory of plate tectonics. They identify factors influencing the location and intensity of earthquakes. They describe the effects of plate tectonic motion over time on climate, geography, and distribution of organisms, as well as more general changes on the earth over geologic time as evidenced in landforms and the rock and fossil records, including plant and animal extinction.
- 3.3 The Earth's Atmosphere (Meteorology).** Candidates for Multiple Subject Teaching Credentials explain the influence and role of the sun and oceans in weather and climate and the role of the water cycle. They describe causes and effects of air movements and ocean currents (based on convection of air and water) on daily and seasonal weather and on climate.
- 3.4 The Earth's Water (Oceanography).** Candidates for Multiple Subject Teaching Credentials compare the characteristics of bodies of water, such as rivers, lakes, oceans, and estuaries. They describe tides and explain the mechanisms causing and modifying them, such as the gravitational attraction of the moon, sun, and coastal topography.

## **Content Specifications in Science (Continued)**

### **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Science**

Candidates for Multiple Subject Teaching Credentials know how to plan and conduct a scientific investigation to test a hypothesis. They apply principles of experimental design, including formulation of testable questions and hypotheses, and evaluation of the accuracy and reproducibility of data. They distinguish between dependent and independent variables and controlled parameters, and between linear and nonlinear relationships on a graph of data. They use scientific vocabulary appropriately (e.g., observation, organization, experimentation, inference, prediction, evidence, opinion, hypothesis, theory, and law). They can select and use a variety of scientific tools (e.g., microscopes) and know how to record length, mass, and volume measurements using the metric system. They interpret results of experiments and interpret events by sequence and time (e.g., relative age of rocks, phases of the moon) from evidence of natural phenomena. They can communicate the steps in an investigation, record data, and interpret and analyze numerical and non-numerical results using charts, maps, tables, models, graphs, and labeled diagrams. They make appropriate use of print and electronic resources, including the World Wide Web, in preparing for an investigative activity. Candidates communicate the steps and results of a scientific investigation in both verbal and written formats.

## **Content Specifications in Visual and Performing Arts**

### **Part I: Content Domains for Subject Matter Understanding and Skill in Visual and Performing Arts**

In the visual and performing arts, candidates for the Multiple Subject Teaching Credential identify the components of the *State Curriculum Framework* and the strands of the *California Student Academic Content Standards* in the Visual and Performing Arts:

1. Artistic Perception - processing sensory information
2. Creative Expression - producing works in the arts
3. Historical and Cultural Context - the time and place of creation of works of art
4. Aesthetic Valuing - pursuing meaning in the arts
5. Connections, Relationships, Applications

#### **Domain 1: Dance**

Candidates for Multiple Subject Teaching Credentials identify the components and strands of dance education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the elements of dance such as space, time, levels, and force/energy. They use basic techniques to create dance/movement with children.

Candidates, while grounded in the elements of dance, are able to identify and explain styles of dance from a variety of times, places, and cultures. They are able to make judgments about dance works based on the elements of dance.

## **Content Specifications in Visual and Performing Arts (Continued)**

### **Domain 2: Music**

Candidates for Multiple Subject Teaching Credentials understand the components and strands of music education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation. They use basic techniques to create vocal and instrumental music with children.

Candidates are able to identify and explain styles and types of music and instruments from a variety of times, places, and cultures. They are able to make judgments about musical works based on the elements and concepts of music.

### **Domain 3: Theatre**

Candidates for Multiple Subject Teaching Credentials identify the components and strands of theatre education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency in acting, directing, design, and scriptwriting (plot and action). They can apply these elements and principles in order to create dramatic activities with children including improvisation and character development.

Candidates are able to identify and explain styles of theatre from a variety of times, places, and cultures. They are able to make judgments about dramatic works based on the elements of theatre.



## **Content Specifications in Visual and Performing Arts (Continued)**

### **Domain 4: Visual Art**

Candidates for Multiple Subject Teaching Credentials identify the components and strands of visual arts education found in the *Visual and Performing Arts Framework and Student Academic Content Standards*. They demonstrate a basic fluency with the principles of art such as balance, repetition, contrast, emphasis, and unity and are able to explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.

Candidates are able to identify and explain styles of visual arts from a variety of times, places, and cultures. They interpret works of art to derive meaning and are able to make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.

### **Part II: Subject Matter Skills and Abilities** **Applicable to the Content Domains in the Visual and Performing Arts**

- (A) Candidates for Multiple Subject Teaching Credentials are able to make informed judgments about the quality of works in the arts based on the elements, principles, and/or concepts of the art form. They develop criteria for their judgments and justify their interpretations with plausible reasoning.
- (B) Candidates analyze the components and strands of the *Visual and Performing Arts Framework and Student Academic Content Standards*, and examine the connections among them.
- (C) Candidates consider the origins, meaning, and significance of works in the visual and performing arts; raise questions that have been asked by people, past and present; and determine how their responses have varied in significant ways over the years.
- (D) Candidates are able to consider, weigh, and express ideas about aesthetic issues in the visual and performing arts.

## Content Specifications in Physical Education

### Part I: Content Domains for Subject Matter Understanding and Skill in Physical Education

#### Domain 1: Movement Skills and Movement Knowledge

- 1.1 **Basic Movement Skills.** Candidates for Multiple Subject Teaching Credentials can identify movement concepts including body awareness, space awareness, and movement exploration. They can list locomotor skills such as skipping, nonlocomotor skills such as static balancing, and object manipulation such as catching. They can recognize basic concepts of biomechanics that affect movement, such as how the body moves and how such movement is influenced by gravity, friction, and the laws of motion. They can describe critical elements of basic movement skills, such as stepping in opposition when throwing and/or following through when kicking a ball.
- 1.2 **Exercise Physiology: Health and Physical Fitness.** Candidates for Multiple Subject Teaching Credentials can identify health and fitness benefits and associated risks, supporting a physically active lifestyle, related to safety and medical factors (e.g., asthma, diabetes). They recognize exercise principles such as frequency, intensity, and time to select activities that promote physical fitness. They can describe physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition, which are included in comprehensive personal fitness development programs.
- 1.3 **Movement Forms: Content Areas.** Candidates for Multiple Subject Teaching Credentials know a variety of traditional and nontraditional games, sports, dance, and other physical activities. They are able to cite basic rules and social etiquette for physical activities. They can select activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities. They integrate activities with other content areas, such as math and science.

## **Content Specifications in Physical Education (Continued)**

### **Domain 2: Self-Image and Personal Development**

- 2.1 Physical Growth and Development.** Candidates for Multiple Subject Teaching Credentials identify the sequential development of fine and gross motor skills in children and young adolescents. They describe the influence of growth spurts (changes in height and weight) and body type on movement and coordination. They recognize the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well-being.
- 2.2 Self-Image.** Candidates for Multiple Subject Teaching Credentials discover the role of physical activity in the development of a positive self-image, and how psychological skills such as goal setting are selected to promote lifelong participation in physical activity.

### **Domain 3: Social Development**

- 3.1 Social Aspects of Physical Education.** Candidates for Multiple Subject Teaching Credentials recognize individual differences such as gender, race, culture, ability, or disability. They describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages. They list activities to provide opportunities for enjoyment, self-expression, and communication.
- 3.2 Cultural and Historical Aspects of Movement Forms.** Candidates for Multiple Subject Teaching Credentials understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.

## **Content Specifications in Physical Education (Continued)**

### **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Physical Education**

Candidates for Multiple Subject Teaching Credentials understand the key factors in the development, analysis, and assessment of basic motor skills. They understand how to structure lessons to promote maximum participation, inclusion, and engagement in a variety of traditional and nontraditional games, sports, dance, and other physical activities. Candidates select lessons and activities based on factors such as the developmental levels of students and individual differences. They can design appropriate exercise programs and activities based on physical fitness concepts and applications that encourage physically active lifestyles. They analyze the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and well being, and can design activities to provide opportunities for enjoyment, self-expression, and communication. Candidates create cooperative and competitive movement activities that require personal and social responsibility. They understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.

## **Content Specifications in Human Development**

### **Part I: Content Domains for Subject Matter Understanding and Skill in Human Development**

#### **Domain 1: Cognitive Development from Birth Through Adolescence**

- 1.1 Cognitive Development.** Candidates for Multiple Subject Teaching Credentials define basic concepts of cognitive and moral development (e.g., reasoning, symbol manipulation, and problem solving). They identify stages in cognitive and language development and use them to describe the development of individuals, including persons with special needs. Candidates identify characteristics of play and their influence on cognitive development. They recognize different perspectives on intelligence (i.e., concepts of multiple intelligences) and their implications for identifying and describing individual differences in cognitive development.

#### **Domain 2: Social and Physical Development from Birth Through Adolescence**

- 2.1 Social Development.** Candidates for Multiple Subject Teaching Credentials define concepts related to the development of personality and temperament (e.g., attachment, self-concept, autonomy, identity). They describe the social development of children and young adolescents, including persons with special needs. They identify characteristics of play and their impact on social development, and they describe influences on the development of prosocial behavior.
- 2.2 Physical Development.** Candidates describe the scope of physical development at different ages. They identify individual differences in physical development, including the development of persons with special needs.

## **Content Specifications in Human Development (Continued)**

### **Domain 3: Influences on Development from Birth Through Adolescence**

**3.1 Influences on Development.** Candidates for Multiple Subject Teaching Credentials identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender. They also identify sources of possible abuse and neglect (e.g., physical, emotional and substance abuse and neglect) and describe their impact on development.

### **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Human Development**

Candidates for Multiple Subject Teaching Credentials apply knowledge of cognitive, social and physical development to understanding differences between individual children. They interpret similarities and differences in children's behavior with reference to concepts of human development. They use developmental concepts and principles to explain children's behavior (as described anecdotally or viewed in naturalistic settings, on videotape, etc.).

## **Appendix B: Education Code Chapter 587, Statutes of 1999 (Referenced in Draft Standard 8)**

Assembly Bill No. 537

### CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed  
with Secretary of State October 10, 1999.]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

*The people of the State of California do enact as follows:*

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights



and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

## Appendix C: Glossary of Specialized Terms Used in Draft Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential

<b>Specialized Terms in Teacher Preparation</b>	<b>Definitions of Specialized Terms</b>
<b>Major Subject Areas of Study</b>	<p>The following set of content areas in which prospective multiple-subject teachers need knowledge, skill and ability:</p> <ul style="list-style-type: none"> <li>• Reading, Language and Literature</li> <li>• History and Social Science</li> <li>• Mathematics</li> <li>• Science</li> <li>• Visual and Performing Arts</li> <li>• Physical Education</li> <li>• Health</li> <li>• Human Development</li> </ul> <p>Foundational study of these major subject areas comprises the subject matter preparation of prospective multiple-subject teachers.</p>
<b>Concentration</b>	<p>A set of subject matter courses that meet the Depth of Study Standard (Standard 3) in an approved program of subject matter preparation, consisting of twelve or more semester units in courses that are coherently related to each other. Completion of a concentration partially fulfills the 84 unit requirement as noted in Appendix D.</p>

### Glossary of Specialized Terms (Continued)

<b>Pre-Professional Studies</b>	As used in Standard 3, Element 3, pre-professional studies are courses and field experiences that focus extensively on California school students and their backgrounds, and/or on K-12 teaching strategies.
<b>Integrative Study</b>	One or more planned components of an approved subject matter program that meet the Integrative Study Standard (page 4) by systematically examining content-specific connections among two or more of the major subject areas. Each component may consist of a course, a series of courses, portions of a series of courses, or a course with accompanying field experiences in K-8 schools.
<b>Summative Assessment</b>	A comprehensive evaluation of the subject matter knowledge, understanding, skill and ability of a prospective multiple-subject teacher that fulfills Standard 6: Assessment of Subject Matter Competence. While a transcript review may be part of a summative assessment, a transcript review does not (by itself) fulfill Standard 6.
<b>Prospective Multiple Subject Teachers</b>	Individuals who intend to earn Multiple Subject Teaching Credentials that are awarded by the California Commission on Teacher Credentialing (CCTC).
<b>Multiple Subject Teaching Credentials</b>	Credentials that authorize the holders to teach two or more subjects to the same group of students each day. These teaching assignments are of two types: self-contained classrooms and core classes.

### Glossary of Specialized Terms (Continued)

<b>Self-Contained Classrooms</b>	Classrooms in which one teacher is responsible for instruction in all (or nearly all) subjects of the curriculum. Self-contained classrooms predominate in Grades K-6 and are widespread in Grades 6-8 throughout California. All teachers in these assignments must hold Multiple Subject Teaching Credentials or equivalent credentials.
<b>Core Classes</b>	Classes in which one teacher is responsible for instruction in two subjects of the curriculum. Core classes are widespread in middle schools (Grades 6-8) where other classes are departmentalized classes. Teachers in these assignments must hold Multiple Subject Teaching Credentials, or two Single Subject Teaching Credentials, or a Single Subject Credential plus a Supplementary Authorization, or the equivalent.
<b>Departmental Classes</b>	Classes in which each teacher is responsible for instruction in one subject of the curriculum. Departmentalized classes are widespread in middle schools (Grades 6-8), and they predominate in high schools (Grades 9-12). All teachers in these assignments must hold Single Subject Teaching Credentials, or Supplementary Authorizations, or equivalent credentials.
<b>Subject Matter Requirement</b>	A requirement in law (Education Code Section 44259) that each applicant for a teaching credential demonstrate subject matter competence by either (a) completing a program of subject matter study that meets standards of program quality adopted by the CCTC, or (b) passing an examination of subject matter understanding adopted by the CCTC.

### Glossary of Specialized Terms (Continued)

<p><b>Standards of Program Quality for Subject Matter Programs</b></p>	<p>State policies adopted by the CCTC to describe acceptable levels of quality in programs of subject matter study that are offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Required Elements for that standard. Program reviewers selected by the CCTC must find that a program meets each standard. When they do so, the CCTC approves the program.</p>
<p><b>Required Elements</b></p>	<p>State policies adopted by the CCTC to elaborate and clarify the meaning of a major provision of a standard of program quality. Program reviewers selected by the CCTC must find that a program meets each required element. When they do, the CCTC approves the program.</p>
<p><b>Preconditions for Program Approval</b></p>	<p>State policies adopted by the CCTC to implement requirements of law for the approval of programs. The Commission’s professional staff must find that a program complies with each precondition. When they do, the program becomes eligible for an evaluation by external reviewers on the basis of Standards of Program Quality and Required Elements.</p>
<p><b>Certificated Classroom Teachers</b></p>	<p>Public school teachers who hold valid teaching credentials awarded by the State of California. Does not include teachers serving on pre-intern certificates, emergency permits or credential waivers, most of whom have not met the subject matter requirement for teaching credentials.</p>
<p><b>Subject Matter Examination</b></p>	<p>A comprehensive examination of the subject matter knowledge, understanding and skill of a prospective teacher that has been approved by the CCTC. A prospective teacher may meet the subject matter requirement by passing a subject matter examination. For Multiple Subject Teaching Credentials, the applicable subject matter examination is the Multiple Subjects Assessment for Teaching (MSAT).</p>

### Glossary of Specialized Terms (Continued)

<b>Program of Subject Matter Preparation</b>	A planned set of subject matter courses selected on the basis of institutional advice that (a) is offered by a regionally-accredited college or university that grants baccalaureate degrees, and (b) meets the Standards of Program Quality as determined by the CCTC. A prospective teacher may meet the subject matter requirement by completing a program of subject matter preparation that meets the Standards of Program Quality. For Multiple Subject Teaching Credentials, the applicable Standards of Program Quality are published in this handbook.
<b>Professional Preparation Requirement</b>	A requirement in law (Education Code Section 44259) that each applicant for a teaching credential demonstrate pedagogical competence by completing an accredited program of professional preparation that includes a comprehensive assessment of teaching performance (which does not focus on subject matter knowledge).
<b>Program of Professional Preparation</b>	A planned set of pedagogical courses and supervised teaching experiences that has been accredited by the CCTC Committee on Accreditation based on an external review in relation to Standards of Program Quality for Professional Preparation. Standards for Professional Preparation are adopted by the Commission to supplement and complement the Standards of Program Quality for Subject Matter Preparation. Programs of Professional Preparation are of two types: programs with supervised teaching and programs with internship teaching.

**Glossary of Specialized Terms (Continued)**

<p><b>Program of Professional Preparation with Supervised Teaching</b></p>	<p>A program of professional preparation in which each candidate assumes daily student teaching responsibilities for at least one semester under the direct supervision of a certificated classroom teacher selected by the sponsor of the program. The student teacher holds a Certificate of Clearance that verifies personal fitness to work with students, but does not hold a teaching credential. The student teacher must have completed four-fifths of an approved program of subject matter preparation, or passed one-half of a CCTC-adopted subject matter examination.</p>
<p><b>Program of Professional Preparation with Internship Teaching</b></p>	<p>A program of professional preparation in which each candidate holds an internship teaching credential or certificate and serves as the instructor-of-record in a public school classroom for one or two years. In addition to the Certificate of Clearance, the intern teacher holds a baccalaureate degree from a regionally-accredited institution and has met the subject matter requirement. The school district that co-sponsors the internship teaching program provides for the on-site supervision of each intern teacher.</p>
<p><b>Blended Program of Undergraduate Teacher Preparation</b></p>	<p>A planned set of subject matter courses that meet the CCTC Standards of Program Quality for Subject Matter Preparation, together with a planned set of pedagogical courses and supervised teaching experiences that meet the CCTC Standards of Program Quality for Professional Preparation. The two sets of courses and experiences are concurrent and connected with each other to meet the CCTC Standards for Blended Programs. A prospective teacher who completes an accredited blended program has met the subject matter requirement <i>and</i> the professional preparation requirement for a teaching credential. A blended program must meet the same Standards of Program Quality for Subject Matter Preparation that are met by a program of subject matter preparation. It must meet the same Standards of Program Quality for Professional Preparation that are met by a program of professional preparation.</p>

### **Glossary of Specialized Terms (Continued)**

<b>Beginning Teacher Induction Program</b>	A planned set of studies, consultations and experiences designed for beginning certificated teachers for the purposes of extending their prior preparation, deepening their understanding, enhancing their ability, increasing their effectiveness and maximizing their satisfaction with teaching as a career choice. For example, the Beginning Teacher Support and Assessment (BTSA) Program is a state-funded initiative in which 27,000 beginning teachers participated in 1999-2000. Commencing in the near future, every beginning teacher will participate in an approved beginning teacher induction program in order to upgrade their teaching credentials from preliminary (Level I ) to professional (Level II) status.
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## **Appendix D**

### **Precondition**

#### **Elementary Subject Matter Program**

Each Program of Elementary Subject Matter Preparation shall consist of a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies and literature; mathematics; science; social science, history, and humanities; visual and performing arts; physical education; and human development.

In addition to describing how a program meets each standard of program quality, the program document shall include a listing of all courses that constitute the required courses and the courses that may be elected in each subject area. Courses used to meet the requirements of Category I (Substance of the Subject Matter Program Curriculum) or Category II (Qualities of the Subject Matter Program Curriculum) may be counted to meet the minimum unit requirement.



*California  
Commission on Teacher Credentialing*

*Meeting of  
September 5-6, 2001*

**AGENDA ITEM NUMBER:** PREP - 4

**COMMITTEE:** Preparation Standards

**TITLE:** Proposed Adoption of Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

XX Action

       Information

**Strategic Plan Goal(s):**

- Goal 1:** Promote educational excellence in California schools
- Develop candidate and program standards that guide our local communities in the education of their children
  - Develop and administer teacher assessments

**Prepared By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Margaret Olebe, Administrator  
Professional Services Division

**Prepared By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Amy Jackson, Administrator  
Professional Services Division

**Reviewed By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Mary Vixie Sandy, Director  
Professional Services Division

**Authorized By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Sam W. Swofford, Ed.D.  
Executive Director



# **Proposed Adoption of Standards of Quality and Effectiveness for Professional Teacher Preparation Programs**

**Professional Services Division  
August 21, 2001**

## **Executive Summary**

In September, 1998, the California Commission on Teacher Credentialing launched an extensive standards and assessment development effort that led to the development of the attached draft standards of quality and effectiveness for professional teacher preparation programs. In January 2001, the Commission authorized an extensive field review of the draft standards, and in July a summary and analysis of field review findings were presented to the Commission. During July and August 2001, the attached standards were amended, based on field review findings and direction from the Commission and finalized for presentation to the Commission in September.

## **Policy Question**

Should the Commission adopt the attached Standards of Quality and Effectiveness for Professional Teacher Preparation Programs?

## **Fiscal Impact Summary**

The costs associated with developing and implementing new standards were estimated to be incurred over multiple years, and are included in the agency's base budget.

## **Recommendations**

1. That the Commission adopt the proposed Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.
2. That the Commission adopt the proposed precondition regarding assessment of teacher candidate subject matter competence.



# **Proposed Adoption of Standards of Quality and Effectiveness for Professional Teacher Preparation Programs**

**Preparation Standards Committee  
August 21, 2001**

## **Summary**

In September, 1998, the California Commission on Teacher Credentialing (CCTC) launched an extensive standards and assessment development effort that led to the development of the attached draft standards of quality and effectiveness for professional teacher preparation programs. In January 2001, the Commission authorized an extensive field review of the draft standards, and in July a summary and analysis of field review findings were presented to the Commission. During July and August 2001, the attached standards were amended, based on field review findings and direction from the Commission, and finalized for presentation to the Commission in September 2001.

## **Scope of Work**

The Advisory Panel for the Development of Teacher Preparation Standards was appointed by the Commission's Executive Director in September 1998 and charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs;
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs;
- New standards of quality and effectiveness for professional teacher induction programs.

When adopted by the Commission, these documents will implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, 1998). Three significant changes enacted in this reform legislation are (1) alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP), (2) the inclusion of a teaching performance assessment in preparation programs, and (3) a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, "mainstreaming" and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards.



Follow-up legislation in 1999 (AB 1059 Ducheney) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms.

### **Development of the Standards**

The Advisory Panel worked for two years to develop standards that responded to these statutory requirements. To facilitate the work, a task force whose members have specific expertise in teacher induction was appointed as sub group of the panel to develop drafts of the professional teacher induction standards. The work of this group is described in Prep-5. The Advisory Panel reviewed a complete set of draft professional teacher preparation standards at its August 2000 meeting. At that time the Advisory Panel recommended that the draft standards could be brought forward for consideration by the Commission for release for field review.

In September 2000, the Chairman of the Commission asked two Commissioners to meet as a liaison committee with two members of the State Board of Education to review the standards. The broad charge to this liaison group was to ensure that these policy documents are, to the extent possible and appropriate, consistent with other significant policy reforms impacting the education of California's public school children. Commissioners Katzman and Wilson met with State Board of Education members Marion Bergeson and Marion Joseph in December 2000 to discuss preliminary draft standards, and received initial feedback and suggestions from the group. Overall, the liaison committee found the preliminary draft standards to be consistent with other major policy reforms currently underway in California. Minor edits and clarifications from the liaison committee were incorporated into the documents. The standards were released for field review in January 2001.

### **Results of the Field Review**

Draft standards were circulated widely throughout California beginning in January 2001. Responses to the standards were reviewed by the Panel at its first July meeting, and the Commission at its July 2001 meeting. The field review yielded several main response themes related to the proposed professional teacher preparation standards. They were:

- Large number of standards, their degree of specificity and the inclusion of required elements;
- Potential costs of transition to the new standards;
- Pressure on the one year program limitation given the specificity of the standards;
- Inadequate attention to family, equity and diversity;
- Challenge of meeting the field experience requirements and preparing field supervisors and cooperating teachers as teaching performance assessment assessors;
- Completion of the subject-matter requirement prior to student teaching is too strict given the frequency of subject matter examinations; and
- Need to increase content related to health.

The Advisory Panel reviewed these response themes in relation to provisions of SB 2042 and considered all responses from the field carefully. It decided to retain all the standards and required elements as essential to the proposed reform. Recognizing the potential strain on institutional capacity related to time and field experiences, the panel made some adjustments to the standards to address time-related concerns. To address concerns about subject matter requirement completion, the panel recommends that the Commission to retain the current four-fifths subject matter program completion requirement, adopt a new precondition with some modifications. The text of the proposed precondition is discussed in another section of this report. The panel inserted new language into Draft Standard 5 to meet the statutory requirements of AB 537 (Kuehl, 1999) and to address concerns related to equity and diversity. Finally, after much discussion and careful consideration of the extensive feedback received from the health community, the panel affirmed its decision to recommend the language related to health in Draft Standard 10 as written.

The Panel held its last meeting in July 2001 to finalize the standards and recommend their adoption by the Commission in September 2001.

### **Proposed Program Accreditation Precondition: Assessment of Candidates' Subject Matter Preparation**

During its deliberations the Advisory Panel focussed much of its work on the inclusion of subject-specific pedagogy in the teacher preparation program and alignment with the State-adopted academic content standards for students in California public schools. The panel felt that in the new system, meeting the subject matter requirement at the earliest reasonable time for candidates would be a high priority. To insure that program sponsors address subject matter competency at the outset of the program, it recommends the commission adopt the following precondition. This precondition would assure that each program sponsor includes an assessment of each individual candidate's subject matter competency as an admission criterion, and admits only those individuals who meet one of the criteria (a) through (f) described in the proposed precondition. Currently there is no such requirement. The existing requirement of completion of at least four-fifths of the subject matter requirement prior to full time student teaching is retained in the draft standards as well. Adoption of this precondition would strengthen attention to subject matter competency, yet provide sufficient flexibility for program sponsors and candidates in the opinion of the Panel.

#### Text of Proposed Precondition

The sponsor of a professional teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet *one* of the following criteria:

- (a) the candidate provides evidence of having passed the appropriate subject matter examination(s); or

- (b) the candidate provides evidence of having attempted the appropriate subject matter examination(s); or
- (c) the candidate provides evidence of registration for the next scheduled examination; or
- (d) the candidate provides evidence of having completed an approved subject-matter waiver program; or
- (e) the candidate provides evidence of continuous progress toward meeting subject matter competency; or
- (f) the candidate provides evidence of enrollment in an organized subject matter examination preparation program.

### **Liaison with State Agencies**

The Advisory Panel held its last meeting in late July 2001 to finalize the standards for consideration and adoption by the Commission in September 2001. In the same month Professional Services Division Director Mary Vixie Sandy made a presentation to the State Board of Education (SBOE) on the Professional Teacher Preparation and Induction Standards at its regular meeting. State Superintendent of Public Instruction Delaine Eastin was present for the presentation. Board members expressed great interest in the standards and noted they were aligned with current policy work in K-12 education.

Two meetings of the CCTC/SBOE liaison group were held, one prior to the State Board of Education meeting in July and one in early August. Commissioners Carol Katzman and Margaret Fortune met with Board Members Nancy Ichinaga and Marion Joseph. Although the primary focus of those meetings was the professional teacher induction standards, the liaison group affirmed its support of the teacher preparation standards as aligned with current reforms in K-12 schools.

### **Development of the Teaching Performance Expectations**

One of the charges to the SB 2042 Advisory Panel was the development of Teaching Performance Expectations that represent the knowledge, skills and abilities that could be assessed on the newly required teaching performance assessment. Pursuant to statute, these performance expectations were required to undergo a validity study that would support their use in performance assessments.

The following steps were taken to develop the draft set of Teaching Performance Expectations. The Advisory Panel examined the California Standards for the Teaching Profession (CSTP) and other state documents that set forth and define knowledge, skills and abilities beginning level teachers need to know and be able to do. Then teacher tasks, knowledge and abilities (TKAs) were developed under six critical domains of teaching, following the existing, previously validated, CSTP domains.

The Commission's contractor, WestEd, conducted a thorough job analysis. The analysis examined the question of importance for each TKA. A stratified random sample design was employed and a sufficient return rate was achieved. The data were analyzed and the

majority of TKAs were retained. WestEd drafted a set of Teaching Performance Expectations based on the retained TKAs.

A panel experts on the state-adopted academic content standards was convened examine the TPEs against the CSTP and the State-adopted academic content standards for students. The content specialists evaluated the degree to which the TPEs were aligned and congruent with the CSTP and the State-adopted academic content standards for students. The Commission's Bias Review Panel was convened to review the TPEs. The Bias review focused on finding language that would be unfair or offensive if adopted.

Findings from the alignment and congruence analysis and bias review were presented to the SB 2042 Advisory Panel resulting in minimal changes were made to the TPEs. The Alignment and Congruence findings supported that the TPEs were aligned to and congruent with both the CSTP and the State adopted academic content standards for students. Based on these findings and recommendations, Commission staff revised the TPEs and presented a draft to the Commission in January 2001.

Under a contract with the Commission, American Institutes for Research (AIR) worked with Commission staff to design a validity study of the TPEs. Surveys were designed for teachers, principals and teacher education faculty. A focus group was conducted with parents to review the TPEs. The two main questions posed in the validity survey had to do with the importance of each TPE to teaching and whether each TPE was necessary for teachers to know and do at the beginning of their career as a teacher. 1,598 (28.8%) teacher surveys, 154 (49.5%) principal surveys and 264 (23.6%) university faculty surveys were completed and used in the final validity analysis of the data.

AIR prepared and presented TPE validity data findings to the Advisory Panel in July 2001. Nine of the 16 TPEs did not meet the "Necessary at Entry" threshold set by the CCTC and AIR. All 16 met the 'Importance' threshold.

CCTC and AIR developed item review guidelines for the Advisory Panel based on guidelines developed for the job analysis study. Data were presented to the panel and 13 TPEs were retained. TPEs that were not fully supported by the validity survey data were retained based on their linkage to the State-adopted academic content standards for students. The Advisory Panel approved all 13 TPEs unanimously. The final TPEs appear in Appendix A of Attachment 1.

In August, the original panel of student content standards specialists was re-convened to examine the final TPEs against the CSTP and the State-adopted academic content standards for students. Again, the panel was asked to determine alignment and congruence with the CSTP and the State-adopted academic content standards for students. In addition, the Commission's Bias Review Panel was convened in August 2001 to conduct a final review of the TPEs.

Both the Alignment and Congruence Study and the Bias Review process supported the thirteen TPEs with minor edits.

## **Systemic Impact**

Implementing the newly adopted standards for professional teacher preparation will present some new challenges to institutions of higher education and local education agencies. Sponsors of approved programs that meet credentialing requirements have built the capacity to respond to newly adopted standards into their ongoing work. They expect that accreditation visits will take place on a regular basis and that new documents will be prepared for those visits, as well as in response to new standards adopted by the Commission between visits. For example, sponsors of approved multiple and single subject programs have responded to the new reading and technology standards during the past four years in addition to preparing self-study documents for accreditation visits. At the same time, it must be recognized that the standards developed pursuant to SB 2042 are more complex and descriptive than the currently adopted standards and represent a shift from a segmented to a systemic approach to learning to teach. For the first time, it will be necessary for program sponsors to be knowledgeable about the entire learning to teach continuum and to be in dialogue with individuals and organizations functioning in other phases of the system.

This system aligns content and processes for learning to teach in new ways. Key features include the emphasis on alignment with the state adopted academic content standards and performance levels for students in K-12 public schools in California; a focus on subject-specific pedagogy; alignment of program and examination specifications; introduction of the teaching performance assessment; and inclusion of induction as a credentialing requirement. The content of subject matter preparation and teacher education has also been redistributed across the phases. These changes will cause program sponsors to examine how time, personnel and financial resources should be redistributed as they redesign their programs. At a minimum sponsoring organizations will need to: (1) provide professional development for all faculty and staff in the new standards and specifications; (2) redesign currently approved programs to meet the new standards; (3) modify or develop supporting mechanisms to meet new requirements; (4) create and/or strengthen internal and external partnerships across the system; and (5) determine how resources will be allocated or reallocated to support the newly redesigned program.

Sponsoring organizations will engage in all or some of these activities during the transition depending on the design of their currently approved programs and on their current level of readiness to transition. Staff conversations with faculty, directors of teacher education and deans of education indicate that some program sponsors have been engaged in dialogue and readiness activities over the past year or more as they followed the progress of the advisory panel through reports to the Commission and during the field review. Others are at earlier stages of readiness. At this time at least three institutions of higher education have elected to use the new standards for professional teacher preparation as alternative standards for their Spring 2002 accreditation visits. An Early Adopter Request for Proposal (RFP) for elementary subject matter preparation and professional teacher preparation program sponsors, funded through the Federal Title 2 Teacher Quality Grant and described in PREP - 6, will be released to encourage participation and build capacity for the new system.

Since this a complex transition, staff is recommending a structured twenty-seven months implementation plan also described in PREP - 6. This plan includes extensive technical assistance to sponsoring organizations as they plan and prepare for the new system. Commission staff and BTSA field staff will hold workshops throughout the state at the start of the process in Winter 2002 and provide follow-up support through individual consultations. In this way, it will be possible to monitor the progress of program sponsors as they prepare to submit new documents, and adjust the implementation process and timeline as needed.

### **Proposed Standards of Program Quality and Effectiveness for Professional Teacher Preparation**

Table 1 summarizes the content and purposes of the proposed new standards the full text of which are included in Attachment 1.

Important Note: The Assessment Quality Standards that have been included under Category E in previous drafts of these Standards are not being recommended for adoption at this time. The Commission recently authorized the Executive Director to enter into a contract with Education Testing Services to develop a model teaching performance assessment. Commission staff are currently consulting with EST about the nature and content of the assessment quality standards. Staff will bring a report and recommended assessment quality standards to the Commission in the coming months following this consultation.



**Table 1. Professional Teacher Preparation Standards**

Categories of Proposed Standards	Purpose of Each Proposed Category
<p><b>Category A: Program Design, Governance and Thematic Qualities</b></p> <p>Standard 1: Program Design            Standard 2: Collaboration in Governing the Program            Standard 3: Relationships between Theory and Practice            Standard 4: Pedagogical Thought and Reflective Practice            Standard 5: Equity, Diversity and Access to the Core Curriculum</p>	<p><b>Purpose:</b></p> <p>Category A describes various design elements that must be addressed by sponsors of teacher preparation programs in order to develop and deliver high quality teacher preparation.</p>
<p><b>Category B: Preparation to Teach Curriculum in California Schools</b></p> <p>Standard 6: Opportunities to Learn, Practice and Reflect On Teaching in All Subject Areas            Standard 7: Preparation to Teach Reading-Language Arts            Standard 8: Pedagogical Preparation for Subject Specific Content Instruction            Standard 9: Use of Technology in the Classroom</p>	<p><b>Purpose:</b></p> <p>Category B establishes direct linkages with the state-adopted academic content standards for students, and describes ways in which sponsors of teacher preparation must prepare Multiple and Single Subject Credential candidates to teach to these standards.</p>
<p><b>Category C: Preparation to Teach Students Enrolled in California Schools</b></p> <p>Standard 10: Preparation for Learning to Create a Supportive Healthy Environment for Student Learning            Standard 11: Preparation to Use Educational Ideas and Research            Standard 12: Professional Perspectives Toward Student Learning And the Teaching Profession            Standard 13: Preparation to Teach English Learners            Standard 14: Preparation to Teach Special Populations</p>	<p><b>Purpose:</b></p> <p>Category C addresses major concepts and principles related to how teachers understand, teach, and interact with their students. The standards in this category focus on the environment for student learning, professional dispositions and perspectives toward students, and the development of additional pedagogical skills for teaching English learners.</p>
<p><b>Category D: Supervised Fieldwork in the Program</b></p> <p>Standard 15: Structured Sequence of Supervised Fieldwork            Standard 16: Selection of Fieldwork Sites and Qualifications Of Field Supervision            Standard 17: Candidate Qualifications for Teaching Responsibilities In the Fieldwork Sequence            Standard 18: Pedagogical Assignments and Formative Assessments During the Program</p>	<p><b>Purpose:</b></p> <p>Category D describes the ways in which field experiences should be structured to provide candidates for Multiple and Single Subject Teaching Credentials with multiple opportunities to practice their teaching skills prior to earning their Credentials.</p>



**Table 1. Professional Teacher Preparation Standards, Continued**

Categories of Proposed Standards	Purpose of Each Proposed Category
<p style="text-align: center;"><b>Teaching Performance Expectations</b></p> <p><b>Making Subject Matter Comprehensible to Students</b>            1. Specific Pedagogical Skills for Subject Matter Instruction (reading/ language arts, math, science history/social science)</p> <p><b>Assessing Student Learning</b>            2. Monitoring Student Learning During Instruction            3. Interpretation and Use of Assessments</p> <p><b>Engaging and Supporting Students in Learning</b>            4. Making Content Accessible            5. Student Engagement            6. Developmentally-appropriate Teaching Practices            7. Teaching English Learners</p> <p><b>Planning Instruction and Designing Learning Experiences for Students</b>            8. Learning about Students            9. Instructional Planning</p> <p><b>Creating and Maintaining Effective Environments for Student Learning</b>            10. Instructional Time            11. Social Environment</p> <p><b>Developing as a Professional Educator</b>            12. Professional, Legal and Ethical Obligations            13. Professional Growth</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>The Teaching Performance Expectations (TPEs) represent the knowledge, skills and abilities that can be assessed in an embedded teaching performance assessment.</p>

# Standards of Quality and Effectiveness for Professional Teacher Induction Programs



**State of California**

**California Commission On Teacher Credentialing  
California Department of Education  
State Board of Education**

**August 2001**



# **Standards of Quality and Effectiveness for Professional Teacher Induction Programs**

**Handbook for Sponsors of  
Professional Teacher Induction Programs and  
Review Team Members**

**California Commission on Teacher Credentialing  
California Department of Education  
State Board of Education**

**2001**



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**FINAL DRAFT Standards of Quality and Effectiveness for Professional Teacher Induction Programs**

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## Draft Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

### Program Standard 1: Sponsorship, Administration, and Leadership

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leader(s) who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

#### Program Elements for Standard 1: Sponsorship, Administration, and Leadership

- 1(a) The induction program sponsor(s) demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- 1(b) The program has clearly specified roles and responsibilities for each sponsor about program oversight and implementation; each sponsor designates a primary contact person for the program.
- 1(c) The program establishes a representative leadership team. The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about the state-adopted academic content standards and performance levels for students, preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.
- 1(d) The program sponsor(s) specifies in writing the roles, responsibilities and time commitment of one or more qualified program leaders, responsible for the overall direction of the program. These roles and responsibilities are appropriate to the scope of the program. The program leader(s) has appropriate authority over the details of program design and implementation.

## Program Standard 2: Resources

The induction program consistently allocates sufficient resources among program sponsor(s) to enable the program to meet all program standards and deliver planned program components to all participating teachers. Program sponsor(s) distribute resources in a manner consistent with the stated program rationale, design, and goals.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 2: Resources

- 2(a) The program allocates time, material, fiscal, and personnel resources among collaborating partner(s) to ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.
- 2(b) The program sponsor(s) assign qualified personnel designated to lead and coordinate the program according to policy guidelines that establish a clear ratio of administrative support to numbers of participating teachers served.
- 2(c) The program sponsor(s) assign support personnel to the induction program according to policy guidelines that establish appropriate levels of support in relation to the overall size of the program.
- 2(d) The program leader(s) access and coordinate existing professional development resources as appropriate to support participating teachers.
- 2(e) The program leader(s) monitor resource allocations on a regular basis and make necessary adjustments.

### Program Standard 3: Professional Development Providers

The induction program selects and evaluates professional development providers, using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will bring skills that enhance program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

#### Program Elements for Standard 3: Professional Development Providers

- 3(a) The program defines in writing the roles and responsibilities of professional development providers, and clearly states and consistently follows procedures for making selection decisions.
- 3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, including but not limited to the following:
  - (i) Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
  - (ii) Knowledge of teacher development and the research base that informs induction content and practices;
  - (iii) Knowledge of adult learning theory;
  - (iv) Experience in training, facilitation, and presentation;
  - (v) Knowledge of group process and high quality professional development elements;
  - (vi) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
  - (vii) Willingness to work collaboratively with others to create a collegial learning community;
  - (viii) Possession of effective interpersonal communication skills; and
  - (ix) Demonstrated commitment to personal professional growth and learning.
- 3(c) The program provides education and training for professional development providers who are training support providers or participating teachers. The program provides time for them to meet with each other to build and refine skills, and to problem-solve, assess, and reflect on their efforts and development as trainers.
- 3(d) Consultants from outside the program are oriented to the program's context and confer with program leader(s) on how to provide an educational experience for all participants.
- 3(e) The program regularly evaluates the performance of professional development providers, and retains/rehires individuals that are consistently effective.

## **Program Standard 4: Evaluation**

The induction program has a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and broadly representative community members to become involved in program revision, development and evaluation activities. Program sponsor(s) participate in accountability processes designed to ensure quality and effectiveness of the program.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 4: Evaluation**

- 4(a) Local program goals and the induction program standards are the criteria for program evaluation. These criteria include an examination of participating teachers use of standards-based instructional strategies based on state-adopted academic content standards and performance levels for students.
- 4(b) Ongoing program evaluations include information from multiple internal and external sources, such as participants, employers, collaborating partner(s), recent graduates, professional development providers, site administrators, and program staff.
- 4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leader(s) analyze the data, share them with program sponsor(s) and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leader(s) conduct an annual internal program evaluation.
- 4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in program design.
- 4(e) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.

## **Program Standard 5: Articulation with Professional Teacher Preparation Programs**

The local induction program articulates with local professional teacher preparation programs and collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 5: Articulation with Professional Teacher Preparation Programs**

- 5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The collaborating partner(s) share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.
- 5(b) The program establishes specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.
- 5(c) The program informs all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials who were prepared out of state and have less than five years experience, and those teaching on intern credentials.
- 5(d) The program sponsor(s) establishes clear procedures for receiving documents from professional teacher preparation programs, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional credential.
- 5(e) At the point of hiring, the program informs all eligible teachers of their responsibility to enter a professional teacher induction program within 120 calendar days of the start of the initial teaching contract and provides all eligible teachers with information about program requirements and expectations.
- 5(f) The program leader(s) communicates with school district leaders and administrators regarding the nature and extent of challenging assignments that may jeopardize participating teachers' success or create the need for additional support services. These assignments may include combined classes, out-of-content field classes, multiple preparations, lack of assigned classroom, shared resources and facilities, and highly challenging students.

## Program Standard 6: Advice and Assistance

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 6: Advice and Assistance

- 6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.
- 6(b) The program has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.
- 6(c) The program has a planned process for advising participating teachers who are not suited to continue in the profession. This process includes reflective analysis of evidence that indicates poor teaching performance and a lack of progress toward completion of a professional teacher induction program.
- 6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.
- 6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to: the State-adopted academic content standards and performance levels for students; the *California Standards for the Teaching Profession*; evidence of completion of an annual Individual Induction Plan; and documentation of completion of professional credential requirements.



## Program Standard 7: Collaboration

The induction program sponsor(s) collaborates with other education entities, which work both within and across organizational boundaries to develop a coherent, efficient, and effective program for participating teachers. Ongoing collaboration with preliminary teacher preparation programs and professional development organizations is evident. Roles, responsibilities, and relationships are clearly defined and well understood by sponsor(s) and collaborating partner(s). Collaborating partner(s) share resources as set out in collaborative agreements.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 7: Collaboration

- 7(a) The induction program collaborates with at least one other educational organization from among K-12 school organizations, institutions of higher education, and district internship programs operating in the region. Other collaborating partner(s) may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and local businesses.
- 7(b) The sponsor(s) recognize and reward induction program leader(s) appropriately. Each program leader's participation in the collaboration is a significant part of his/her ongoing job responsibilities.
- 7(c) The induction program clearly defines in writing each sponsor(s)'s and collaborating partner(s)'s responsibilities for implementing the program. Sponsor(s) and their collaborating partner(s) establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.
- 7(d) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among sponsor(s) and their partner(s), who regularly seek formative feedback. The collaboration yields clear and coherent curricula for participating teachers across the continuum.
- 7(e) The program sponsor(s) collaborates with bargaining units representing participating teachers.

## **Program Standard 8: Support Provider Selection and Assignment**

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 8: Support Provider Selection and Assignment**

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Procedures for selection decisions are clearly defined in writing and consistently followed by program staff and collaborating partner(s), including the local bargaining unit.
- 8(c) Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:
  - (i) Knowledge of beginning teacher development;
  - (ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
  - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
  - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
  - (v) Willingness to share instructional ideas and materials with participating teachers;
  - (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
  - (vii) Effective interpersonal and communication skills;
  - (viii) Willingness to work collaboratively with a participating teacher;
  - (ix) Demonstrated commitment to personal professional growth and learning; and
  - (x) Willingness and ability to be an excellent professional role model.
- 8(d) Support providers are familiar with the state-adopted academic content standards and performance levels for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.
- 8(e) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.

- 8(f) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.

## Program Standard 9: Support Provider Professional Development

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers. Support providers are given opportunities to prepare for the roles they are assuming, to assess and reflect on their efforts, and to participate in ongoing professional development.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 9: Support Provider Professional Development

- 9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.
- 9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:
  - (i) Identify and respond to diverse needs of participating teachers;
  - (ii) Engage in reflective conversations about teaching practice;
  - (iii) Assist participating teachers in understanding the local context for teaching;
  - (iv) Formatively assess participating teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks;
  - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;
  - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;
  - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and
  - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.
- 9(c) Program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.
- 9(d) Support providers have regularly scheduled time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.
- 9(e) The program assesses the quality of services provided by support providers to participating teachers using multiple sources of evidence, including information from participating teachers. The program leader(s) provides formative feedback to support providers on their work, and retain in the program only those support providers who are successful.



# Draft Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

## A: Program Design

### Program Standard 10: Program Design

The induction 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 K-12 students. The induction program design, consistent with the program's stated rationale, has a sound theoretical and scholarly basis, is relevant to the contemporary conditions of schooling in California, and leads to a professional credential. It focuses on the *California Standards for the Teaching Profession*, state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

#### Program Elements for Standard 10: Program Design

- 10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.
- 10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- 10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.
- 10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards and performance levels for students and of state-adopted curriculum frameworks at their assigned grade level(s).
- 10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English learners that support mastery of the State-adopted academic content standards and performance levels for students; for creating a healthy

environment for student learning; for supporting equity and diversity; for teaching special student populations; and for using computer technology to support student learning, as described in Categories B and C.

- 10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* and the state-adopted academic content standards and performance levels for students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.
- 10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional teacher induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.
- 10(h) The program maintains an individual and complete record of each participating teacher's program participation, including documenting progress towards completion of professional credential requirements. All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.

## Program Standard 11: Roles and Responsibilities of K–12 School Organizations

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers through assignment practices that take participants' novice status into consideration, and by providing additional time and resources to teachers assigned to more challenging settings. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 11: Roles and Responsibilities of K–12 School Organizations

- 11(a) The program leader(s) clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.
- 11(b) When participating teachers are assigned to a challenging setting, the K-12 school organization provides them with additional time and resources through the induction program.
- 11(c) The program provides professional development for site administrators in order that administrators will become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:
  - (i) Teacher preparation across the learning-to-teach continuum;
  - (ii) Beginning teacher development;
  - (iii) Identifying working conditions that optimize participating teachers' success;
  - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
  - (v) Understanding the role of support providers in the induction process; and
  - (vi) Respecting the confidentiality between the support provider and participating teachers.
- 11(d) The program works with site administrators to establish a culture of support within their school for the work to be done between participating teachers and support providers. Commitment from the site administrator will include, but is not limited to:
  - (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;
  - (ii) Introducing participating teachers to the staff, and including them in the school's learning community;
  - (iii) Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the *California Standards for the Teaching Profession*;
  - (iv) Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation; and
  - (v) Participating in program evaluation.



## **Program Standard 12: Professional Development Based on an Individual Induction Plan**

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the *California Standards for the Teaching Profession* (CSTP) in relation to the State-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 12: Professional Development Based on an Individual Induction Plan**

- 12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C.
- 12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan annually which considers their prior preparation, training and experience. Results of the guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.
- 12(c) The IIP includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.
- 12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards and performance levels for students, and are structured to provide the individualized support needed by the participating teacher.
- 12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.

- 12(f) The program has clear guidelines, for the ratio of support provided to participating teachers by support providers. These guidelines are based on knowledge about learning to teach and knowledge of the level of support necessary to successfully meet the induction standards. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

## **Program Standard 13: Formative Assessment Systems for Participating Teachers**

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of *The California Standards for the Teaching Profession (CSTP)* and in relation to the state-adopted academic content standards and performance levels for students. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 13: Formative Assessment Systems for Participating Teachers**

- 13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of *The California Standards for the Teaching Profession* and the State adopted academic content standards and performance levels for students in the context of their teaching assignments.
- 13(b) The formative assessment system provides for assessment monthly during the school year each participating teacher's classroom-based practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students. Assessment evidence is shared with each participating teacher in a timely manner.
- 13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the *CSTP*. Multiple measures include observation, the process of inquiry, and analyzing student work products.
- 13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the *CSTP* to formatively assess each participating teacher's growth and practice.
- 13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching performance assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.
- 13(f) The formative assessment system is characterized by:

- (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *CSTP*;
  - (ii) *CSTP* element-specific criteria used to make professional judgments about teaching evidence;
  - (iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students; and
  - (iv) A reflective process based on the *CSTP* that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.
- 13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and are not appropriate for use by site administrators or others for the purpose of teacher evaluation or employment decisions.
- 13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

## **Program Standard 14: Completion of the Professional Teacher Induction Program**

The program sponsor(s) provide the necessary opportunities for each participating teacher to complete all professional credential requirements. The induction program includes a clearly specified process for making professional credential recommendations and verifies that participating teachers complete all requirements before recommending them for the credential.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 14: Completion of the Professional Teacher Induction Program**

- 14(a) Program sponsor(s) assure that each participating teacher is provided clear information about program and credential requirements within six weeks of entering the induction program (Standard 6).
- 14 (b) Program completion requirements include, but are not limited to, the following components at a minimum:
  - (i) Documentation of Teaching performance assessment outcomes from the professional teacher education program, when available.
  - (ii) An annual Individual Induction Plan (IIP), documenting planned professional growth activities based on formative assessment information and individual needs. (Standard 12)
  - (iii) Demonstrated application of the *CSTP* and state-adopted frameworks and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to individual diverse student needs, beyond what was demonstrated for the preliminary credential. (Standards 13 &15)
  - (iv) Evidence of participation in professional development activities including:
    - (a) Attendance at planned events (Standard 12)
    - (b) Consistent collaboration with a Support Provider (Standard 13)
  - (v) Demonstrated knowledge of the following:
    - (a) Using technology to support student learning (Standard 15)
    - (b) Equity, diversity, and access to the core curriculum (Standard 16)
    - (c) Creating a supportive and healthy environment for student learning (Standard 17)
    - (d) Teaching English learners (Standard 18)
    - (e) Teaching special populations (Standard 19)
- 14 (c) The program sponsor(s) have a process for verifying completion of the professional teacher induction program and recommending for the professional credential only those participating teachers who have met all requirements. (Standard 7).

## **B: Teaching Curriculum to All Students in California Schools**

### **Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy**

Each participating teacher grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy**

- 15(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- 15(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- 15(c) Each participating teacher collaborates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- 15(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).
- 15(e) Each participating teacher demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.

- 15(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- 15(g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.
- 15(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

## **Program Standard 16: Using Technology to Support Student Learning**

Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 16: Using Technology to Support Student Learning**

- 16(a) Each participating teacher communicates through a variety of electronic media.
- 16(b) Each participating teacher interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced curriculum.
- 16(c) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- 16(d) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 16(e) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- 16(f) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- 16(g) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.



## C: Teaching All Students in California Schools

### Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Education Code Chapter 587, Statutes of 1999<sup>1</sup>. Each participating teacher examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

#### Program Elements for Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum

- 17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- 17(b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.
- 17(c) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- 17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 17(e) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.

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<sup>1</sup> Full text of Education Code Chapter 587 maybe found in the Appendix

- 17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
  
- 17(g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focussing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

## **Program Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

In the professional teacher induction program, each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

- 18(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- 18(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.
- 18(c) Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- 18(d) Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- 18(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.

- 18(f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- 18(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

## **Program Standard 19: Teaching English Learners**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### **Program Elements for Standard 19: Teaching English Learners**

- 19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- 19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- 19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

- 19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.
- 19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- 19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- 19(I) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- 19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- 19(l) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

## Program Standard 20: Teaching Special Populations

Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

### Program Elements for Standard 20: Teaching Special Populations

- 20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- 20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- 20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- 20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- 20(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education

student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.

- 20(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.



# APPENDIX

## Education Code Chapter 587 Statutes of 1999

Assembly Bill No. 537

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed  
with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that

do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

*The people of the State of California do enact as follows:*

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any

curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.



*California  
Commission on Teacher Credentialing*

*Meeting of  
September 5-6, 2001*

**AGENDA ITEM NUMBER:**        **PREP - 6**

**COMMITTEE:**                    **Preparation Standards Committee**

**TITLE:**                            **Plan for the Implementation of Standards of  
Program Quality and Effectiveness in  
Elementary Subject Matter Preparation,  
Professional Teacher Preparation and  
Professional Teacher Induction Pursuant to SB  
2042**

**XX** **Action**

           **Information**

**Strategic Plan Goal(s):**

- Goal 1:        Promote educational excellence in California schools**
- Develop candidate and program standards that guide our local communities in the education of their children
  - Develop and administer teacher assessments

**Prepared By:**                    \_\_\_\_\_                    **Date:** \_\_\_\_\_  
**Margaret Olebe, Ph.D.**  
**Administrator**  
**Professional Services Division**

**Authorized By:**                    \_\_\_\_\_                    **Date:** \_\_\_\_\_  
**Mary Vixie Sandy, Director**  
**Professional Services Division**

\_\_\_\_\_                    **Date:** \_\_\_\_\_  
**Sam W. Swofford, Ed.D.**  
**Executive Director**



**Plan for the Implementation of Standards of Program Quality and Effectiveness in Elementary Subject Matter Preparation, Professional Teacher Preparation and Professional Teacher Induction Pursuant to SB 2042**

**Professional Services Division  
August 21, 2001**

**Executive Summary**

In September, 1998, the California Commission on Teacher Credentialing launched an extensive standards and assessment development effort that led to the development of draft standards of quality and effectiveness for elementary subject matter preparation, professional teacher preparation and professional teacher induction programs. In January 2001, the Commission authorized an extensive field review of the draft standards, and in July a summary and analysis of field review findings were presented to the Commission. During July and August 2001, the standards were amended, based on field review findings and direction from the Commission and finalized for presentation to the Commission in September. A plan for the implementation of the newly adopted standards by institutions of higher education and local education agencies is presented for consideration by the Commission.

**Policy Question**

Should the Commission adopt the plan for implementing the Standards of Quality and Effectiveness for Elementary Subject Matter Preparation, Professional Teacher Preparation, and Professional Teacher Programs?

**Fiscal Impact Summary**

The costs associated with developing and implementing new standards were estimated to be incurred over multiple years, and are included in the agency's base budget.

**Recommendation**

That the Commission adopt the proposed plan for the implementation of Standards of Quality and Effectiveness for Elementary Subject Matter Preparation, Professional Teacher Preparation and Professional Teacher Induction Programs.





**Plan for the Implementation of Standards of Program Quality and Effectiveness in Elementary Subject Matter Preparation, Professional Teacher Preparation and Professional Teacher Induction Pursuant to SB 2042**

**Professional Services Division  
August 21, 2001**

**Summary**

This item presents a draft plan and timelines for use by institutions of higher education and local education agencies who propose to sponsor programs of elementary subject matter preparation, professional teacher preparation and/or professional teacher induction using the proposed standards of quality and effectiveness developed pursuant to SB 2042 currently under consideration for adoption by the Commission. Under this proposal, potential program sponsors would have twenty-seven months to transition from the current to the new standards beginning September 7, 2001, or immediately after the adoption of the standards by the Commission. All program sponsors will be offered technical assistance throughout the transition period, including several days of direct professional development and ongoing assistance from Professional Services Division staff and field staff from the BTSA program. This assistance will be delivered in regions roughly aligned with the current six BTSA clusters. The plan also provides for the selection and training of review panels to read submissions and make recommendations to the Committee on Accreditation, and for training and re-calibration of members of the Board of Institutional Reviewers. Incentives for early adopters of the new program standards, also a feature of the proposed implementation plan, are described.

**Introduction**

It has been the policy of the Commission to establish a window of time for sponsors of credential programs to transition from current practices at the time of adoption of new standards of quality and effectiveness for programs. Typically the transition timeline is two years from the date of adoption of new standards by the Commission. During the transition period, staff who have been directly involved as lead consultants to the advisory panel(s) in the development of the standards work with institutions to provide technical assistance in the development of new documents prepared in response to the new standards, and in the training and calibration of review panels who assess newly submitted documents in relation to the standards and make recommendations to the Committee on Accreditation for program approval. Most recently the Commission adopted new Standards of Quality and Effectiveness for Pupil Personnel Services Credentials and simultaneously adopted an implementation schedule.

At this time the Commission is being asked to adopt three new sets of standards of program quality and effectiveness simultaneously. These three sets (Standards of

Program Quality and Effectiveness for Elementary Subject Matter Preparation, Standards of Program Quality and Effectiveness for Professional Teacher Preparation for the Preliminary Multiple and Single Subject Credentials, and Standards of Program Quality and Effectiveness for Professional Teacher Induction for the Professional Multiple and Single Subject Credentials) affect the greatest number of institutions of higher education and local education agencies with currently approved programs. In addition, the inclusion of induction as a credential requirement inaugurates an entire new group of program sponsors into the approval process.

Currently there are 82 approved programs of elementary subject matter preparation and 84 approved programs of teacher preparation for the multiple and single subject credentials in California. Under the Beginning Teacher Support and Assessment (BTSA) program there are currently 145 approved programs. Under SB 2042 multiple routes for induction programs include district sponsored alternatives and university sponsored programs, neither of which groups are currently represented under the BTSA umbrella. It should be anticipated that new programs may be submitted by program sponsors under these two options as well.

Since the scope of this implementation effort will far exceed previous experiences in the adoption of new program standards, staff is proposing a more structured implementation plan than those adopted by the Commission under normative practice.

## **Components of the Plan**

### **I. Scope**

**Size.** This plan provides for technical assistance and review of documents for prospective sponsors of approved programs of elementary subject matter preparation, professional teacher preparation and professional teacher induction. Under the plan these activities will be conducted by Commission staff and professional expert review panels appointed by the Executive Director for elementary subject matter and professional teacher preparation standards. For induction, staff from the Commission and the California Department of Education will provide technical assistance to prospective program sponsors, and jointly select and work with professional review panels for program approval of BTSA and district sponsored alternative programs. Induction programs sponsored by colleges and universities will be supported and reviewed by Commission staff and review panels.

A regional approach will be used. Staff will be assigned to a single area of the state that approximates one of the current BTSA clusters. Adjustments to the clusters will be necessary as institutions of higher education are not geographically distributed within California in a manner identical to the distribution of current BTSA programs. At this time there are from 21 - 30 programs in each of five BTSA clusters and 15 in the sixth cluster.

**Duration.** It is anticipated that the implementation period will commence immediately after the adoption of each set of standards by the Commission, and last approximately 27 months. Under current expectations, the timeframe is from September 2001 through December 2003. All programs should be approved under the new system by January 1, 2004.

Staff recognizes that there may be sound reasons to adjust this timeline. The professional teacher induction standards are subject to adoption by the State Board of Education (SBOE) and State Superintendent of Public Instruction (SSPI) under provisions of SB 2042 for district alternative and BTSA programs. Implementation of the Induction Standards will be jointly managed by the Commission and the California Department of Education through the interagency BTSA Task Force. Particular aspects of this implementation plan will need to be discussed and perhaps amended by the BTSA Task Force. The implementation timeline for local education agencies needing approval under these standards may need to be adjusted to accommodate the State Board and Superintendent Eastin's meeting agendas. It should be noted, however, that AB 1059 (Ducheny, 1999) provides that programs of preparation for the professional credential for multiple and single subjects must include professional standards for teaching English learners that have been approved by July 1, 2004 and that all multiple and single subject professional credentials issued by the Commission after July 1, 2005 must include an English Learner authorization. Under SB 2042 (Alpert, Mazzoni, 1998) the length of an induction program is two years. Any adjustment of this timeline for induction programs should take this provision of law into account.

In addition, it may become apparent during the implementation process that program sponsors need additional time in redesigning their programs and preparing faculty to teach to the new standards, which are more rigorous and complex than the current standards. In this instance, staff would report to the Commission on these realities and seek approval to make necessary adjustments.

**Staff.** Accreditation consultants and assistant consultants from the Professional Services Division will be assigned to work with elementary subject matter and multiple and single subject programs and BTSA consultants and assistant consultants will be assigned to work with induction programs during the transition. In addition, field staff who serve the BTSA clusters will provide technical assistance to induction program sponsors. There are 12 Commission staff and 6 - 12 BTSA field staff available to support this activity. Each staff member will be assigned a regional cluster to work with over the entire time, and act as a contact person for a specific set of program sponsors within the regional cluster.

**Review and Approval of Proposed Programs.** Expert review panels will be needed to review documents submitted for approval for all three types of programs. Members of review panels should be drawn from highly qualified professionals with expert knowledge and experiences in each preparation area under review. Typically, such panels are convened by the Executive Director, and are balanced between K-12 and higher education members. Panelists are drawn from a broad pool of educators who

submit applications and are recommended to the Executive Director after a careful review of their qualifications by staff. Under the proposed plan, panels of 25- 30 members would be drawn up for elementary subject matter preparation programs and professional teacher preparation programs for preliminary multiple and single subject credentials using standard Commission procedures. Panels of this size would ensure sufficient capacity to complete the work within the timeframe without undue burdens on individual panel members.

For professional teacher induction programs sponsored by local education agencies as BTSA programs or district-alternatives, the plan provides for selection of a panel of similar size and composition by the State Superintendent of Public Instruction and the Commission's Executive Director. Induction programs sponsored by institutions of higher education are approved by the Commission pursuant to SB 2042. The Commission may choose to have these programs reviewed by the same panel, or ask the Executive Director to appoint a separate panel. Members of all panels will be trained prior to commencing document review.

## **II. Processes**

**Organization.** As mentioned earlier in this report, technical assistance and training will be provided in regions organized around the six BTSA clusters. Professional Services Division staff, the CDE staff (pending CDE approval), and BTSA field staff will be assigned to each cluster. Numbers will be adjusted based on anticipated submissions in each cluster. Staff will be assigned as liaisons to a specific number of programs within the cluster, including programs of more than one type. This is intended to foster collaboration across phases in the learning to teach continuum.

**Technical Assistance.** This plan calls for a training of trainers model. SB 2042 lead staff will train consultants and BTSA field staff in how to provide technical assistance to IHEs and LEAs preparing to submit new program documents and how to train review panels. Modules for technical assistance workshops will be developed for use statewide. Staff will then provide training to program sponsors in each cluster using the modules. The training will consist of a half-day overview on the guidelines for submission and document preparation for all three program types, followed by a full day training for each specific program type. After the initial training, staff will work on a one to one or small group basis with the program sponsors to whom they have been assigned.

In addition training for members of the Board of Institutional Reviewers (BIR) will be revised to align with the new standards. Current members of the BIR will need to be recalibrated in a revised training, possibly delivered electronically. New members of the BIR will need to be recruited as the current size of the BIR may not be adequate for the type of review called for in the new standards. One potential step in this direction would be to bring those trained in the BTSA formal program review process into the BIR, to create a merged pool of reviewers who have expertise across the learning to teach

continuum. It is anticipated that recalibration of current BIR members will take a day or a day and a half. Full BIR training will continue to be three days.

**Review Procedures.** The twenty-seven months time period will be divided into a planning period and a document submission period. The planning period is from September 2001 through January 2002. Submission guidelines will be developed for each type of program. Each prospective program sponsor will be asked to submit an implementation plan by January 30, 2002 that includes: (1) type(s) of programs to be submitted; (2) number of programs of each type; (3) contact information for each program; (4) submission date(s); and (5) information about participation in pilot and field review of the teaching performance assessment.

The initial planning period will be followed by four six months submission windows: January - June, '02; July - December '02; January - June '03; and July - December '03. Sponsors may potentially select different submission windows for different program types. A set number of available slots for each program type will be established for each submission window. This will provide for a predictable pace for review panels as they consider and reconsider submitted documents.

Panels will meet twice during each submission period to read initial submissions of program documents. Documents will be read by three panel members, none of whom come from the institution/district being reviewed or a nearby institution, district, or county office of education. With panels of 25 - 30 members in place, this should provide for reading of a maximum of three submissions per reviewer per cycle.

In most instances, program documents are not recommended for approval upon initial submission. To facilitate the review of resubmitted responses and additional documentation, Commission staff is exploring the use of web-based editing software. This software would enable reviewers to simultaneously read and make suggestions to program sponsors and each other on a single document placed on the web. This software is currently under development by Xerox at its research headquarters at Parc Xerox in Palo Alto and would be available for pilot use at no cost.

**Incentives for Early Adopters.** The state Title II advisory committee has approved the allocation of \$500,000 to support the efforts of those institutions interested in transitioning rapidly to the new standards. This includes institutions using the new standards in Spring '02 as a part of their accreditation visits, and other institutions that sponsor elementary subject matter preparation and multiple and single subject preliminary credential programs. A Request for Proposals for Early Adopters is currently being prepared by Commission staff. Under this program, successful applicants would be asked to submit documents in the first submission cycle so that they would be ready to admit candidates in the new program by September 2002. These grant recipients will also be required to participate in the pilot and field review of the teaching performance assessment, and to share their experiences and advice with institutions preparing documents for submission during later cycles.

### **Timeline of Activities**

Table 1 summarizes the work to be completed under this plan. This plan includes twice yearly progress reports to the Commission on the implementation process.

### **III. Next Steps**

Should the Commission approve the implementation plan, staff will prepare the necessary submission guidelines and planning documents, and notify the field.

**Table One. SB2042 Draft Implementation Plan –Timeline of Activities  
August 21, 2001**

<b>Activity</b>	<b>Sept. – Dec. '01</b>	<b>Jan. – June '02</b>	<b>July – Dec. '02</b>	<b>Jan. – June '03</b>	<b>July- Dec. '03</b>
<p><b>Preparation for Implementation Process</b></p> <ul style="list-style-type: none"> <li>• <b>Submit plan to CCTC for approval</b></li> <li>• <b>Develop Submission Guidelines &amp; Timelines</b></li> <li>• <b>Develop Training Materials, all types</b></li> <li>• <b>Develop Review Panel Guidelines and Materials</b></li> </ul> <p><b>Staff and Peer Reviewer Selection</b></p> <ul style="list-style-type: none"> <li>• <b>Assign Staff to Regional Teams</b> <ul style="list-style-type: none"> <li>• <b>2 CCTC accreditation consultants per region for ESM and Teacher Prep/TPA</b></li> <li>• <b>1-2 BTSA Cluster staff for Induction</b></li> </ul> </li> <li>• <b>Selection Process for Review Panel Members</b></li> <li>• <b>Selection Process for BIR Team Members</b></li> </ul> <p><b>Planning Process</b></p> <ul style="list-style-type: none"> <li>• <b>Distribute Submission Guidelines to all IHE's, Districts and COE's who sponsor programs</b></li> <li>• <b>Institutions Submit Initial Plan (Intent to Submit)</b></li> </ul>	<p>Sept. Sept/Oct. Sept/Oct. Sept/Oct.</p> <p>Sept.</p> <p>Nov.</p> <p>Nov.</p> <p>October</p>	<p>January</p>	<p>Nov.</p>	<p>Nov.</p>	<p>Nov.</p>





Activity	Sept. – Dec. '01	Jan. – June '02	July – Dec. '02	Jan. – June '03	July- Dec.'03
<p><b>Implementation – Program Submissions*</b> (statewide review panels)</p> <ul style="list-style-type: none"> <li>• <b>Cycle One – Early Adopters</b> <ul style="list-style-type: none"> <li>• 15 Liberal Studies</li> <li>• 15 Teacher Prep</li> <li>• 20 Teacher Induction</li> </ul> </li> <li><b>Includes incentive grant recipients and those with site reviews in Spring '02</b></li> <li>• <b>Cycle Two – Regular Submissions</b> <ul style="list-style-type: none"> <li>• 25 Liberal Studies</li> <li>• 25 Teacher Prep</li> <li>• 40 Teacher Induction</li> </ul> </li> <li>• <b>Cycle Three – Regular Submissions</b> <ul style="list-style-type: none"> <li>• 30 Liberal Studies</li> <li>• 30 Teacher Prep</li> <li>• 40 Teacher Induction</li> </ul> </li> <li>• <b>Cycle Four – Final Submissions</b> <ul style="list-style-type: none"> <li>• 25 Liberal Studies</li> <li>• 25 Teacher Prep</li> <li>• 40 Teacher Induction</li> </ul> </li> </ul> <p>• <b>Progress Reports to CCTC</b></p>		X			
	X	X	X	X	X

\*Assumes review panels of 25 – 30 members meeting twice per cycle. Sub-groups of 3 read 2 or 3 submissions each. Assumes electronic submissions for initial review prior to panel meeting, and electronic review of re-submissions by panel sub-groups.



## California Commission on Teacher Credentialing

### September 5-6, 2001 Commission Meeting

#### Agenda Item C&CA-1

#### Proposed Changes to Title 5 Sections 80026.4 and 80026.6 Pertaining to Plan to Develop Fully Qualified Educators

September 6, 2001

**Web-Posted August 24, 2001**

Return to [September 5-6, 2001 Agenda](#)

#### Summary

At the July 2001 Commission meeting staff presented proposed changes to Title 5 Sections 80026.4 and 80026.6 pertaining to the Plan to Develop Fully Qualified Educators. This proposed regulation change would include the phasing out of the option of applying for and using the Plan to Develop Fully Qualified Educators to renew emergency permits and waivers.

#### Fiscal Impact

Plans to Develop are implemented locally; there is no fiscal impact for the Commission.

#### Policy Issues to Be Resolved

Should the Commission eliminate the option of using the Plan to Develop Fully Qualified Educators to renew emergency permits and waivers?

#### Recommendation

Staff recommends that the Commission approve the proposed amendments to the California Code of Regulations, Title 5, 80026.4 and 80026.6, pertaining to Plan to Develop Fully Qualified Educators and direct staff to begin the rulemaking file for submission to the Office of Administrative Law and schedule a public hearing.

#### Background

In November of 1993, the Commission adopted Title 5 regulations to govern emergency permits. One section of those regulations 80026.4 encourages local employing agencies to collaborate with the regional Special Education Local Plan Area (SELPA), the County Office of Education, one or more colleges or universities, and other education entities as appropriate to develop and implement a Plan to Develop Fully Qualified Educators. Employing agencies that have an approved plan are able to request a subsequent waiver, or renew an emergency permit for the initial reissuance, by engaging in 90 hours of intensive professional development in lieu of completion of six units of conventional university course work or taking the appropriate subject matter examination. The Plan to Develop also waives the college or university teacher preparation evaluation that is required for the initial reissuance of an emergency permit.

Since 1994, the Commission has approved Plans to Develop Fully Qualified Educators for 25 employing agencies. Once approved, the Plan to Develop does not have an expiration date nor does the Commission staff review it. The regulations do not authorize and staff time is not budgeted to review the Plan once it is approved.

There are approximately 1000 school districts and over 600 non-public schools and agencies in California. In March 2001, each of the then 24 approved agencies (the 25<sup>th</sup> was approved at June 2001 Commission Meeting) were sent a survey to determine the current status of their approved plan. The survey asked if the plan was still in use, the number of educators who have participated in or are currently enrolled in the program and how the employer would be affected if the plan were to be discontinued.

Five of the 24 approved plans are for school districts. Two districts are still currently using the plan, one no longer uses the plan and two districts did not respond to the survey. Eight of the 19 non-public schools/agencies responded that they are still using the plan, three no longer use the plan and the remaining seven did not respond.

Employing Agency	Date plan approved	Survey response	Total Participants	Current # of participants
Lancaster Elementary School District	04/96		20	3

Merced City School District	11/94		26	26
Empire Union School District	08/95	No longer using plan		
Grossmont Union High School District	01/95	No longer using plan		
Palo Verde Unified School District	08/95	No response		
Dubnoff Center for Child Development	10/94		60	0
Family Life Center of Petaluma	12/96		20+	9
Institute for the Redesign of Learning	06/96		5	3
La Cheim School	03/95		7+	4
New Directions	10/94		10	8
Northpoint School	10/94		12	2
Springs Academy	04/96		12	2
Valley High School & Learning Center	10/94		27	4
Booth High School	01/98	No longer using plan		
Hathaway School	10/94	No longer using plan		
Westmark (merged with Landmark West School)	10/94	No longer using plan		
Advocate Schools	06/98	No response		
Aviva High School,	10/94	No response		
Coutin School, Inc.	10/94	No response		
Crittenton High School	10/94	No response		
Crossroads School	10/94	No response		
Optimist High School	04/95	No response		
Parkhill School	10/94	Not deliverable		

Overall comments from the participants that responded state that the program is an excellent training tool, which adds value for their educators.

Senate Bill 674, signed on August 25, 1997, established a limit to the number of times employers may apply for reissuance of emergency permits on behalf of an individual. The legislation established after January 1, 1998, state that an individual who is issued an emergency permit on or after January 1, 1998 may receive a reissuance of that permit for a maximum of four additional one-year periods. Up until that time there were no limits on the number of emergency permits that could be issued as long the individual completed at least six semester units (or its equivalence) toward a credential.

Currently, to renew the emergency permit there are three options:

- @. Completion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential; or
  - A. For the first reissuance only, take all components of the appropriate subject matter examination. This option is available only to holders of Emergency Multiple or Single Subject Teaching Permits or Emergency Education Specialist Instruction Permits who have not competed the subject matter knowledge requirements for the related credential.
  - B. For the first reissuance only, completion of a minimum of ninety hours of professional development activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators, which has been accredited by the Commission.

Employers who are unable to find the appropriately credentialed individual or an individual who can qualify for an emergency permit may request waivers. The individual on a waiver is commonly lacking units in the subject area to be taught. When the Commission approves a waiver, a specific condition is stated which an individual will need to complete. The condition statement on the waiver is

written to expedite the individual to the next appropriate level document. In most cases this would be the emergency permit. Individuals employed on waivers are encouraged to complete the subject matter requirements in order to qualify for the emergency permit as quickly as possible. The Commission has been strongly emphasizing the need to move individuals from waivers to emergency permits. The completion of staff development programs do not move the individual toward completing this goal.

The five-year time limit placed by legislation on an emergency permit holder to complete credential requirements essentially eliminates the rationale for Plans to Develop Fully Qualified Educators. If an individual were to take the subject-matter exams or complete six semester units of approved coursework, both move the individual toward completion of their professional preparation program. The Plan to Develop Fully Qualified Educators waives both of these options.

Plans to Develop Fully Qualified Educators, while good programs, do not advance the individual toward meeting the emergency permit or waiver credential requirements. The phasing out of Plans to Develop Fully Qualified Educators as an option to renew an emergency permit or waiver would not preclude an employer from still offering the training as on-going support or as an employment hiring enhancement.

Staff is proposing that the Commission initially stop approving Plans to Develop Fully Qualified Educators on July 1, 2002, and that agencies with approved plans no longer be allowed to use the plan to renew emergency permits and credential waivers after July 1, 2003.

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## Proposed Changes to Title 5 Regulations

**Section 80026.4** — Staff is proposing eliminating employers from initially requesting approval of Plans to Develop Fully Qualified Educators after July 1, 2002 and that all approved Plans to Develop Fully Qualified Educators not be offered after July 1, 2003.

**Section 80026.6** — Staff is proposing that all approved Plans to Develop Fully Qualified Educators not be offered after July 1, 2003.

The following includes the changes recommended by staff to be made to existing Title 5 regulations that govern Plan to Develop Fully Qualified Educators.

### § 80026.4 Plan to Develop Fully Qualified Educators

a) Any employing agency may submit a Plan to Develop Fully Qualified Educators to the Commission for approval. Such a Plan shall be developed by the employing agency, in collaboration with a county office of education, regionally accredited college or university, Special Education Local Planning Area, or other public education entity in the region of the employing agency, as appropriate. The Plan shall describe efforts by the employing agency to:

(1) recommend to the Commission the certification of personnel who, by virtue of education, training or experience, have been judged by certificated educators from the employing agency as competent to serve in an assignment, but are not yet certified to do so;

(2) support and assist persons who have training and experience in teaching, but neither training nor experience in the area to which they will be assigned; and

(3) provide development activities for persons who have neither training nor experience in teaching, for example, through university or district internships, technologically based learning, or intensive professional development programs.

(b) Any Plan To Develop Fully Qualified Educators may propose alternatives to enrollment in a Commission accredited preparation program for the first year of development of persons granted an emergency permit for the first time. Such alternatives shall be designed to provide ninety clock hours of professional development and to be equivalent to at least 6 units of course work offered to first-year emergency permit holders by a college or university with an preparation program accredited by the Commission. Any such proposed alternatives shall include information on how the performance of the applicants for the reissuance of an emergency permit shall be evaluated.

(c) Any Plan To Develop Fully Qualified Educators may propose ways for the employing agency to streamline or decentralize existing procedures for the issuance or reissuance of any or all of the emergency permits listed in Section 80023 to allow the employing agency to devote more personnel or fiscal resources to supporting, assisting and developing fully qualified educators, and fewer resources to paperwork or other tasks associated with applying for emergency permits.

(d) Plans to Develop Fully Qualified Educators may be initially approved by the Commission until July 1, 2002 and all approved Plans to Develop Fully Qualified Educators shall no longer be offered after July 1, 2003.

### NOTE

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

### §80026.6. Requirements for the Reissuance of Emergency Permits

a) The reissuance requirements for an emergency permit identified in Section 80023 shall include all of the following:

(1) A completed Application for Credential Authorizing Public School Service (form 41-4, rev 4-94),

(2) Payment of the fee(s) required by Section 80487.

(3) Prior submission of a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(4) Verification that orientation, guidance and assistance have been provided as required in Section 80026.5.

(5) For the first reissuance only, an evaluation by a Commission-accredited professional preparation institution identifying requirements the emergency permit holder must complete to be eligible for the related credential.

(6) The following, unless exceptions for reissuance are listed under the specific requirements for the type of emergency permit for which application is being made:

(A) Completion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential; or

(B) for the first reissuance only, completion of a minimum of ninety hours of professional development activities that are directly

related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been accredited by the Commission. This option will no longer be available after July 1, 2003.

**NOTE**

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

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related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been accredited by the Commission. This option will no longer be available after July 1, 2003.

**NOTE**

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

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Updated August 24, 2001



## California Commission on Teacher Credentialing

### September 5-6, 2001 Commission Meeting

#### Agenda Item PH-1

##### PUBLIC HEARING

#### Proposed Amendment to Sections 80026 and 80027 of Title 5 California Code of Regulations Pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit

Web-Posted August 24, 2001

Return to [September 5-6, 2001 Agenda](#)

#### Introduction

The proposed amendments to Sections 80026 and 80027 pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are the responses to the notification of the public hearing, a copy of that notification distributed in [coded correspondence 01-0011](#), dated July 12, 2001.

#### Background of the Proposed Regulations

The Limited Assignment Emergency Multiple and Single Subject Teaching Permits, first established in the early 1980's, gives local school districts flexibility in assigning their teachers. The permit allows a fully credentialed teacher to teach outside their authorized subject area for up to three years. During that time the teacher is to complete course work toward either a credential authorization or a supplementary authorization. This permit requires the consent of the teacher and approval of the local governing board.

In the 1990's changes were made to streamline the emergency permit process by requiring the employing agency to file an annual Declaration of Need for Fully Qualified Educators with the Commission instead of an individual approval for each permit. The Declaration is an estimate of the number of emergency permits the employing agency reasonably expects to employ during the school year.

The emergency permit document is designed to allow employing agencies to assign non-credentialed teachers in the classroom after the agency has recruited for fully credentialed teachers, but is unable to locate them. The Limited Assignment process was designed for fully credentialed teachers to teach outside of their authorized area. However, it is currently more difficult for an employing agency to assign a fully credentialed teacher on a limited assignment permit than it is to assign them on an emergency permit. Placing fully credentialed teachers on emergency permits inflates the number of emergency permit holders. By making it more difficult for an employing agency to assign a teacher on a limited assignment permit little value has been placed on the individual holding a credential.

The Federal Title II reporting law requires that each state report the number of individuals serving on emergency permits, under California's current emergency permit structure. The numbers will include fully credentialed teachers. Title II reporting does not consider fully credentialed teachers teaching outside their credential subject area to be emergency permit teachers. The proposed changes to the Limited Assignment Permit will reduce the number emergency permits and waivers that are to be reported on the Title II report.

Staff believes that the Commission will derive three benefits from the proposed changes:

- The ability to track fully credentialed teachers who are teaching outside their authorized subject area who do not qualify under one of the Education Code assignment options;
- Eliminate fully credentialed teachers serving on emergency permits and credential waivers; and
- Reduce the number of emergency permits and waivers to be reported on the Title II Report Card.

#### Proposed Changes

**Section 80025** — Staff is proposing dropping emergency from the name of the Limited Assignment Emergency Permit because this permit is an assignment option for a credentialed teacher rather than an emergency with a non-fully prepared teacher.

**Section 80026(a)** — Staff is proposing adding the Limited Assignment Permits to the estimated number of certificated staff that will be employed on emergency permits on the Declaration of Need for Fully Qualified Educators. This change is being proposed to eliminate the need for the governing board of an employing agency to approve each Limited Assignment Permit. This recommendation brings the Limited Assignment Permit into the same process as the emergency permit.

**80027(a)(1)** — As mentioned above, staff is proposing that the Declaration of Need for Fully Qualified Educators include an estimate of the number of Limited Assignment Permits an employing agency reasonably expects to employ during a school year. This process will eliminate the need for the governing board to approve each Limited Assignment Permit as the regulation currently stands.

**80027(a)(2)** — Staff is proposing eliminating the need for the applicant to have permanent status, since this has proved to be a barrier to employing agencies using the limited assignment permit.

**80027(a)(3)** — As mentioned above, staff is recommending the elimination of the need for the governing board to approved each Limited Assignment Permit.

**80027(a)(4)** — Under 80028(a)(2) staff proposed eliminating the need for an applicant to hold permanent status, however, staff believes that a new teacher who is assigned outside of his or her subject area needs additional subject matter support from an experienced subject matter teacher.

**80027(a)(5)** — Under current regulations there is no restriction on the subject that may be placed on the limited assignment document. In July 2000, Title 5 Section 80005(a) became effective and listed the types of subjects one could teach under the subject areas listed in Education Code Section 44257. This list clarifies the subject areas that can be taught and, therefore, supports the need to use the list of statutory subject areas.

**80027(a)(6)** — Credentialed teachers are authorized to teach only the subjects listed on their credential. To teach outside of the credential area a teacher needs to consent to the assignment. Staff is proposing that the consent form be on file at the employing agency rather than at the Commission.

**80027(b)(4)** — As stated above, a Declaration of Need is to be on file at the Commission for both the initial issuance and the renewal of the Limited Assignment Permit.

**80027(b)(7)** — Credentialed teachers are authorized to teach only the subjects listed on their credential. To teach outside of the credential area a teacher needs to consent to the assignment. Staff is proposing that the consent form be on file at the employing agency rather than at the Commission.

**80027(c)(1) & (2)** — These changes are being proposed to clarify that the authorization of the Limited Assignment Permit is the same as the credential.

The following pages include the changes recommended by staff to be made to existing Title 5 regulations that govern emergency permits.

**Disclosures Regarding the Proposed Actions**

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts:	None
Other non-discretionary costs or savings imposed upon local agencies:	None
Cost or savings to any state agency:	None
Cost or savings in federal funding to the state:	None
Significant effect on housing costs:	None
Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states:	None
Cost impacts on a representative private person or business:	The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.
Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)):	The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing

Effect on small businesses:	business within California. The Commission has determined that the proposed amendment to the regulations does not effect small business. The regulations are not mandatory but an option that effects public school districts and county offices of education.
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**Notice of Proposed Rulemaking Mailing List and Responses**

**Mailing List**

- Commission Members on the Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendent Of Schools' Offices
- Superintendents of California School Districts
- Deans of Education at the California Institutions of Higher Education with Commission-Approved Programs
- Credential Analysts at the California Institutions of Higher Education with Commission-Approved Programs
- Presidents of Select Professional Educational Associations
- This was also placed on the Internet at "<http://www.ctc.ca.gov>".

**Tally of Responses**

**In Support**

6 organizational opinions  
1 personal opinion

**In Opposition**

0 organizational opinion  
0 personal opinion

The Commission received 7 written responses in support of the proposed amendment to Section 80026 & 80027 of the Title 5 Regulations.

**Responses Representing Organizational Opinions in Support**

- Dunsmuir Elementary School: Lucinda Rinne, Superintendent
- Placerville Union School District: David R. Freeman, Superintendent
- San Diego Unified School District: Deberie L. Gomez, Deputy Administrative Officer
- Joan Macy School: Patricia Guild, Assistant Director-Educational Program
- Gonzales Unified School District: Lupe Munguia, Personnel Analyst
- Napa Valley Unified School District: Jessie Goldberg, Credential Analyst

**Responses Representing Personal Opinions in Support**

- Debra Cook-Lewis, Credential Analyst, Wilsona School District

**Staff Recommendation**

The staff recommends that the Commission adopt the proposed regulations to Sections 80026 and 80027.

**Proposed Regulations for Section 80026, Division VIII of Title 5 California Code of Regulations**

**§80026 Declaration of Need for Fully Qualified Educators**

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Charter schools as defined in Education Code Section 47600 shall be exempt from submitting a Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission, unless the employing agency has an approved Plan to Develop Fully Qualified Educators which specifies a period of validity longer than twelve months. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

(a) Estimated Need: This shall include the title(s) and number of each type of emergency permit and limited assignment permit which the employing agency estimates, based on previous year actual needs and projections of enrollment, it will need during the year covered by the Declaration. In addition, it shall include each subject to be listed on Emergency Single Subject and Limited Assignment Single Subject Teaching Permits and the target language on Emergency Multiple Subject or Single Subject Teaching Permits with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis or on Emergency BCLAD Permits. The Declaration of Need for Fully Qualified Educators shall be revised, when the number of emergency permits and limited assignment permits needed exceeds the estimate by ten percent, by the governing board or superintendent/administrator of the employing agency, as specified in subsection (e) below.

(b) Efforts to Recruit Certified Personnel. This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.

(c) Efforts to Establish Alternative Training Options. The Declaration shall:

(1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the employing agency or, if no such programs exist, briefly explain why;

(2) if the employing agency participates in pre-internship or internship programs, estimate the number which the employing agency reasonably expects to employ during the year covered by the Declaration; and

(3) indicate whether the employing agency has considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4, or if not, briefly explain why.

(d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions.

(e) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or by the administrator of a state school or nonpublic, nonsectarian school or agency.

(1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.

(2) A superintendent of a county office or the administrator of a state school or nonpublic, nonsectarian school or agency shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent or administrator.

**Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.**

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## **Proposed Regulations for Section 80027, Division VIII of Title 5 California Code of Regulations**

### **§80027. Limited Assignment Emergency Multiple or Single Subject Teaching Permit.**

(a) Requirements for the initial issuance of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit include all of the following:

(1) The employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(1) (2) Applicant is currently employed by the local governing board requesting such assignment and has obtained permanent status as defined in Education Code Section 44929.21 or 44929.22 or 44929.23 in a school district in California within the previous ten years.

(2) (3) Applicant holds a valid California teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent. (3) The application is accompanied by the appropriate Commission-approved Employment Statement (form CL-542, rev. 5/98) signed by the applicant and an appropriate employing agency official verifying consent of both parties; describing briefly the whole assignment which the emergency permit holder would teach; explaining the situation or circumstances that necessitate the use of an emergency permit holder; stating that either a credentialed person is not available, or that one or more credentialed persons are available, but do not meet the specified employment criteria established for that position by the employing agency; and verifying prior approval of the assignment by the local governing board.

(4) Applicants who have not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or 44929.23 shall be assigned an experienced educator by the employing agency in the subject area of the Limited Assignment Multiple or Single Subject Teaching Permit who has completed 3 years of full-time classroom teaching experience in that subject area.

(5) The Limited Assignment Single Subject Teaching Permit may be issued in the subject areas listed in Education Code Section 44257.

(6) The employing agency must keep on file a written statement verifying consent of the teacher to serve on the Limited Assignment Multiple or Single Subject Teaching Permit.

(4) (7) The applicant submits a completed Application for Credential Authorizing Public School Service (form 41-4, rev. 5/98 rev. 8/00), and the fee(s) as specified in Section 80487.

b) Requirements for the renewal of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit.

(1) Applicant is currently employed by the local governing board requesting such assignment.

(2) Applicant holds a valid California teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent.

(3) An application for the renewal of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit shall be submitted to the Commission by the employing agency, and shall include all of the following.

(A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 5/98 rev. 8/00).

(B) Payment of the fee(s) required by Section 80487.

(C) Verification of the completion of at least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential.

(D) (4) Completed Employment Statement (form CL-542, rev. 5/98) The employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(4)(5) Validation of Professional Development Statement. The holder of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit who has previously taught three or more years on a credential other than an emergency credential or permit may submit the following in lieu of the required 6 semester units:

(A) Verification that he or she has completed ninety hours of professional development activities that are directly related to the subject or class authorized by the Limited Assignment Emergency Multiple or Single Subject Teaching Permit; and

(B) Submission of a Validation of Professional Development Statement, signed by the employing agency and the permit holder, that includes a brief description of the content of the teacher's professional development program, a brief description of the means by which the employing agency validated the quality and appropriateness of the teacher's professional development program, and a brief description of the manner in which the results of the teacher's professional development program were evaluated.

(5) (6) An individual may renew a Limited Assignment Emergency Multiple or Single Subject Teaching Permit in any one specific subject only twice during his or her lifetime.

(7) The employing agency must keep on file a written statement verifying consent of the teacher to serve on the Limited Assignment Multiple or Single Subject Teaching Permit.

(c) Authorization: The Limited Assignment Emergency Multiple or Single Subject Teaching Permit authorizes the holder to teach in the assignment described in the statement signed by the teacher and the appropriate employing agency official, and approved by the local governing board as required by Section 80027(a)(3).

(1) A Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.

(2) A Limited Assignment Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

(d) The Limited Assignment Emergency Multiple or Single Subject Teaching--Permit shall be valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.

**Authority cited: Sections 44225(d), (g) and (q) and 44300, Education Code. Reference: Section 44300, Education Code.**

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Updated August 24, 2001

*California  
Commission on Teacher Credentialing*

*Meeting of  
September 6, 2001*

**AGENDA ITEM NUMBER:        PUBIC HEARING – 2**

**TITLE:                                Proposed Amendments to Title 5 Regulation, §80105  
   through 80116, Pertaining to the Child Development  
   Permit**

  **X**   **Action**

       **Information**

**Strategic Plan Goal:**

**Goal 1:        Promote educational excellence in California schools**

**Prepared By:**                                \_\_\_\_\_                                **Date:** \_\_\_\_\_  
   **Nadine Noelting**  
   **Assistant Consultant,**  
   **Professional Services**

   \_\_\_\_\_                                **Date:** \_\_\_\_\_  
   **Phyllis Jacobson, Ed.D.**  
   **Consultant**  
   **Professional Services**

**Approved By:**                                \_\_\_\_\_                                **Date:** \_\_\_\_\_  
   **Mary Vixie Sandy**  
   **Director, Professional Services**

**Authorized By:**                                \_\_\_\_\_                                **Date:** \_\_\_\_\_  
   **Sam W. Swofford, Ed.D.**  
   **Executive Director**



**Proposed Amendments to  
Sections 80105-80116 of Title 5  
California Code of Regulations,  
Pertaining to the Child Development Permit**

**Professional Services Division  
September 6, 2001**

**Executive Summary**

This item amends the Child Development Permit structure to allow child development personnel working in programs serving school age children to become better prepared to meet the needs of school age youth. The amendment will provide for a “School-Age Emphasis” for each of the Child Development Permits.

**Fiscal Impact Summary**

The proposed amendments will have no fiscal impact.

**Policy Issue to be Decided**

Should the “School-Age Emphasis” be added to the Child Development Permit?

**Recommendations**

The staff recommends the adoption of the proposed regulations.





**Proposed Amendments to  
Sections 80105-80116 of Title 5  
California Code of Regulations,  
Pertaining to the Child Development Permit**

**Professional Services Division  
September 6, 2001**

**Introduction**

The proposed amendments to Sections 80105 through 80116 pertaining to the Child Development Permit are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are the response(s) to the notification of the public hearing, a copy of that notification distributed in coded correspondence #01-0012, dated September 6, 2001.

**Background of the Proposed Regulations**

The Commission has issued teaching and supervision permits for individuals working in state-funded child development programs since the 1960s. The recent proliferation of programs enrolling school-age children has brought about changes in the nature of the responsibilities of persons working in before-school, after-school and other school-age child care programs. The knowledge, skills, and abilities required to work effectively with school-age children go beyond what has been covered in the Child Development Permit structure.

In order to address the educational needs of persons preparing to work primarily with school age children, the Commission approved last year a School-Age Emphasis option within the existing Child Development Permit structure. The School-Age Emphasis option allows candidates for all levels of the Child Development Permit to take required coursework that covers the developmental, social, and academic needs of children and youth ages birth through fourteen.

Individuals mandated to obtain a Child Development Permit with School-Age Emphasis would be those persons who do not presently hold a current valid Child Development Permit but who will be working with school age children within a program requiring a permit under the California Code of Regulations, Title 5.

It is estimated by the California Department of Education that the proposed Child Development Permit with School-Age Emphasis might ultimately affect individuals in more than 1,500 teaching and administrative positions in school-age programs governed by Title 5 of the California Code of Regulations.

Title 5 regulations are now being proposed to implement the Commission's new School-Age Emphasis option within the existing Child Development Permit structure. The new School-Age Emphasis coursework option will focus primarily on young adolescent development and behavior, on the state adopted academic content standards and performance levels for students, and on the development of the academic tutoring skills of the Permit holders in order to assist students with their studies. The new permit structure will become effective in the year 2001.

In addition, staff is also recommending other minor amendments to the current Title 5 regulations, sections 80105-80116, pertaining to the Child Development Permit, in order to update these regulations, as follows:

### **Proposed Changes**

The amendments would:

- Specify that coursework pursuant to the Child Development Permit must be of a non-remedial nature, and carry at least 3 semester or 4 quarter units of credit. This amendment will assure the quality and the depth of the training received by Child Development Permit candidates, and will help to standardize the amount of training received across all Child Development Permit preparation programs.
- Define the core coursework applicable to the School- Age Emphasis option.
- Specify that a holder of the Child Development Permit, Associate Teacher level, is authorized to supervise an aide. This amendment will help address staffing shortages within child development programs.
- Allow the addition of “the School-Age Emphasis” option requirements within each level of the Child Development Permit.

### **Financial Impact**

Commission on Teacher Credentialing: None

State Colleges and Universities: None

Private Persons: None

Mandated costs: None

### **Notice of Proposed Rulemaking Mailing List and Responses**

#### Mailing List

Members of the Commission on Teacher Credentialing  
California County Superintendents of Schools  
Credential Analysts at the California County Superintendent of Schools' Offices  
Superintendents of Selected California School Districts  
Deans of Education at the California Institutions of Higher Education with Commission-Accredited Programs  
Credential Analysts at the California Institutions of Higher Education with Commission -Accredited Programs  
Presidents of Selected Professional Educational Associations

The notice of proposed rulemaking was also placed on the Internet at "<http://www.ctc.ca.gov>."

Tally of Responses

In Support

3 school districts

1 college

In Opposition

none

Support Responses:

Dunsmuir Elementary School District

Ramona Unified School District

Napa Valley Unified School District

Moor Park College

The Commission received four written responses in support of the proposed amendment to Sections 80105 through 80116 of the Title 5 Regulations. There was only one response from the Dunsmuir Elementary School District, in support of the amendments.

**Staff Recommendation**

The Staff recommends that the Commission adopt the proposed regulations.



## COMMISSION ON TEACHER CREDENTIALING

Professional Services Division  
 1900 Capitol Avenue  
 Sacramento, California 95814-4213  
 916-327-2966



OFFICE OF THE EXECUTIVE DIRECTOR  
 916-445-0184

DATE: July 18, 2001 001-0012

TO All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
 Executive Director

SUBJECT: Proposed Amendment to Sections 80105 to 80116 Pertaining to the Child Development Permit

**Notice of Public Hearing is Hereby Given:**

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ text is lined-through. The public hearing is scheduled on:

September 6, 2001  
 11:30 a.m.  
 California Commission on Teacher Credentialing  
 1900 Capitol Avenue  
 Sacramento, California 95814

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Nadine Noelting at (916) 327-2966 if you wish to speak at the public hearing.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commission Members and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

**Statement of Reasons**

The Commission has issued teaching and supervision permits for individuals working in state-funded child development programs since the 1960's. The recent proliferation of programs enrolling school-age children has brought about changes in the nature of the responsibilities of persons working in before-school, after-school and other school-age child care programs. The knowledge, skills, and abilities required to work effectively with school-age children go beyond what has been covered in the Child Development Permit structure.

In order to address the educational needs of persons preparing to work primarily with school-age children, the Commission approved last year a School-Age Emphasis option within the existing

Child Development Permit structure. The School-Age Emphasis option allows candidates for all levels of the Child Development Permit to take required coursework that covers the developmental, social, and academic needs of children and youth ages birth through fourteen.

**Reports Relied Upon in Preparing Regulations**

- Advancing Careers in Child Development: California's Plan
- Recommendations from the California Department of Education

**Documents Incorporated by Reference**

None

**Office of Administrative Law/s Identification Number**

The Office of Administrative Law's identification number for this proposal is Z-01-0710-07.

**Written Comment Period and Submission of Written Comments**

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed actions. The written comment period closes at 5:00 p.m. on September 6, 2001. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 327-2966; write to the California Commission on Teacher Credentialing, attention Nadine Noelting, 1900 Capitol Avenue, Sacramento, CA 95814; or submit an e-mail at <nnoelting@ctc.ca.gov>.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commission Member as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

**Authority and Reference**

Education Code Section 44225(q) authorizes the Commission to adopt the proposed actions, which will implement, interpret or make specific section 44300 of the Education Code and govern the procedures of the Commission.

**Information Digest/Policy Statement Overview**

**Summary of Existing Laws and Regulations**

Education Code Section 44300 provides that the Commission may issue or renew emergency teaching or specialist permits in accordance with regulations adopted by the Commission.

**Section 80105** – The amendment defines the core area courses for the Child Development Permit with the School Age Emphasis, as well as the minimum standards for coursework, and redefines levels of supervision.

**Section 80109 (b)** – The amendment defines the term “School–Age Emphasis”

**Section 80110** – The amendment defines when a permit can have a “School-Age Emphasis” added.

**Section 80111 (b)** - The amendment authorizes a Child Development Associate Teacher Permit to have a School-Age Emphasis.

**Section 80112 (b)** – The amendment authorizes the Child Development Teacher Permit to have a School-Age Emphasis.

**Section 80113 (b)** – The amendment authorizes a Child Development Master Teacher Permit to have a School-Age Emphasis.

**Section 80114 (b)** - The amendment authorizes a Child Development Site Supervisor Permit to have a School-Age Emphasis.

**Section 80115 (b)** – The amendment authorizes a Child Development Program Director Permit to have a School-Age Emphasis.

**Disclosures Regarding the Proposed Actions**

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None

Cost or savings in federal funding to the state: None

Significant effect on housing costs: None

Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)):  
The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small business. The regulations are not mandatory but an option that affects public school districts and County Offices of Education.



### **Consideration of Alternatives**

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the Commission would be more effective in carrying out the purpose for which the actions are proposed or would be as effective and less burdensome to affected private persons or small businesses than the proposed action.

Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

### **Contact Person/Further Information**

Inquiries concerning the proposed action may be directed to Nadine Noelting at (916) 327-2966 or to Phyllis Jacobson at (916) 323-6090. Nadine Noelting, at (916) 327-2966, can respond to questions concerning the substance of the proposed regulations. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web site at <<http://www.ctc.ca.gov>>. In addition, all the information on which this proposal is based is available for inspection and copying.

### **Availability of Statement of Reasons and Text of Proposed Regulations**

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

### **Modification of Proposed Action(s)**

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

### **Availability of Final Statement of Reasons**

The Final statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at <<http://www.ctc.ca.gov>> or a copy may be obtained by contacting Nadine Noelting at (916) 327-2966.

### **Availability of Documents on the Internet**

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at <http://www.ctc.ca.gov>.

**Proposed Regulations for Sections 80105 to 80116,  
Division VIII of Title 5 of the California Code of Regulations**

Section 80105. Definitions.

As used in this article, each of the following terms has the meaning herein shown:

- (a) “Child Development Permit” means any permit issued by the Commission on Teacher Credentialing which authorizes service in the care, development and instruction of children in a child care and development program. Child Development Permits were formerly referred to as Children's Center Permits.
- (b) “Child care and development program” means any state licensed center-based child care and development program operated by a person, association, organization or school district legally authorized to conduct such programs.
- (c) “General education” means course work from a regionally accredited institution of higher education in subject areas other than early childhood education and/or child development. The candidate must have earned a “C” or above in each course to be accepted.
- (d) “Supervised field experience” means instruction performed in a child care and development program for college credit which is supervised by a person approved by a regionally accredited institution of higher education.
- (e) “Early childhood education/child development course work” means college course work from a regionally accredited institution of higher education primarily related to children ages five years or younger. Twenty-five percent of the course work may be extended to cover children ages five to, and including, eight years. The candidate must have earned a “C” grade or above in each course to be accepted. The coursework cannot be remedial and each course must be three semester units, or four quarter units. "Non-remedial" coursework for the purposes of this section shall be defined as coursework that is applicable toward an associate of arts degree or higher at a regionally accredited institution of higher education.
- (f) “Commission approved alternative education programs” means training which occurs outside of a regionally accredited institution of higher education that has been approved by the Commission to meet all or part of the requirements for obtaining a Child Development Permit. Commission approved alternative education programs must meet criteria established by the Commission in consultation with the Superintendent of Public Instruction in order to be applied toward the Permit.
- (g) “Child Development Associate (CDA) credential” means a nationally recognized certificate issued by the CDA Credentialing Commission in Washington DC.
- (h) “Professional growth” means participation in activities that contribute to a permit holder's competence, performance or effectiveness in the early childhood profession. Such activities may include but are not limited to college or university coursework, conferences, workshops, institutes, academies, symposia, and staff development programs.
- (i) “Core areas” for the Child Development Permit means individual courses or training in each of the following areas:
  - (1) child and/or human development;
  - (2) child, family and community or child and family relations; and
  - (3) programs and curriculum.“Core areas” for the Child Development Permit with the School - Age Emphasis means individual courses or training in each of the following areas:
  - (1) child growth and youth development;
  - (2) child and youth/family/community; and
  - (3) programs/curriculum including school-age instructional practices.

- (j) "Aide" means an individual who cares for and assists in the development and instruction of children under the supervision of a CDP Associate Teacher, Child Development Permit (CDP) Teacher, CDP Master Teacher, CDP Site Supervisor, or CDP Program Director. An aide may not be supervised by a ~~CDP Associate Teacher~~ or CDP Assistant. An aide is not required to hold a Child Development Permit.
- (k) "Adult supervision coursework" means a course that helps Child Development Permit candidates develop knowledge and skills for effective communication with and supervision of adults.
- (l) "Accredited Home Economics Related Occupations (HERO) program" means a high school training program that is certified by the Home Economics Education Unit, California Department of Education, and uses curriculum developed by the Home Economics Education Unit to train secondary students to serve as aides or assistants in a child care and development program. Such training qualifies an individual to obtain a Child Development Assistant Permit.
- (m) "Regional Occupational Program (ROP)" means a program designed to prepare secondary students or adults in one of a variety of occupations. When such training is in child development related occupations, it may be used to qualify an individual to obtain a Child Development Assistant Permit.
- (n) "School-Age Emphasis" means that the permit holder has completed coursework relating to children and youths from birth to age 14. The coursework cannot be remedial and each course must be three semester units, or four quarter units.
- ~~(n)~~ (o) "Program year" means 175 days of three or more hours per day working in a child care and development program.

§80106. NO PROPOSED AMENDMENTS

§80107. NO PROPOSED AMENDMENTS

§80108. Character Requirement. Repealed

§80109. Levels of the Permit.

(a) The Commission on Teacher Credentialing shall issue the Child Development Permit for service in child care and development programs at the following levels:

- (1) Child Development Assistant Permit.
- (2) Child Development Associate Teacher Permit.
- (3) Child Development Teacher Permit.
- (4) Child Development Master Teacher Permit.
- (5) Child Development Site Supervisor Permit.
- (6) Child Development Program Director Permit.

(b) All permits may have a "School-Age Emphasis" added to them when the individual takes half of his/her coursework in school-age units

~~(c)~~ (b) All valid permits for service in a child care and development program issued prior to the effective date of this section shall continue in force and may be renewed as prescribed for each specific type of permit at the time it was issued. Upon request of the applicant, permits issued under prior regulations may be evaluated for the appropriate permit level under current regulations.

(d) ~~(e)~~ Individuals holding permits issued under previous regulations who did not complete the renewal requirements specified for that type of permit may reapply under current regulations.

(e) ~~(d)~~ Effective thirty days after these regulations become effective, the Commission on Teacher Credentialing will no longer issue life permits.

§80110. Child Development Assistant Permit.

- (a) Requirements. Each applicant for a Child Development Assistant Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:
  - (1) Completion of six (6) semester units of early childhood education or child development coursework;
  - (2) Completion of an accredited secondary Home Economics Related Occupations (HERO) program supported by local, federal, or Regional Occupational Center/Program (ROC/P) funds or Regional Occupational Program (ROP) in Child Development Related Occupations; or
  - (3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.
- (b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.
- (c) ~~(b)~~ Term and Renewal. The Child Development Assistant permit shall be issued for five years and may be renewed for a five year period upon submission of the following:
  - (1) an application for renewal;
  - (2) required fees; and
  - (3) verification of completion of 105 hours of professional growth.
- (d) ~~(c)~~ Authorization. The Child Development Assistant Permit authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of a CDP Associate Teacher, CDP Teacher, CDP Master Teacher, CDP Site Supervisor, or CDP Program Director.

§80111. Child Development Associate Teacher Permit.

- (a) Requirements. Each applicant for a Child Development Associate Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:
  - (1) All of the following:
    - (A) Completion of a minimum of 12 semester units of coursework in early childhood education/child development (exclusive of field work used to satisfy Section 80111 a. 1. B) including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family relations; programs/curriculum; and
    - (B) Fifty days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last two years.
  - (2) Completion of the Child Development Associate (CDA) Credential.
  - (3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.
- (b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.
- (c) ~~(b)~~ Term and Renewal. A Child Development Associate Teacher Permit shall only be renewed once, and may only be held for a total of ten years. Upon expiration of the renewed Child Development Associate Teacher Permit, the applicant must qualify for the Child Development Teacher Permit.

- (1) In order to renew the Child Development Associate Teacher Permit, the applicant must have completed at least fifteen (15) semester units toward the Child Development Teacher Permit.
  - (2) At the end of the five year renewal period, the applicant must meet all requirements for a Child Development Teacher Permit. The Child Development Associate Teacher Permit may not be renewed a second time.
  - (3) An application for renewal must be accompanied by the required fees and verification that all renewal requirements have been met.
- (d) (e) Authorization. A Child Development Associate Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Child Development Assistant Permit holder and an aide.

§80112. Child Development Teacher Permit.

- (a) Requirements. Each applicant for a Child Development Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:
  - (1) All of the following:
    - (A) Completion of twenty-four semester units of course work in early childhood education/child development including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family, relations; programs/curriculum. Either of the following may be used to partially meet the 24-semester units requirements:
      1. A two- or three-semester unit supervised field work course, including both the field and course work components, may be used toward the required 24 early childhood education/child development semester units, but the same field work course may not be used to meet the experience requirement listed in Section 80112(a)(1)(B).
      2. Successful completion of the Child Development Associate (CDA) Credential, which may be used for nine semester units of credit toward the required 24 semester units.
    - (B) Completion of 175 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years.
    - (C) Completion of sixteen diversified semester units in general education (i.e., at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts).
  - (2) Completion of an associate degree or higher in early childhood education or child development or a related field, with a three (3) semester unit supervised field experience in an early childhood education setting.
  - (3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.
- (b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.
- (c) (b) Term and Renewal. The Child Development Teacher Permit shall be issued for five years and renewed for successive five year periods upon submission of:
  - (1) an application for renewal;
  - (2) required fees; and
  - (3) verification of completion of 105 hours of professional growth.

~~(d)~~ ~~(e)~~ Authorization. A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.

§80113. Child Development Master Teacher Permit.

(a) Requirements. Each applicant for a Child Development Master Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:

(1) All of the following:

(A) Completion of twenty-four semester units of course work in early childhood education/child development including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family, relations; programs/curriculum. Either of the following may be used to partially meet the required units:

1. A two- or three-semester unit supervised field work course, including both the field and course work components, may be used toward the required 24 early childhood education/child development semester units, but the same field work course may not be used to meet the experience requirement listed in [Section 80113\(a\)\(1\)\(E\)](#).

2. Successful completion of the Child Development Associate (CDA) Credential, which may be used for nine semester units of credit toward the required 24 semester units.

(B) Completion of sixteen diversified semester units in general education (i.e., at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts).

(C) Completion of six (6) additional semester units in an area of specialization which may include but is not limited to the following:

1. Infant and toddler care;
2. Bilingual and bicultural development;
3. Children with exceptional needs;
4. Preschool programming;
5. Parent/teacher relations;
6. Child health; and
7. Specific areas of developmentally appropriate curriculum.

(D) Completion of two (2) semester units of adult supervision coursework.

(E) Completion of 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years.

(2) Completion of a baccalaureate degree or higher with twelve (12) or more semester units of early childhood education or child development coursework, and a three (3) unit supervised field experience in an early childhood education setting.

(3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.

(b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.

~~(c)~~ ~~(b)~~ Term and Renewal. The Child Development Master Teacher Permit shall be issued for five years and renewed for five year periods upon submission of the following:

(1) an application for renewal,

- (2) required fees, and
- (3) verification of completion of 105 hours of professional growth.
- (d) ~~(e)~~ Authorization. A Child Development Master Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Child Development Permit Teacher, a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide. A Child Development Master Teacher Permit also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.

§80114. Child Development Site Supervisor Permit.

- (a) Requirements. Each applicant for a Child Development Site Supervisor Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:
  - (1) All of the following:
    - (A) Completion of an associate degree or 60 semester units, with at least twenty-four (24) units of early childhood education or child development, including the core courses of child and/or human development; child, family and community; and programs and curriculum.
    - (B) Completion of six (6) additional semester units of coursework in the administration and supervision of child care and development programs. These six units must include at least two different courses. One course shall be introductory and one course shall be advanced, or they must be courses of different topical content.
    - (C) Completion of two (2) semester units of adult supervision coursework.
    - (D) Completion of 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years. Experience must include at least 100 days of supervising adults in a child care and development program.
  - (2) Completion of a baccalaureate degree or higher with twelve (12) or more semester units of early childhood education or child development coursework, and a three (3) unit supervised field experience in an early childhood education setting.
  - (3) An Administrative Services credential authorizing services in public schools in California, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.
  - (4) A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in a self-contained classroom or a secondary teaching credential in home economics, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.
  - (5) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.
- (b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.
- (c) ~~(b)~~ Term and Renewal. The Child Development Site Supervisor Permit shall be issued for five years and renewed for successive five year periods upon submission of:
  - (1) an application for renewal;
  - (2) required fees; and

- (3) verification of completion of 105 hours of professional growth.
- (d) ~~(e)~~-Authorization. A Child Development Site Supervisor Permit authorizes the holder to supervise a child care and development program operating at a single site, provide service in the care, development, and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development in a child care and development program.

§80115. Child Development Program Director Permit.

- (a) Requirements. Each applicant for a Child Development Program Director Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following options:
  - (1) All of the following:
    - (A) Completion of a baccalaureate degree with at least twenty-four (24) units of early childhood education or child development, including the core areas of child and/or human development; child, family and community; and programs and curriculum;
    - (B) Completion of six (6) additional semester units of coursework in the administration and supervision of child care and development programs. These six units must include at least two different courses. One course shall be introductory and one course shall be advanced, or they must be courses of different topical content.
    - (C) Completion of two (2) semester units of adult supervision coursework.
    - (D) Child Development Site Supervisor status, with at least one program year of site supervisor experience.
  - (2) A master's degree or higher in Child/Human Development, Early Childhood Education or closely related field.
  - (3) An Administrative Services credential authorizing services in public schools in California, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.
  - (4) A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in a self contained classroom or a secondary teaching credential in home economics, with twelve (12) semester units of early childhood education or child development coursework, three (3) semester units in a supervised field experience, and six additional semester units in administration of early childhood education or child development.
  - (5) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.
- (b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.
- (c) ~~(b)~~ Term and Renewal. The Child Development Program Director Permit shall be issued for five years and renewed for successive five year periods upon submission of all of the following:
  - (1) an application for renewal;
  - (2) required fees; and
  - (3) verification of completion of 105 hours of professional growth.
- (d) ~~(e)~~-Authorization. A Child Development Program Director Permit authorizes the holder to supervise a child care and development program operated in a single or multiple sites, provide service in the care, development, and instruction of children in a child care and



development program, and serve as a coordinator of curriculum and staff development in a child care and development program.

§80116 NO PROPOSED AMENDMENTS

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Attn.: Nadine Noelting  
PSD Division

Title: The Child Development Permit  
Section Nos.: 80105 to 80116

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please submit this response form to the Commission, attention Nadine Noelting, at the above address or fax to her attention at (916) 323- 4508. Respond by 5:00 pm on September 5, 2001 in order that the material can be presented at the September 6, 2001 public hearing.

- 1. π Yes, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
- 2. π No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. π Personal opinion of the undersigned. and/or
- 4. π Organizational opinion representing: \_\_\_\_\_  
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5. π I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6. π No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_