

California Commission on Teacher Credentialing

*Meeting of
November 5-6, 2003*

AGENDA ITEM NUMBER: GS – 10 - B

COMMITTEE: Commission Committee of the Whole

TITLE: Implementation of August Agenda Item GS-10-A:
Subject Matter Examination Requirement for Multiple
Subject Credential Candidates

 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

Presented By: Amy Jackson

Prepared By:

_____ **Date:** _____
Amy Jackson
Administrator, Professional Services Division

Approved By:

_____ **Date:** _____
Mary C. Armstrong
General Counsel

Approved By:

_____ **Date:** _____
Beth Graybill
Interim Director, Professional Services Division

Authorized By:

_____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

Implementation of August Agenda Item GS-10-A: Subject Matter Examination Requirement for Multiple Subject Credential Candidates

Professional Services Division

November 5-6, 2003

Executive Summary

The California State Board's No Child Left Behind (NCLB) plan requires all teachers "new" to the teaching profession at the elementary school level to take and pass a Commission-approved subject matter test. Commission staff conducted meetings with stakeholders and interested parties to develop options for where the test requirement should be embedded in the current program standards and for when the requirement should be met by candidates. At its October, 2003, meeting the Commission took action to include the subject matter examination requirement for multiple subject credential candidates within the Preconditions for Professional Teacher Preparation Programs and also within Professional Teacher Preparation Program Standard 17. This item presents proposed language for including the subject matter examination requirement within the Program Preconditions and Program Standard 17 for Professional Teacher Preparation programs.

Policy(s) Issue to be Considered

Should the Commission approve the proposed language that includes the subject matter examination requirement for multiple subject credential candidates within the Program Preconditions and Program Standard 17 for Professional Teacher Preparation programs?

Fiscal Impact Statement

The Commission budget supports the costs of these activities, and no budget augmentation is needed to continue program activities.

Implementation of August Agenda Item GS-10-A: Subject Matter Examination Requirement for Multiple Subject Credential Candidates

Professional Services Division

November 5-6, 2003

Background

Commission Action

At its meeting on August 14, 2003, to align with the State Board of Education's NCLB plan, the Commission acted to require a Commission-approved subject matter exam for multiple subject credential candidates (currently CSET). The Commission agreed to revisit the set of options related to where in the current program standards the exam requirement should be placed and when it should be implemented.

At its meeting on October 2, 2003, the Commission took action to approve placing the subject matter examination requirement for multiple subject credential candidates within both the Preconditions and Program Standard 17 for Professional Teacher Preparation Programs. Specifically, the Commission took action to

require the passage of the elementary subject matter exam prior to allowing the candidate to assume whole class instruction (student teaching) or becoming teacher of record.

This agenda item presents for the Commission's consideration the proposed language for implementing the above action.

Proposed Language for New Professional Teacher Preparation Program Precondition Relating to the Subject Matter Examination Requirement for Multiple Subject Teaching Candidates

New Professional Teacher Preparation Program Precondition 6

(6) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Sections 44259 (b) (5).*

- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).

- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

The current Professional Teacher Preparation Program Precondition 6, "Completion of Requirements," will be renumbered as Professional Teacher Preparation Program Precondition 7.

Proposed Language for Revised Professional Teacher Preparation Program Standard 17, and for Revised Professional Teacher Preparation Program Standard 17, Element 17 (a)

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Program Standard 17, Element 17 (a): Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

17(a) Prior to student teaching, or, for intern candidates, prior to being given daily responsibility for whole class instruction in a K-12 school or becoming the teacher of record in a K-12 school, each candidate fulfills the state basic skills requirement, and also verifies completion of subject matter competence.

- Multiple Subject candidates (traditional, internship, and/or blended/integrated) must provide evidence of having passed the appropriate subject matter examination(s).
- Single Subject candidates in traditional and/or in internship programs must provide evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- Single Subject candidates in blended/integrated programs must provide evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.