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Information

Professional Services Committee

Update on the Implementation of SB 2042

Executive Summary: This agenda item reviews the progress of the implementation of SB 2042 (Alpert/Mazzoni, Chap. 548, Stats, 1998), including a summary of the standards developed pursuant to this legislation, the number of professional preparation programs currently approved, technical assistance provided to program sponsors, research studies conducted, and next steps in the implementation process.

Recommended Action: This is an information item that requires no action

Presenters: Dr. Larry Birch, Administrator, and Dr. Phyllis Jacobson, Consultant, Professional Services Division

Update on the Implementation of SB 2042

Background

State Legislation: SB 1422 and SB 2042

From 1994-1997, the Commission sponsored a comprehensive review of the requirements for earning and renewing multiple and single subject teaching credentials, pursuant to SB 1422 (Bergeson, Chap. 1245, Stats. 1992). The SB 1422 Advisory Panel appointed by the Commission examined all facets of the then-current credentialing system and developed a series of recommendations aimed at improving the recruitment, preparation, induction and ongoing development of teachers. The Commission received the SB 1422 Advisory Panel report in August 1997. Many of these recommendations were included in the omnibus legislation SB 2042 (Alpert, Mazzoni, Chap. 548, Stats. 1998) that was signed into law in September 1998.

SB 2042 provided a new architecture for California's credentialing system that included:

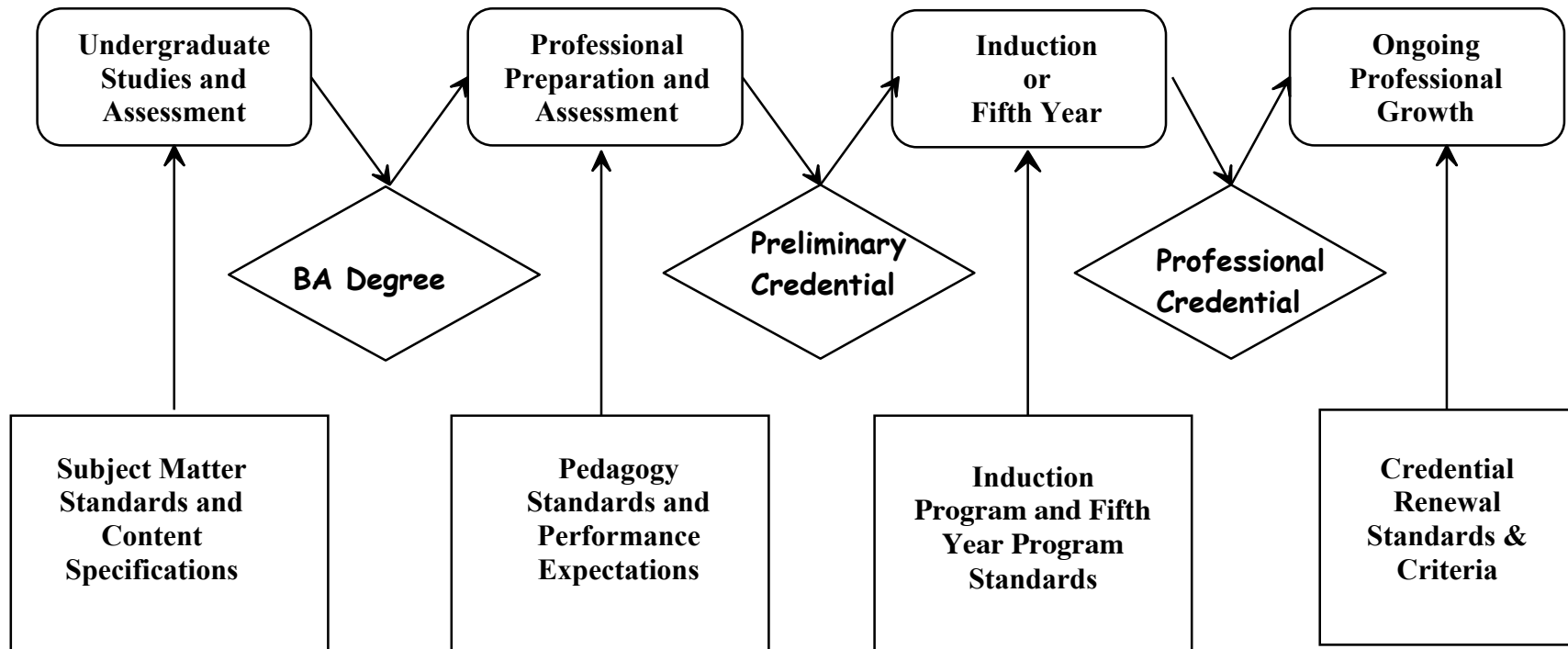
- Implementing standards to govern all aspects of teacher development, including subject matter knowledge, professional preparation, induction, and continuing growth;
- Providing a five-year option that integrates subject matter studies with coursework and field experience in teaching;
- Embedding a standards-based teaching performance assessment in teacher preparation programs leading to a preliminary teaching credential; and
- Providing an induction program for every beginning teacher in California as a requirement for the professional clear teaching credential.

A unique feature of SB 2042 was the opportunity to develop three sets of program standards simultaneously (Subject Matter Preparation, Professional Teacher Preparation, and Professional Teacher Induction) so that the three sets of standards would be coherent, would build upon and reinforce each other, and would provide a logical and seamless transition for teacher candidates throughout their subject matter preparation, their pedagogical preparation, and their induction in their initial two years on the job.

As a result, the SB 2042 standards development process produced the conceptualization, development and implementation of a comprehensive and integrated "learning to teach" continuum for the first time in California history. Figure 1 provides an overview of the interrelationship between the three sets of standards, and illustrates the relationship between California's comprehensive learning-to-teach system, the Commission's SB 2042 standards, and the related SB 2042 program documents that will be discussed in this agenda item.

This item reviews progress made in implementing new standards, providing technical assistance, incorporating induction into California's credential system, and evaluating the implementation process.

Figure 1: Relationship between California's Learning to Teach System, CCTC Standards, and SB 2042 Program Documents



2042 Program Documents

- Undergraduate
- Subject Matter Preparation Standards and Content Specifications
 - Blended Programs Standards

- Graduate
- Professional Teacher Preparation Program Standards including Teaching Performance Expectations
 - California TPA
 - Assessment Quality Standards

- Post-Preliminary Credential
- Professional Teacher Induction Program Standards
 - Fifth Year Program Standards

Key Features of SB 2042 Program Standards: Preparation for the Preliminary Credential

A. Professional Teacher Preparation Program Standards

In late 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission-sponsored legislation in 1998 (SB 2042) served as the impetus for the development of standards and assessments, that were aligned with the State adopted academic content standards for students as well as with the *California Standards for the Teaching Profession* adopted by the Commission and the Superintendent of Public Instruction. The development work for all three sets of standards in the Learning to Teach Continuum was carried out by Commission-appointed advisory panels, task forces, and contractors.

The SB 2042 Advisory Panel was appointed in 1999 and was charged with the responsibility for developing recommendations for revised Multiple and Single Subject Professional Teacher Preparation Program Standards pursuant to SB 2042 were presented to the Commission for adoption in September, 2001. Some of the key changes reflected in SB 2042 Professional Teacher Preparation Program Standards compared to the previous teacher preparation program standards are:

- Teacher preparation must be aligned with the K-12 Student Academic Content Standards adopted by the State Board of Education to assure that each teacher has the knowledge, skills and abilities to help K-12 students succeed with challenging content.
- Teacher preparation and the assessment of teacher performance are coupled in order to assure that each teacher has the knowledge, skills and abilities to provide effective instruction to K-12 students (see pages PSC 7A-13 to 15 for a discussion of the California Teaching Performance Assessment).
- Teacher preparation must be aligned with the California Teaching Performance Expectations (TPEs) that describe accomplished professional practice. New teachers will be expected to progress toward accomplished practice (as reflected in the TPEs) at each stage of their professional preparation.
- Teacher preparation must prepare all new teachers to work effectively with English learners (including the competencies previously reflected in the CLAD certificate). Teacher preparation must also include technology, health, and mainstreaming within the basic credential preparation for all new teachers.
- Teacher preparation must emphasize collaboration between the college/university sponsoring the program and K-12 school districts likely to employ new teachers.
- Teacher preparation must include expanded early fieldwork in K-12 school settings.

In September 2001, the Commission approved the new *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs* developed by the SB 2042 (1999) Advisory Panel. Following an initial round of technical assistance to potential subject matter program sponsors, the earliest new Professional Teacher Preparation Program applications were submitted in April 2002 for Commission review and approval.

Program Approvals to Date: As of May 2004, a total of 91 professional teacher preparation program submissions out of a total of 104 program submissions have been approved, with the remaining 13 continuing in the review process. Four of the professional teacher preparation program submissions were from institutions that have not previously operated professional teacher preparation programs in California (note: the number of submissions exceeds the total number of institutions offering professional teacher preparation programs in California because some program sponsors chose to submit their multiple subject programs and their single subject programs separately).

Implementation Issues: The entire SB 2042 reform effort, including the simultaneous revision and implementation of all of the new sets of standards discussed in this agenda report, represented an unprecedented and massive process of program review and approval on a scale not previously undertaken by the Commission. This effort entailed identifying and training a large number of program document peer reviewers, and an intensive effort over the past two years that is still continuing to review the extensive program application documents submitted by program sponsors for approval. Despite the challenges faced by the Commission in implementing such a large effort at a time of budget constraints faced by all educational institutions, the process has moved forward expeditiously, has made judicious and effective use of both personnel and technology, and is nearing completion for the Multiple and Single Subject Professional Teacher Preparation Programs submitted in response to the SB 2042 standards.

In addition, in order to respond to the requirements of AB 1059 (Chap. 711, Stats. 1999) since the new SB 2042 credential authorizes a teacher to provide instruction to English learners with the regular classroom and in specialized settings, a separate and detailed review had to be undertaken simultaneously within the overall SB 2042 Professional Teacher Preparation Program documents review process specifically for Professional Teacher Preparation Program Standard 13, "Preparation to Teach English Learners." A separate panel of highly qualified reviewers read and provided feedback to program sponsors on this particular standard in order to assure that the training being received by teacher candidates was sufficient to provide them with the knowledge, skills and abilities equivalent to what had previously been required under the CLAD Certificate. Also in order to respond to the requirements of AB 1059, the Professional Teacher Induction Standards needed to include advanced work in the area of teaching English learners.

Next Steps: Commission staff will continue to work with the review panels and the program sponsors to complete the review and approval process for the remaining thirteen professional teacher preparation programs. It is anticipated that most of these programs will have completed the process and be recommended to the Committee on Accreditation for approval by June 2004.

A1. Integrated (Blended) Programs of Undergraduate Teacher Preparation

Among the recommendations of the SB 1422 Advisory Panel (1997) was a call to encourage colleges and universities to establish integrated (blended) programs of subject matter and professional preparation for those candidates who decide early in their education they would like to become teachers. A "blended program" blends subject matter preparation and teacher

preparation by offering coursework in both areas *concurrently* and in a *connected* manner during the undergraduate years.

In 2000, pursuant to the standards development already underway in response to SB 2042, the Commission's *Interim Standards for Blended Programs of Undergraduate Teacher Preparation* were reviewed and revised to reflect changes in the corresponding SB 2042 subject matter and teacher preparation standards. The revised *Standards for Blended Programs of Undergraduate Teacher Preparation* were adopted by the Commission in 2001. In order for an institution to gain Commission approval for a blended program, the institution must have an approved subject matter preparation program and an approved professional teacher preparation program in place. Following an initial round of technical assistance to potential blended/integrated program sponsors, the earliest new Blended program applications were submitted in September 2002 for Commission review and approval.

Program Approvals to Date: As of May 2004, a total of 9 blended programs of undergraduate teacher preparation have been approved, with an additional 12 still in process.

Issues Relating to Implementation of SB 2042 Integrated/Blended Programs: At its August 2003, meeting the Commission took action that found current approved multiple subject matter preparation programs would no longer be a sufficient basis for waiving the subject matter examination in light of the enactment of the federal No Child Left Behind Act (NCLB) and the regulations of the State Board of Education. As a result, most institutions with elementary subject matter programs still in the review process have not resubmitted responses to feedback received from program document review teams. Blended Multiple Subject Program sponsors at these institutions are unable to gain program approval, since under the current Commission requirements a Blended Program sponsor must have an approved subject matter preparation program as well as an approved professional teacher preparation program in order to offer a "blended" option.

B. Elementary Subject Matter Preparation Program Standards

SB 2042 required subject matter preparation programs to reflect the new K-12 student academic content standards that had recently been adopted by the California State Board of Education. Consequently, the Commission's SB 2042 Elementary Subject Matter Advisory Panel was given the task of aligning subject matter program standards and content specifications to the K-12 academic content standards adopted for pupils.

The panel proposed a new set of subject matter program standards and content specifications pursuant to SB 2042. The extensiveness of the expected knowledge and skills contained in the K-12 student academic content standards reinforced the importance that elementary subject matter programs be academically rigorous, providing foundational knowledge in those subjects that the teachers are authorized to teach. Some of the key changes reflected in SB 2042 Elementary Subject Matter Preparation (ESM) Program Standards compared to the previous ESM standards are:

- Alignment of ESM Program Standards with K-8 Student Academic Content Standards

- Alignment of ESM Program Standards with the Multiple Subject Matter Examination (CSET)
- Alignment of ESM program resources to assure alignment with the K-8 Student Academic Content Standards
- Stronger field experience requirements for undergraduate subject matter preparation programs
- Inclusion of a new subject, Health, to the list of commonly-taught subjects, and subsuming of Humanities within the History and Social Studies content area
- Addition of two new standards related to program implementation issues (allocation of adequate institutional resources to the program and importance of periodic program review and development)

In September 2001, the Commission approved the new *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* developed by the SB 2042 (1999) Advisory Panel. Following an initial round of technical assistance to potential subject matter program sponsors, the earliest new elementary subject matter preparation program applications were submitted in April, 2002 for Commission review and approval.

Program Approvals to Date: As of May 2004, a total of 29 elementary subject matter programs out of 56 programs submitted have been approved, with the remaining 27 either continuing in process or on hold due to No Child Left Behind-related issues. Of the 28 approved elementary subject matter programs, seven are from the California State University, and 22 are from private/independent colleges or universities.

Issues Relating to Implementation of SB 2042 Elementary Subject Matter Programs and Integrated/Blended Programs: In order to align credential requirements with the requirements of NCLB, at its August 2003 meeting the Commission took action that found current approved multiple subject matter preparation programs are not an adequate basis for waiving the subject matter examination. In effect, this action triggered an end to the examination waiver provided in Education Code Section 44310 for multiple subject credential candidates. In October 2003 the Commission took action to place the subject matter examination requirement for multiple subject candidates within the standards for professional teacher preparation rather than within the standards for subject matter preparation.

As described in Coded Correspondence 03-0025, multiple subject candidates who enroll in a teacher preparation program on or after July 1, 2004 will be required to demonstrate subject matter competence by passing a Commission-approved examination prior to commencing daily whole class student teaching or serving as teacher of record as an intern. Effective July 1, 2004, candidates who complete an approved elementary subject matter preparation programs will no longer be eligible for a subject matter examination waiver.

In light of the above Commission actions, many Elementary Subject Matter Program sponsors have begun to reconsider their submission of an elementary subject matter preparation program application. There are approximately twenty-seven program sponsors that have chosen not to resubmit at this time. The delay in resubmitting elementary subject matter programs will affect

the remaining twelve Blended program applications, since under the current Commission requirements a Blended Program sponsor must have an approved subject matter preparation program as well as an approved professional teacher preparation program in order to offer a "blended" option. At its May 2004 meeting, the Commission discussed how the review of elementary subject matter programs should be handled in the future and asked staff to return at a later meeting with policy options for the review of these programs.

B1. Single Subject Matter Preparation Program Standards

To continue implementation of the provisions of SB 2042 relating to subject matter preparation standards, it was also necessary to revise standards for the single subject matter preparation programs. In 2001, the first of three phases of Single Subject Advisory Panels were appointed to develop new single subject matter program standards and subject matter requirements, and to establish the basis for revision of the Commission-adopted single subject matter examination(s).

The work of the single subject matter Advisory Panels was divided into three phases. Phase one included the subject areas of English, mathematics, science, and social science. The work of the panels began with the development of the subject matter requirements that form the basis for subject matter programs as well as for examinations aligned with K-12 student academic content standards. In order to assure consistency of preparation program quality across the range of single subject matter program standards being developed, the panels recommended that a unified set of "standards common to all" also be incorporated into each set of single subject matter program standards. These standards address program structure and quality issues such as diversity and equity, student advisement and program evaluation. The work of this first phase concluded in 2003 with the Commission adoption of revised single subject matter program standards and subject matter requirements for English, mathematics, science and social science that aligned with the state-adopted K-12 student academic content standards.

Phase two of the single subject matter standards and examination development included the subject areas of music, art, physical education, and languages other than English (not including American Sign Language). The work of the second phase concluded in May 2004 with the Commission's adoption of the revised subject matter program standards and subject matter requirements for these five subject areas. The third and final phase of the single subject matter standards and examination development began in late April, 2004, with the subject areas of Home Economics, Agriculture, Business Health, and Industrial and Technology Education and American Sign Language as an additional language within the Languages Other than English subject area.

Concurrently with the work of each phase of the single subject panel, a set of subject matter examinations is also being developed. The first set of new subject matter examinations (CSET) for the Phase One subject areas (English, mathematics, science and social science) has been available for candidates for one year. As subsequent sets of standards and subject matter requirements are reviewed and approved by the Commission, the corresponding set of subject matter examinations will also be made available for candidates.

Single subject matter programs may continue to be completed by teacher candidates as a means of establishing single subject matter competence for NCLB purposes. Because the coursework within an approved program is equivalent to a major, Single Subject candidates and Education Specialist (Special Education) teacher candidates continue to have the option of satisfying subject matter competence either by examination or by completion of an approved program. Subject matter examinations and approved programs as methods of demonstrating subject matter competence are available in all thirteen single subjects authorized by Education Code Section 44257, and the following core academic subject areas identified under NCLB: English, reading/language arts, mathematics, science, and foreign languages.

Program Approvals to Date: The initial program application documents from the Phase One single subject areas (English, mathematics, science and social science) are currently being submitted and reviewed. The review process will continue throughout the three phases of single subject matter standards development.

**Technical Assistance Provided To Program Sponsors:
Professional Teacher Preparation, Multiple and Single Subject Matter
Preparation, Blended, and Professional Teacher Induction Programs**

A. Local and Regional Technical Assistance

Technical assistance has been provided to program sponsors throughout the entire SB 2042 implementation process. Several types of technical assistance made available to program sponsors are described below.

Orientation and Implementation Assistance: A five-pronged approach to providing technical assistance related to the new preparation standards began in October 2001, and continued through 2003. All of the Commission's efforts to provide the comprehensive technical assistance discussed in this section of the agenda item were funded through a three-year federal Title II Teacher Quality Enhancement State Grant. This competitive grant funding allowed Commission staff and others to maximize resources to assist the field in making the transition to the new standards and programs.

During October 2001, regional teams of Commission staff, BTSA staff, and others were established to provide technical assistance to all currently approved sponsors of Professional Teacher Preparation, Multiple Subject Matter Preparation, Blended, and Beginning Teacher Support and Assessment (BTSA) programs, since all of these program sponsors needed to submit program documents responding to the new preparation standards. These regional teams provided not only technical assistance about the standards themselves, but also workshops on writing responses to the new standards along with peer review of standards response drafts.

At the same time, creative use of technology enabled a special section on the Commission website for items relating to the new standards and to the implementation process, so that institutions/programs could check frequently for updates, and the Commission began

participating in a pilot of new web-based technology to facilitate statewide communications with and among the regional teams.

Extensive technical assistance to the Early Adopters, whose responses to the new standards were submitted on April 1, 2002, was provided from October 2001 through March 2002.

Since October 2001 and on an ongoing basis, Commission staff have continued to present at meetings, conferences, and other professional gatherings to help the field at large understand the new credential structure, the SB 2042 standards, and the transition process to the new standards and credentialing system.

The combined technical assistance outreach efforts described above reached approximately **1,600 attendees** from IHEs and local district intern programs.

In December 2001, the Title II federal funding facilitated the development of specialized materials for use by Credential Counselors and Analysts and a series of statewide workshops to provide technical assistance to this group of support staff. The materials developed and circulated to all IHE and district intern programs included a revised handbook to help explain the new standards and the role of the Credential Counselors/Analysts in providing appropriate advisement to candidates regarding the new credentialing requirements. These technical assistance efforts reached approximately **560 Credential Counselors/Analysts** across the state.

In order to assist Beginning Teacher Support and Assessment (BTSA) programs to make the transition from grant supported professional development programs to approved Professional Teacher Induction Programs, the Regional Technical Assistance Teams scheduled training sessions for local BTSA program staff and for college and university staff working in the area of Induction. The technical assistance meetings covered understanding the new Standards as well as information on how to respond to these Standards for program approval purposes. These technical assistance efforts reached approximately **200 representatives** from potential Induction program sponsors.

Title II Teacher Quality Enhancement State Grant Summer Workshops: The Title II Teacher Quality Enhancement State Grant funding permitted the Commission to sponsor three successive annual summer workshops to provide more intensive and focused technical assistance to the field. The combined attendance at these workshops exceeded **1,500 IHE/K-12 school district attendees**. Evaluation feedback provided by the attendees was highly complimentary regarding the appropriateness of the topics, the quality and preparedness of the presenters, and the helpfulness of having quality time to share information with their peers concerning the implementation of the new Standards.

Single Subject Matter Programs Local and Regional Technical Assistance: Following the pattern of technical assistance established in the earlier phases of standards development that began in 2001, technical assistance is currently being provided by Commission staff to program sponsors of single subject matter preparation programs to help them understand the new single subject matter standards, develop responses to the new standards, and provide peer feedback on drafts of standards responses. The technical assistance typically takes the form of

implementation information meetings, document preparation workshops, and individual assistance. Title II funding supported the initial technical assistance provided to program sponsors of Phase I subject areas (English, mathematics, science and social science) prior to the ending of the federal funding. Technical assistance will continue to be provided throughout the single subject matter standards development process and the single subject matter program review and approval processes.

Continuing contacts with the field: Commission staff are continuing to respond by email, phone and fax to questions and comments submitted by the field concerning the new credential system, the new standards, and the transition processes.

B. Use of Technology Within the SB 2042 Process

Creative use of technology continues to facilitate the implementation of SB 2042 in two major ways. The first is by helping to keep the field informed through the creation of a special section on the Commission web site dedicated to items relating to the SB 2042 Standards and transition issues. Clicking on the web site's SB 2042 button provides information concerning the standards themselves, related legislation and policy, and other useful links.

The second way is by linking the SB 2042 program document teams through the successful piloting of special secure web-based software for shared document creation and shared communications among reader team members as well as with Commission staff. The "Sparrow" software developed by Xerox Corporation's Palo Alto Research Center and pilot-tested by the Commission allows for web-based, group-sharable and group-editable documents, and permits instantaneous communication among the review panel members around the state regardless of individual computer systems and setups. Reviewers of the SB 2042 program documents use this secure website to post their team summary feedback to program sponsors. This system has greatly improved the ability of staff to provide feedback back more quickly to program sponsors concerning their responses to the standards. The Sparrow system was so successfully used by the Commission on a pilot basis that the system has now become commercially available, and several technology industry publications have featured Sparrow's development, including the Commission's role in initially beta testing this system.

Next Steps: The use of Sparrow, begun initially as a cost-effective mechanism to facilitate the SB 2042 document review process, is now being extended to facilitate communications among several other work groups, including the Administrative Standards panels and a new network for California TPA users.

Ongoing Implementation Relating to Preparation for the Preliminary Teaching Credential: Teaching Performance Assessment

A. California Teaching Performance Assessment

One of the key new features of the SB 2042 reform is the tight coupling of program preparation and candidate assessment by requiring all Preliminary Teaching Credential candidates to pass a teaching performance assessment (TPA) as part of preparation for a preliminary credential.

Professional teacher preparation programs may use the California Teaching Performance Assessment (CA TPA) developed by the Commission or they may develop their own teaching performance assessment. All teaching performance assessments are based on standards described in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, and should measure the Teaching Performance Expectations (TPEs) listed in the Professional Preparation Program Standards.

Prior Commission actions: In June 2001, the Commission authorized the Executive Director to enter into a contract with Educational Testing Services (ETS) to develop a prototype Teaching Performance Assessment pursuant to SB 2042. The prototype was developed and pilot tested in the spring 2002 and it was made available for a field test in the 2002-03 academic year.

In September 2001, the Commission adopted new *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*, except for the set of assessment quality standards that was being developed in tandem with the program standards. It was decided to bring the assessment quality standards to the Commission when the prototype TPA was ready to use.

In August 2002, the Commission adopted Assessment Quality Standards to guide the development and implementation of teaching performance assessments but later suspended the standards and postponed the implementation plan for all teaching performance assessments until state funding would be available.

Development of the prototype TPA continued. In November 2003, the Commission adopted a passing score for the CA TPA, based on the recommendations from the standard-setting study conducted in June 2003.

Technical assistance to the field: The California Teaching Performance Assessment (CA TPA) system was implemented on a pilot basis for the first time in California in 2003, following technical assistance workshops offered by CCTC staff beginning in the fall of 2002. Three series of technical assistance workshops were held in southern and northern California locations. The first series provided an overview of the CA TPA system; the second series reviewed the Assessment Quality Standards; and the third series trained the TPA coordinators from local teacher preparation programs to implement the CA TPA. Among the 400 workshop participants, 42% were from the California State University, 40% were from private/independent institutions, 14% were from BTSA/Intern programs, and 4% were from the University of California.

During the first year of the TPA launch, 2003, the Commission took action to delay the implementation of the California TPA due to budget constraints faced by colleges and universities. However, over forty IHEs volunteered to try out the TPA during the second year of TPA implementation, 2003-2004. Each of these institutions received a full set of the CA TPA system consisting four performance tasks and corresponding scoring rubrics, a TPA handbook for the candidates, training materials for training and calibration of TPA field assessors, benchmarks for candidate performance on the four performance tasks, and an information guide to assist IHEs with TPA implementation. Each of these institutions has been funding its own participation in the TPA tryout.

The initial TPA lead assessor training for the volunteer IHEs took place in the fall of 2003 and continued until early spring 2004. The training was offered to each campus' Lead Assessors in order to train faculty members in the four TPA tasks. To date, CCTC staff have trained approximately 300 lead assessors. Among these lead assessors, 25% are now trained in more than two of the four TPA performance tasks. Lead assessors represent a total of forty-eight IHEs, including two BTSA programs, four District Intern programs, eight CSU campuses, and thirty-four private/independent institutions. Calibration data were collected for individual assessors as they were going through the lead assessor training to make sure that the assessors' findings were calibrated. After the training, calibration data were analyzed by task and by location. Initial findings indicate that institutions of higher education faculty, K-12 teachers, and administrators, can be efficiently trained and calibrated to be state-certified CA TPA assessor trainers. Preliminary findings of the calibration study were presented at the annual meeting of AERA.

The next phase of the TPA implementation will be to continue to offer technical assistance and training during summer and fall of 2004. Two networking days for Lead Assessors are scheduled for May 2004. In order to promote communication and sharing of TPA implementation events, questions, and best practices, a secure web page for the fledgling TPA network participants has been set up on the Commission's secure Sparrow website. Training for Sparrow use will be provided during the May Lead Assessor networking days. At the specific request of the institutions trying out the TPA, two additional lead assessor trainings have been scheduled for June and July 2004, at the University of San Francisco. In addition, two trainings for the TPA coordinators have been scheduled for August 2004. A series of lead assessor trainings have been tentatively scheduled for fall 2004. CCTC staff plan to train another 300 lead assessors to build capacity and to have enough lead assessors trained per task. Approximately 1,000 lead assessors are needed in order to provide adequate training for assessors in the future.

Implementation Issue: Since full implementation of the California Teaching Performance Assessment is dependent on sufficient funding being available, it is not clear what the future implementation status of this SB 2042 component will be.

Status of Standard 19: Assessment of Candidate Performance: After the Commission took action in April 2003 to suspend the Assessment Quality Standards (which would have included Professional Teacher Preparation Program Standards 19 through 23), Professional Teacher Preparation Program Standard 19 was revised as follows:

“Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the teaching credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.”

In late fall 2003, CCTC staff conducted a brief survey to solicit information from IHEs to determine if any changes were being made to the plan indicated in the currently-approved SB

2042 response to Standard 19 based on the Commission's action to suspend both the Assessment Quality Standards and the implementation of the California TPA. According to the responses received to date, more than two-thirds of the programs have indicated that they are not making any changes to their responses to Standard 19. Other IHEs that are making changes have submitted documents and CCTC staff are in the process of reviewing these documents. Although the Commission took action in April 2003 to suspend implementation of the CA TPA, more than forty IHEs are continuing to try out the CA TPA on a voluntary basis. CCTC staff have been receiving positive responses from IHEs who are now participating in the TPA implementation. After one year of working with the TPA process, evidence is mounting that the CA TPA has the potential to become a critical and consistent standardized measure of teacher performance. The TPA also has the potential to assist candidates who transfer between teacher preparation programs and/or IHEs, and offers a consistent measure for guiding the continued development of candidates who participate in SB 2042 Professional Teacher Induction programs.

Next Steps: Many challenges face the successful implementation of a consistent, statewide measure of teacher performance. Building local capacity to conduct formative and summative assessment is crucial. A comprehensive evaluation study of the assessor training will be planned for 2004-2005. As institutions work to validly and reliably implement a consistent, statewide teacher candidate assessment measure, baseline data need to be collected, analyzed, and shared. Based on these findings, CA TPA system clarifications and revisions may need to be made to ensure a technically sound administration. CCTC staff intends to plan and implement a comprehensive evaluation of the CA TPA system, including annual revisions to CA TPA tasks and materials. CCTC staff will continue to offer technical assistance and trainings for TPA coordinators and lead assessors, and also provide training and materials to support IHEs who are just beginning to prepare for a TPA implementation. CCTC staff will help to maintain the skill level of the currently trained lead assessors and support them as they begin to offer assessor training locally. Finally, staff will explore the possibility of a collaboration process to ensure a consistent and fair scoring of the CA TPA and continue to explore how to use CA TPA data to inform program evaluation.

Key Features of SB 2042 Program Standards: Preparation for the Professional (Clear) Credential

A. Professional Teacher Induction Standards

Prior to the enactment of SB 2042, teachers earned a professional (clear) credential by completing advanced coursework in three specified areas: Health, Mainstreaming, and Technology. SB 2042 established a new requirement that teachers complete a two-year induction program of support and formative assessment during their first two years of teaching as a requirement for earning a professional teaching credential.

The Commission-appointed SB 2042 standards panel developed a new set of Professional Teacher Induction Program Standards that by design are coupled with the previously-adopted Multiple Subject Matter Program and Professional Teacher Preparation Program standards to seamlessly reflect the continuum of learning to teach exemplified in Figure 1.

Some of the key changes reflected in the new Professional Teacher Induction Program Standards as compared to the standards under which Beginning Teacher Support and Assessment (BTSA) programs were operating are:

- The Professional Teacher Induction Program Standards move support and assessment programs for beginning teachers from grant-funded programs to standards-based programs that must be approved by the Commission and the Department of Education
- The Professional Teacher Induction Program Standards are aligned with the K-12 student academic content standards and with the *California Standards for the Teaching Profession*
- The Professional Teacher Induction Program Standards require a high degree of collaboration between K-12 and colleges/universities
- The Professional Teacher Induction Program Standards provide for both synthesis and application of professional knowledge and skills that leads to ongoing professional growth for each participating teacher

The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* were adopted by the Commission at its meeting of March 7, 2002. Following an initial round of technical assistance to potential Professional Teacher Induction Program sponsors (see Section III above), the earliest new Professional Teacher Induction Program applications were submitted in September 2002 for Commission review and approval.

Special assistance to private K-12 potential Professional Teacher Induction Program sponsors: Many private K-12 schools require their teachers to maintain valid K-12 teaching credentials issued by the Commission. These teachers will also need access to approved Professional Teacher Induction programs in order to obtain their Professional Clear Credential. The Title II Teacher Quality Enhancement State Grant funds supported 10 small planning grants for private K-12 schools and/or consortia to plan for the development of professional teacher induction programs responsive to the Commission-adopted Professional Teacher Induction Program Standards. Two examples of the funded Induction planning grants are the Association of Christian Schools International (ACSI) and the Southern California Lutheran School Induction Collaborative. Both groups included local private K-12 schools and area private/independent IHEs serving those teachers.

Program Approvals to Date: As of May 2004, a total of 123 Professional Teacher Induction Program applications out of 153 submitted have been approved, with the remaining 30 continuing in the review process.

Implementation Issues: The implementation of the SB 2042 Professional Teacher Induction Standards also represented an unprecedented and massive process of program review and approval, and of reader training and calibration. There was so much interest on the part of potential program sponsors of induction programs that additional submission windows had to be established to accommodate the number of program documents submitted. This large-scale effort on the part of program

sponsors to meet the demand for high quality induction programs demonstrates the interest and support of the field for Professional Teacher Induction programs even in a time of fiscal constraints. In addition, school district and county consortia induction program sponsors undertook a wholly new professional responsibility of recommending candidates for licensure for the Professional Clear Credential.

Next Steps: Commission staff will continue to work with the review panels and the program sponsors to complete the review and approval process for the remaining thirty programs. It is anticipated that most, if not all, of these programs will have completed the process and be recommended to the Commission for approval by August 2004.

B. Fifth Year Program Standards

Education Code Section 44259(c) establishes minimum requirements for the professional clear multiple or single subject teaching credential. By law, the requirements include possession of a valid preliminary teaching credential, completion of an approved Fifth Year program at a regionally accredited institution, and, subject to the availability of funds in the annual Budget Act, completion of a program of beginning teacher induction. The law specifically waives the Fifth Year program requirement for candidates who complete an approved induction program. Under current law, candidates may complete a Commission-approved Induction Program or a Commission-approved Fifth Year of Study.

Professional preparation programs for the preliminary credential must address the study of health education, methods of delivering appropriate educational services to students with exceptional needs; computer-based technology, and the study of teaching English learners. Professional preparation programs for the professional clear credential must include advanced study of these content areas.

A Fifth Year of Study is defined as a program of course work consisting of a minimum of 30 semester units beyond the bachelor's degree or a master's degree completed at a regionally-accredited college or university. The course work or degree is to be in a field of study designed to improve the teacher's competence and skills and may be in the field of education as well as other related areas.

The Fifth Year of Study (course work beyond the bachelor's degree) may be initiated **prior** to or **after** the issuance of a Preliminary Multiple or Single Subject Teaching Credential. Following are the types of preparation meeting the requirement:

1. Study undertaken to complete an approved program of professional preparation.
2. Additional subject matter preparation.
3. Completion of an approved program for an advanced or specialized credential.
4. Pursuit of a master's or higher degree in education or related areas.
5. A program of in-service training for which college or university credit is given.

In addition, as part of the Fifth Year of Study, the candidate must complete the required Advanced Study Course Work in health education, teaching special populations, using technology and teaching English learners **after** the issuance of the Preliminary Multiple of Single Subject Teaching Credential.

The Standards of Quality and Effectiveness for Advanced Study Course Work for the Multiple Subject and Single Subject Professional Clear Teaching Credential and Guidelines for potential Fifth Year Program sponsors were developed in September 2003 and updated in February 2004. The Standards, Submission guidelines and related information pertaining to Fifth Year programs are available on the Commission's website (www.ctc.ca.gov).

Program Approvals to Date: As of May 2004, a total of 11 Fifth Year Program applications have been received; one was scheduled for approval at the May 20, 2004 meeting of the Committee on Accreditation.

Implementation Issue: Currently, Fifth Year Programs are still a viable alternative. This is subject to change if a determination were made that funding for Professional Teacher Induction programs was fully available and thus Induction programs became the primary route for obtaining a Professional (Clear) Credential.

Next Steps: Fifth Year Program applications are at the beginning of the review and approval cycle, and it is anticipated that program applications will continue the review and approval process over the next eighteen months.

Research Conducted

The federal funding received under the Title II Teacher Quality Enhancement State Grant permitted the Commission to engage in focused research concerning the SB 2042 implementation process and outcomes. The following research studies were conducted:

A study of the SB 2042 implementation process and its effects. This study was conducted by California State University, Los Angeles, following a competitive bid process to identify a suitable contractor. The major findings of this study are reprinted below from the Executive Summary, a full copy of which is provided in Attachment A:

Overall there is much evidence to support the statement that 2042's broad goal of building a learning-to-teach system and specific targets have been met to some degree. "Systemic" reform characteristics were more obvious in early adopter institutions. 2042 reform has been most successful in having programs map forward and backward between a conceptual framework and standards and outcomes and in infusing subject-specific pedagogy and instruction aligned with K-12 standards. It also was successful in infusing ELL instruction into all programs, although many claimed it diluted equity and diversity issues.

Survey respondents strongly agreed that they had developed a coherent implementation plan, that candidate assessment is integrated into their program, that the 2042 program design was linked

to standards, and that 2042 would result in higher quality teaching. A majority agreed that 2042 provoked collaboration discussion between P-12 and university people and between subject matter and teacher preparation faculty.

However, fewer than half of survey respondents agreed that they had seen changes as a result of 2042. Early adopters were more likely than later adopters to say they had seen changes. Overall, 17% said their institution went through radical change, 48% said it went through moderate change and 25% reported little change. This variation in the amount of change is most likely due to two factors: programs started at different places and the early adopters went through more changes than the later adopters. Respondents reported that the major challenges to 2042 implementation were “time, funding resources, personnel resources and assessment processes for candidates.”

A study of the impact of the California Formative Assessment and Support System for Teachers. This study was conducted by the Educational Testing Service (ETS), following a competitive bid process to identify a suitable contractor. The major findings of this study are reprinted below from the Executive Summary, a full copy of which is provided in Attachment B.

Overall, our findings show a positive impact of BTSA/CFASST on teachers and students. The fact that there were positive effects both for teachers and for students is especially encouraging, as it supports our model of how BTSA/CFASST works: the support of an experienced teacher, the curriculum of CFASST events, and the formative assessment aspects of BTSA/CFASST combine to improve beginning teachers’ practices. These improved practices, in turn, lead to improved student learning. The results of this study have relevance to other mentor-based induction programs, to the degree that such programs have similar components and are implemented so that teachers have a high level of sustained engagement.

However, it is important to consider the limitations of this study when weighing these results. Two aspects of the study bear particular mention. The low response rates for the initial survey and our requests for STAR data reduce the generalizability of the study. With so many subjects “missing in action,” the likelihood of response bias increases. That is, there is a chance that the teachers who were included in the analyses are fundamentally different from those who did not respond to the survey or for whom we could not obtain test score data – in terms of BTSA/CFASST engagement, the students they teach, the schools they teach in, or their teaching practices. To address this issue within the limits of our study, we compared the distributions of survey and test score respondents to California teachers overall. The teachers for whom we have data appear representative, in terms of the communities and schools they teach in and the students they teach. However, we have no information about whether they differ in their experiences of BTSA/CFASST or their teaching practices.

In addition, there are two issues that arise from the fact that we were unable to use a random assignment design. The use of the low CFASST engagement group in the place of a true “control” reduces the magnitude of the contrast between the groups being compared. Thus, our effect sizes and significance test statistics are likely to be underestimates. In the other direction, our use of a retrospective quasi-experimental design means that we cannot definitively attribute all measured effects to the treatment. That is, there may be unmeasured characteristics of the schools, teachers,

or students that account for some or all of the differences in performance between the high and low engagement groups. A potentially large unmeasured factor is baseline “quality” of beginning teachers at the point they enter into their first positions, arising from differences in innate ability and extent and quality of their preparation. Our high engagement teachers were slightly more likely to come from higher performing schools, which have been shown in other research to be more successful at recruiting more qualified teachers. Thus, we have to seriously consider whether the high and low CFASST groups were different from the outset in regard to their baseline teaching quality. That is, we have to wonder if the high engagement teachers had stronger qualifications and preparation experiences, which led them to show stronger performance on the measures of teaching practice and/or led them to engage more deeply with BTSA/CFASST. Either may account for some or all of the measured impact. Additional research will be needed to address this question.

Finally, it is important to consider the implications that stem from joining the promising finding regarding the impact of BTSA/CFASST with the finding that CFASST engagement level is somewhat related to school-level variables like API score and proportion of students who are economically disadvantaged. In this scenario, BTSA/CFASST may feed the “rich get richer” phenomenon that has plagued many educational reform efforts. If a strong BTSA/CFASST experience is afforded more often to teachers who work in high API, high SES schools, the teaching gap will be exacerbated, and this in turn will exacerbate the achievement gap.

A study of a Potential Teacher Preparation Program Performance Index (TPPI). This study was conducted by California State Polytechnic University, San Luis Obispo, following a competitive bid process to identify a suitable contractor. The purpose of this study was to provide an outline for potential future research on indicators of teacher preparation program performance. The suggested research outlines are provided in Attachment C.

Studies of alignment of multiple subject matter preparation programs with K-12 student academic content standards. These subject matter policy studies were undertaken by CSU campuses (through the CSU Chancellor's Office), UC campuses (through the UC President's Office) and by several private/independent colleges and universities. The purpose of these studies were to ensure that elementary subject matter preparation program content was in alignment with the state-adopted K-12 student academic content standards.

Attachment A

Executive Summary- CSULA Research Study

Experiencing the Implementation of SB2042

Overview of SB2042:

The intent of SB2042 was to use the CA Standards for the Teaching Profession (CSTP), the Teaching Performance Assessment (TPA), the Teaching Performance Expectancies (TPEs), along with allied reform requirements to reform teacher education and to prepare high quality teachers. According to CCTC staff, there were seven goals of the 2042 reform:

- To infuse subject-specific pedagogy and instruction aligned to K-12 standards;
- To increase the consistency of candidate assessment;
- To ensure the teacher education programs were developmental and sequential;
- To map forward and backwards between a conceptual framework and outcomes;
- To integrate coursework (theory) and fieldwork (practice);
- To develop reflective practice and practitioners; and
- To infuse the ability to teach English learners in all programs.

The SB2042 reform provisions are unique in that this is the first time in California's history that:

- all of the standards dealing with teacher preparation and induction were revised at the same time;
- every currently approved program that prepares teachers was requested to rewrite and submit program documents in a short time frame;
- the basic teaching credential was revised to now carry the authorization to teach English learners; and
- a requirement was created to mandate use of a teacher performance assessment for all credential candidates based on CCTC's teacher performance expectations.

Purpose of the Study:

In order for CCTC to make viable data-driven decisions related to the next steps of reform, the purpose of this research was to study the impact of SB2042 credentialing reform on subject matter preparation and professional teacher preparation in California. The goal of this study was to provide feedback to CCTC on how the process worked for early adopters, identify major

successes and challenges, and generate suggestions for the next phase of implementation. Deliberately limited in scope, this study took place over a six-month period and captures the impact on California's teacher preparation in colleges, universities and school districts at a particular time point: the 2002-2003 academic year.

Consisting of survey research as well as in-depth case studies of early adopting teacher preparation programs in the state, the charge of this contract was to investigate:

- how individuals involved with the SB2042 reform experienced the process of implementing the reforms;
- what were impacts of this reform on programs and curricula and instructional practices; and
- what were SB2042 impacts on local educational systems and other external partners.

Major Research Questions:

This research was driven by four major questions:

1. How did individuals and groups experience the process of implementing 2042 credential reform in California?
2. What has been the impact of SB2042 implementation on programs and curricula?
3. What has been the impact of credential reform on instructional practices (e.g. faculty development, candidate assessment, resources allocation)?
4. What has been the impact of credential reform on local educational agencies or districts (LEAs), other institutional partners, and other partners?

Methods and Who Participated in the Study:

How do you measure the impact of a complex credential reform in a large state like California? There are currently 23 CCTC-approved California State University (CSU) Professional Preparation programs, 8 approved University of California (UC) programs, approximately 50 approved private college and university programs, and 7 school districts or county offices with programs.

Triangulation appeared to be the best analytical technique—that is, using multiple sources and mixed methods to ensure the findings are valid, reliable, and credible. This study's primary strategy was to collect survey data from those who were directly involved in the beginning of the 2042 implementation. All of these "early adopters" were surveyed (9 CSUs, 3 UCs, 13 private colleges, and 3 districts or county offices). Later adopter institutions were also surveyed. In addition, twelve case studies were conducted to give qualitative depth. Interviews and focus groups were conducted. Selection criteria was based on sector (CSU, UC, private and LEA); area of the state; urbanicity, traditional vs. non-traditional population and size.

The sample chosen consisted of 4 CSUs, 3 UCs, 3 private and 2 LEAs with alternative certification programs. Alternates were chosen for each sector. In the private area, one institution declined to participate because its school calendar ended early. The final sample consisted of 5 CSUs, 3 UCs, 2 private and 2 LEAs. The sample chosen was diverse in terms of geography, with 3 Northern and 9 Southern institutions, in terms of size, with 3 small, 2 medium and 7 large, in terms of urbanicity, with 5 urban, 5 suburban and 2 rural and in terms of population. Six institutions had a traditional population and 6 had a non-traditional population.

Question 1 Findings: How did individuals and groups experience the process of implementing 2042 credential reform in California?

Credential reform in California did not begin with the passage of SB2042. It began at some institutions in the 1990s, as they created blended programs and alternative certification programs and tried to incorporate the *California Standards for the Teaching Profession* and best practices. SB 2042, however, accelerated the rate of reform in teacher preparation institutions and served as a catalyst for systemic change. Although many respondents to the web survey and interviews said that they “already had” a good program, most agreed that the 2042 mandates made it easier for them to actually demonstrate they had a good program and to dialogue reflectively about their candidates’ knowledge, skills and dispositions.

Many institutions welcomed an overhaul of their programs, yet did not welcome “top down” or state mandated reforms. In fact, some would not have changed their programs without 2042’s reform mandates. In general, most faculty and administrators saw positive effects for their programs because of 2042 and believed that their new program would build a “better professional”. Although programs are committed to building on changes, there is some concern that, with the shifting policy environment, requirements will change again and they will have to start over again.

Question 2 Findings: What has been the impact of SB2042 implementation on programs and curricula?

Survey respondents strongly agreed that 2042 had a positive impact on their programs and that they had seen improvements in their programs and curriculum. However, less than half reported that they changed their thinking about curricula.

SB2042’s goal of integrating coursework and fieldwork (theory and practice) was met. A majority of respondents agreed that fieldwork is embedded in courses; they had seen changes in fieldwork that there was more collaboration with P-12 and with subject matter people and that 2042’s impact on partners was positive.

The process of changing curriculum to serve teacher development fostered increased collaboration among program faculty and administrators at early adopter’s program sites. Curriculum change also allowed early adopters to produce new artifacts of practice, including

electronic portfolios and the cohort structure. Some dilemmas emerged, however, in examining teacher development in the curriculum.

One of the major goals of 2042 was to ensure that programs were developmental and sequential. Yet, this goal was only partially met. Although a majority of survey respondents and interviewees agreed that a developmental program was desirable, only 63% agreed that their curriculum reflected teacher development. Only half of respondents agreed that their fieldwork was developmental. Rather than subscribing to one theoretical developmental model, institutions use various models, including socio-cultural learning theory, BTSA's model of teacher development, and adult learning theory. Some programs do not actually use a theoretical model. What programs seem to share is a view that the teacher education curricula should reflect a continuum of learning. Although some early adopter institutions had models of teacher development prior to 2042, the reform requirements appear to have helped clarify and refine the stages and linkages in the curriculum. Some institutions showed significant changes in their field experiences as a consequent of 2042, as well as improved supervision models and more linkages between courses and supervision.

Question 3 Findings: What has been the impact of credential reform on instructional practices (e.g. faculty development, candidate assessment, resources allocation)?

Perhaps the largest change in institutions was the requirement of a summative assessment of teaching performance. This unfunded requirement put many stresses on programs, most obviously time and personnel resources. Institutions used a variety of strategies to address this requirement: the ETS-created teacher performance assessment (TPA), joined the PACT consortium with its own assessment, or used a combination of TPA and other assessment.

The time commitment and resource requirements were a prevailing theme for most respondents. Although there was much evidence that the consistency of candidate assessment increased, there were numerous negative concerns with assessment. These include the prescriptive and unrealistic nature of the TPA and its high cost in terms of time and labor, for both candidates and professors.

Among many early adopters, there is a real desire to systematically gather data to demonstrate the quality of their teacher education program, but at the same time, there is a deep concern about the impact of a summative performance of teaching, primarily on program resources. Because of the shifting policy context, the TPA is currently postponed, so some early adopters are confused about future implementation.

High percentages of respondents agreed that 2042 stimulated changes in instructional practices and candidate assessment. Sixty-six percent agreed that they had seen changes in fieldwork and 45% reported that their instructional practices had improved because of 2042. Early adopters were more likely than later adopters to say their instructional practices had improved (53% vs. 33%). The most commonly reported changes in instructional practices were in three areas:

- infusion of ELD strategies;
- use of strategies for special populations; and
- use of technology.

Early adopters tended to be more critical about the 2042 implementation process compared to later adopters, perhaps because they have been through it and have concrete experiences. Early adopters saw big impacts in terms of enhanced articulation and partnerships and wanted to be acknowledged for already having a good program. Later adopters appeared more negative than early adopters about the general concept of political regulation into their program.

Question 4 Findings: What has been the impact of credential reform on LEAs, other institutional partners, and other partners?

A majority of respondents (over 60%) agreed that 2042 had a positive impact on pre-service, teacher preparation and subject matter partners and that their institution was now more involved with induction.

In terms of collaboration with LEAs and other partners, many higher education institutions felt that they had a strong capacity for partnerships but that district operated teacher preparation programs tend to be less conscious of the reciprocity needed for quality programming. Furthermore, some early adopters reported weaker collaborations thus far with LEAs than expected under SB 2042 tenets.

Conclusions

Overall there is much evidence to support the statement that 2042's broad goal of building a learning-to-teach system and specific targets have been met to some degree. "Systemic" reform characteristics were more obvious in early adopter institutions. SB 2042 reform has been most successful in having programs map forward and backward between a conceptual framework and standards and outcomes and in infusing subject-specific pedagogy and instruction aligned with K-12 standards. It also was successful in infusing ELL instruction into all programs, although many claimed it diluted equity and diversity issues.

Survey respondents strongly agreed that they had developed a coherent implementation plan, that candidate assessment is integrated into their program, that the 2042 program design was linked to standards, and that 2042 would result in higher quality teaching. A majority agreed that 2042 provoked collaboration discussion between P-12 and university people and between subject matter and teacher preparation faculty.

However, fewer than half of survey respondents agreed that they had seen changes as a result of 2042. Early adopters were more likely than later adopters to say they had seen changes. Overall, 17% said their institution went through radical change, 48% said it went through moderate change and 25% reported little change. This variation in the amount of change is most likely due to two factors: programs started at different places and the early adopters went through more changes than the later adopters. Respondents reported that the major challenges to 2042 implementation were time, funding resources, personnel resources and assessment processes for candidates.

Staff and administrators in many teacher education institutions are ambivalent about the 2042 reform process and have experienced many dilemmas. For example, most agree that candidate assessment should be mandatory and consistent, yet resist being “micro-managed” by the TPA and TPEs, and report that California’s resource poor environment and cuts in higher education funding are daunting barriers to implementation of the TPA.

Early Adopters are Different from Later Adopters: Early adopter institutions were clearly different from later adopters. They were distinguished by several characteristics.

- Early adopters were more likely to report 2042 had a positive impact on their program;
- Early adopters were more likely to report their instructional practices had improved;
- Early adopters saw being an “early adopter” as an opportunity to model best practices;
- Early adopters had more detailed understanding and comments that focused on articulation and integration of standards, curriculum and assessment;
- Early adopters were more likely to have startup money, secured outside grants, and were more likely than other institutions to have more actively participated in leadership roles with CCTC and other state-level contacts;
- Early adopter institutions took an average of 3 – 6 months to write their program document, and on average 2-3 months to review and revise it. Teamwork and shared responsibility in writing program documents increased ownership and understanding of their new program across their educational communities.

Success Factors: For early adopters, success in developing and implementing a program was largely defined by fostering greater cohesion in the program, fostering collaboration among faculty and administrators and other partners and the product of artifacts of practice in the assessment of credential candidates.

Attachment B

Research Study by ETS - Impact of the CFASST System



Research Summary: Study of the Impact of the California Formative Assessment and Support System for Teachers

Marnie Thompson and Pamela Paek

In 2002, the California Commission on Teacher Credentialing (CCTC) commissioned ETS to conduct a study of the Impact of Approved Induction Programs on Student Learning (IAIPSL). The IAIPSL study examines the implementation and impact of the California Formative Assessment and Support System for Teachers (CFASST), within the context of the Beginning Teacher Support and Assessment program (BTSA). The data were collected in the fourth year of the program's operation as a large scale, statewide initiative, timed so that the program was sufficiently mature to warrant summative evaluation of its impact. In this study, we look at the impact of BTSA/CFASST on the teaching practices of beginning teachers and on the learning of their students.

Overview of BTSA/CFASST and the IAIPSL Study Design

CFASST is a structured, two-year professional development program for beginning teachers that is used across the state as a part of California's BTSA program. In the 2002-2003 school year, 133 of 142 BTSA programs employed CFASST as a central component. CFASST provides a series of twelve "events" based on the California Standards for the Teaching Profession (CSTP). With the guidance of an experienced teacher who has been trained as a support provider, beginning teachers learn about best practices, plan lessons, reflect on their teaching, and develop ways of applying what they have learned to critical aspects of teaching. This is facilitated by ongoing formative assessment in which beginning teachers and their support providers assess their teaching practice, using a formative assessment tool based on the CSTP called the Descriptions of Practice (DOP).

The IAIPSL study employed a quasi-experimental design to investigate the implementation of BTSA/CFASST and its impact on teacher practices and student outcomes. The study sample was drawn from the population of grade 3 to 5 teachers who were in their third year of teaching in the 2002-03 school year and who had participated in BTSA in their first two years of teaching. Because BTSA is a statewide program for all new teachers with Multiple Subject or Single Subject preliminary credentials, there was no natural control group by which to estimate program impacts. So, to identify a comparison group for the study, we

capitalized on the fact that implementation of BTSA and CFASST is variable, such that some BTSA enrollees engage with the program in a deep and sustained way, while others receive far less of the “treatment.” While some of the variability in engagement stems from the attitudes of beginning teachers, a significant portion of the engagement variability stems from variability in program implementation in such matters as frequency of access to support providers; time available to meet and work on the CFASST events; and training and monitoring of support providers. We identified a sample of BTSA graduates who had a high level of engagement with the program and compared them to a sample that had low or no engagement.

We began the study with a survey of 1,125 third year teachers that asked teachers about their experiences with BTSA and CFASST. The survey was completed by 287 teachers (a 26% response rate), from 78 BTSA programs in 107 districts. From teachers’ responses, we calculated an engagement score by which we classified each teacher into high, middle, or low CFASST engagement groups. We contacted a sub-sample of 64 respondents for further study, attempting to draw from the top and bottom of the CFASST engagement scale. These teachers were interviewed by phone for further information regarding their BTSA/CFASST experiences and to validate the survey results. From the 64 teachers who were interviewed by phone, we recruited 34 teachers for blind case studies that involved classroom observations and face-to-face interviews.

For the case studies, we developed ratings on ten measures of teaching practice that have been empirically or theoretically linked with effective teaching: instructional planning, reflection on practice, questioning (three measures), feedback (three measures), depth of student understanding, and overall teaching practice. By associating these measures with the CFASST engagement ratings, we were able to examine the relationship between engagement with the BTSA/CFASST program and teaching practice. We hypothesized that the higher a teacher’s CFASST engagement score, the stronger their teaching practices would be.

To estimate the impact of BTSA/CFASST on student learning, we collected data from California’s STAR testing program for the students of 144 survey respondents. By linking these test scores with CFASST engagement ratings, we were able to examine the relationship between teachers’ engagement with BTSA/CFASST and student learning. We hypothesized that the higher a teacher’s CFASST engagement score, the better their students would do on the STAR tests. To ensure that any differences we might find were not the result of pre-existing differences between schools or students, we used API score as a covariate in all analyses. Because API is, sadly, inversely correlated with the proportion of a school’s students who are poor, non-white, and English language learners, we effectively controlled for these variables, as well as other school level effects on performance.

Teachers’ Experiences with BTSA/CFASST

Most teachers had some form of CFASST orientation (all but 5%) and a support provider (except for 7% the first year and 3% the second year; numbers that, though low, represent a

challenge to the core of BTSA). The majority of teachers (more than 70%) thought that their support providers were “warm and supportive,” and trusted them to the point of feeling comfortable enough to “share everything” with them. Three-fifths of beginning teachers had support providers who were located in the same school, meaning that two-fifths had remote support providers. There was high variability in the frequency of meetings between the beginning teachers and their support providers, ranging from less than once a month to more than once a week. For most teachers, the primary focus of the meetings was on emotional support, with instructional support and support for managing student behavior coming just behind. Teachers reported completing CFASST events at varying rates. Interview data revealed that having a support provider was viewed as the best part of being in BTSA, followed by the CFASST events themselves. Interview data also indicated a strong relationship between CFASST engagement and having a support provider on-site. Interviews also pointed to some complaints about the program, the primary one being the “paperwork” required, along with the program being repetitive and taking too much time. A cross-analysis of the survey and interview data confirmed the CFASST engagement levels generated from the survey: 29% low engagement, 45% mid-level engagement, and 26% high engagement. There was a small but statistically significant correlation between CFASST engagement and school API score ($r = .14, p < .05$).

BTSA/CFASST Engagement and Teacher Practices

Comparing the high and low CFASST engagement groups with regard to teaching practices, we found one measure (instructional planning) that showed a statistically significant difference. In addition, for seven of the ten measures of teaching practice, the high CFASST engagement group had a greater mean score than the low CFASST engagement group. For the other three measures, the means are near equivalent (see Table 1). The means of items making up constructed measures (instructional planning, reflection on practice, and CSTP score) were also ordered in the expected direction in a majority of cases (in the case of instructional planning and CSTP score, the means were ordered in the expected direction in a large majority of cases).

Table 1. Mean Scores and Effect Size of Measures of Teaching Practice, by CFASST Engagement Level

Measure of Teaching Practice	L o w C F A S S T Engagement			H i g h C F A S S T Engagement			Effect Size*
	Mean	SD	Range	Mean	SD	Range	
Instructional Planning	17.3	1.4	16-20	19.5	1.6	17-22	1.46
Reflection on Practice	31.9	4.1	25-38	33.1	3.0	28-40	0.33
% Deep Questions	2.2	2.9	0-8	2.0	3.3	0-11	-0.06
% Intermediate Questions	29.1	17.4	6-59	34.7	20.0	5-68	0.30
% Open Questions	27.0	21.1	0-66	32.2	20.9	0-76	0.25
% Positive Feedback	82.2	16.4	36-98	85.4	11.0	62-100	0.23
% Instructional Feedback	85.5	14.9	7-98	84.9	12.7	56-100	-0.04
% Substantive/Specific Feedback	15.0	8.9	2-32	19.9	9.4	9-44	0.54
Depth of Student Understanding	1.6	0.4	1.1-2.5	1.7	0.4	1.2-2.4	0.25
CSTP Score	56.1	12.5	34-70	55.7	10.1	38-74	-0.04
Mean Effect Size							0.32

* Cohen's d

If BTSA/CFASST had no effect on teachers' practices, probability laws indicate that we should expect the low CFASST group means to be larger than the high CFASST group means half the time. The fact that this did not occur suggests that BTSA/CFASST has a positive impact on teaching practices. These positive findings were congruent with the effect size results for the ten measures of teaching practice, which ranged from near zero to 1.46 standard deviations, with most in the "small to moderate" range of 0.23 to 0.54 (see Table 1). It is important to remember that we are talking about effect size with regard to teaching practices, which does not translate directly into equivalent effects on student outcomes. The impact on students of a change in teacher practice depends on the nature, frequency, and centrality of the teaching practice. If the mean effect size for teacher practices is 0.32, we might expect impact on students to be smaller.

BTSA/CFASST Engagement and Student Learning

In comparing the performance of the high and low CFASST engagement groups with regard to student learning, we found a similar pattern of small but consistently positive differences in favor of the high CFASST engagement teachers, even after controlling for API score. Though no measures showed statistically significant differences, effect sizes ranged from 0.03 to 0.40 standard deviations, with an average effect size of 0.25 standard deviations (Table 2). To put these effect sizes in context, it is useful to consider the fact that the recent re-norming of the SAT-9 achievement test showed differences between 4th and 5th graders to be around 0.50 standard deviations in math and 0.33 standard deviations in language arts. Thus, the average effect size found here – 0.25 standard deviations – might be seen as equivalent to half a year's growth.

Table 2. Mean Scores and Effect Size STAR Test Scores, by CFASST Engagement Level

STAR Test	Low CFASST Engagement			High CFASST Engagement			Effect Size*
	Mean* *	SD	Range	Mean* *	SD	Range	
CAT 6 Reading	40.00	8.73	13-67	42.04	8.63	16-68	0.23
CAT 6 Language	42.25	8.89	15-69	43.89	8.79	17-71	0.19
CAT 6 Spelling	47.94	8.67	21-74	51.08	8.58	25-77	0.36
CAT 6 Math	48.43	9.66	19-78	52.23	9.56	23-81	0.40
CST ELA	3.02	0.38	1-5	3.03	0.38	1-5	0.03
CST Math	2.92	0.75	1-5	3.13	0.74	1-5	0.28
Mean Effect Size							0.25

* Cohen's d ** Adjusted for API

Effect of BTSA/CFASST Engagement Relative to Student and School Effects

We employed hierarchical linear modeling to look at student-level variables nested within individual teachers' classrooms. Table 3 reveals the contributions of teachers' engagement with BTSA/CFASST, API score, and three student-level variables that have been shown to be negatively correlated with achievement: having a disability designation, low socioeconomic status (or low SES, represented by free or reduced lunch status), and being identified as an English language learner (ELL). It can readily be seen in Table 3 that the student-level variables have a consistently negative relationship with test score, whereas CFASST engagement level has a consistently positive relationship. API score has a positive relationship with student scores on the CAT-6 tests, but shows no relationship with scores on the California Standards Tests.

Table 3. Relationship of CFASST Engagement, API, and Student Demographics to Student Achievement

Score Differences by:	CAT6 Readi ng	CAT6 Langua ge	CAT6 Spelli ng	CAT6 Math	CST ELA	CST Math
API Score	0.10	0.11	0.09	0.11	0.00	0.00
CFASST Engagement Level	2.04	1.48	2.08	2.06	0.02	0.12
ELL Status	-10.77	-7.86	-5.12	-5.32	-0.39	-0.14
Low SES Status	-9.82	-10.00	-5.82	-9.15	-0.41	-0.38
Disability Status	-16.48	-17.75	-18.72	-18.80	-0.73	-0.73

On the various CAT-6 tests in our study, students with disabilities scored 16-19 points lower, on average, than those without a disability. ELL students scored 5-11 points lower, and low SES students scored 6-10 points lower, on average, than students without those designations. Raising the achievement of students in these groups has become a high

priority for most schools, so it is useful to see how much difference CFASST engagement makes in accomplishing that goal. Table 3 shows that for each successive CFASST engagement level (low to middle or middle to high), students perform 1.5 to 2 percentiles higher on CAT-6 tests. In other words, students of teachers with a high level of CFASST engagement score 3 to 4 points more, on average, than students of teachers with low CFASST engagement. Additional analyses confirm that this positive effect holds within all three sub-groups. Despite the smaller magnitude associated with BTSA/CFASST, high engagement with the program can counteract some of the negative correlations associated with low SES, ELL, or disability status.

Putting the Results in Context

Overall, our findings show a positive impact of BTSA/CFASST on teachers and students. The fact that there were positive effects both for teachers and for students is especially encouraging, as it supports our model of how BTSA/CFASST works: the support of an experienced teacher, the curriculum of CFASST events, and the formative assessment aspects of BTSA/CFASST combine to improve beginning teachers' practices. These improved practices, in turn, lead to improved student learning. The results of this study have relevance to other mentor-based induction programs, to the degree that such programs have similar components and are implemented so that teachers have a high level of sustained engagement.

However, it is important to consider the limitations of this study when weighing these results. Two aspects of the study bear particular mention. The low response rates for the initial survey and our requests for STAR data reduce the generalizability of the study. With so many subjects "missing in action," the likelihood of response bias increases. That is, there is a chance that the teachers who were included in the analyses are fundamentally different from those who did not respond to the survey or for whom we could not obtain test score data – in terms of BTSA/CFASST engagement, the students they teach, the schools they teach in, or their teaching practices. To address this issue within the limits of our study, we compared the distributions of survey and test score respondents to California teachers overall. The teachers for whom we have data appear representative, in terms of the communities and schools they teach in and the students they teach. However, we have no information about whether they differ in their experiences of BTSA/CFASST or their teaching practices.

In addition, there are two issues that arise from the fact that we were unable to use a random assignment design. The use of the low CFASST engagement group in the place of a true "control" reduces the magnitude of the contrast between the groups being compared. Thus, our effect sizes and significance test statistics are likely to be underestimates. In the other direction, our use of a retrospective quasi-experimental design means that we cannot definitively attribute all measured effects to the treatment. That is, there may be unmeasured characteristics of the schools, teachers, or students that account for some or all of the differences in performance between the high and low engagement groups. A potentially large unmeasured factor is baseline "quality" of beginning teachers at the point they enter into their first positions, arising from differences in innate ability and extent and quality of their preparation. Our high engagement teachers were slightly more likely to

come from higher performing schools, which have been shown in other research to be more successful at recruiting more qualified teachers. Thus, we have to seriously consider whether the high and low CFASST groups were different from the outset in regard to their baseline teaching quality. That is, we have to wonder if the high engagement teachers had stronger qualifications and preparation experiences, which led them to show stronger performance on the measures of teaching practice and/or led them to engage more deeply with BTSA/CFASST. Either may account for some or all of the measured impact. Additional research will be needed to address this question.

Finally, it is important to consider the implications that stem from joining the promising finding regarding the impact of BTSA/CFASST with the finding that CFASST engagement level is somewhat related to school-level variables like API score and proportion of students who are economically disadvantaged. In this scenario, BTSA/CFASST may feed the “rich get richer” phenomenon that has plagued many educational reform efforts. If a strong BTSA/CFASST experience is afforded more often to teachers who work in high API, high SES schools, the teaching gap will be exacerbated, and this in turn will exacerbate the achievement gap.

Attachment C

Potential Teacher Preparation Performance Indicators

Teacher Preparation Performance Index (TPPI)

RECRUITMENT STAGE Performance Indicators

Category of Recruitment	Possible Indicators	Comments/Resources
Rate of Acceptance	<ul style="list-style-type: none"> • Diversity of accepted applicants • Percentage of Minority Applicants • Percentage of Minority Applicants Admitted into the Program 	<ul style="list-style-type: none"> • Is the program available to all students? <ul style="list-style-type: none"> - Are night classes offered for students who work during the day? - Is there a fifth year program offered to those who are not enrolled in a blended undergraduate program? - http://cla.calpoly.edu/ls/blended.html
Rigorous Admission Process	<ul style="list-style-type: none"> • Requirements • Availability 	<ul style="list-style-type: none"> • Admission to Cal Poly as a postbaccalaureate student or a Liberal Studies major in the junior year of the blended program (2003-2005 Cal Poly Catalog).⁶ http://www.calpoly.edu/%7Eacadprog/2003.pdf/ucte.pdf • Evidence of passing the CEST <i>or</i> an approved "Subject Matter" (coursework) statement (Multiple Subject only) • Evidence of Certificate of Clearance (fingerprints)

⁶ .Cal Poly Liberal Studies students enrolled in the blended program complete a specific study plan in order to complete a bachelor of science degree *and* a multiple subject credential. The program requires students to complete the CBEST before/during the first quarter of the junior year in order to apply to the credential program during their junior year

	<ul style="list-style-type: none"> • Clear Deadlines • Prerequisite Classes 	<ul style="list-style-type: none"> • Attendance of program information meeting • Fall, Winter, and Spring admissions. If enrollment is under 12 students, is the program postponed until the following quarter? • http://www.calpoly.edu/~acadprog/ • Failure to meet deadlines and requirements could cause a significant delay in obtaining a credential. • STEP I Admission to Basic Credential Program: a "STEP I" application must be submitted at least two quarters before student teaching (not including summer quarter). For most credential candidates, this is completed once the baccalaureate degree is completed or during the first quarter of post baccalaureate studies. • Elementary Education concentration students must complete the following prerequisite courses: <ol style="list-style-type: none"> 1. Linguistics course: ENGL 290 or 391 or ENGL 390 or 395 2. Early Field Experience: LS 230 Community Based Field Experience <i>or</i> EDUC 300 Intro to the Teaching Profession. 3. Math 327 & 328: Intro to Modern Mathematics 4. Child Development/EDUC 207: Intro to the Learner's Development, Culture, Language, and Identity 5. Language Requirement: 9 quarter (6 semester) units or more of college or university foreign language courses in one language. 6. U.S. Constitution Competency: POLS 210 7. EDUC 310: Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings. 8. **Emphasis Areas: each student must
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	<ul style="list-style-type: none"> • GPA • CBEST • Graduate Writing Requirement 	<p>choose from one of several subject matter emphasis areas:</p> <p style="text-align: center;"> Art Child Development Language Arts Life Science Mathematics Music </p> <p style="text-align: center;"> Performing Arts PE & Kinesiology Physical Science Social Science Spanish </p> <ul style="list-style-type: none"> • **BCLAD (<i>Applicants Seeking Bilingual Certification</i>): Students must demonstrate their language proficiency in understanding, speaking, reading, and writing Spanish 1. Cultural Knowledge/HUM 310: Cultures of Mexico or Latin American 2. Language Proficiency: Candidates must pass one of the following: BPE, FSI, or ILR. 3. Bilingual Language Certification: Proof of language proficiency requirement. <ul style="list-style-type: none"> • Single Subject Instruction 1. Teaching credential programs take approximately four or five quarters to complete. Single subject credentials are offered in the following subject matters: - Agriculture - English (includes Speech Communication) - Mathematics - Physical Education - Science: Biological Science - Science: Chemistry - Science: Physics - Social Science (includes History & Political Science)
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	<ul style="list-style-type: none"> • Professional Aptitude Interview (PAI) • Statement of Professional Goals and Objectives and or Educational Philosophy • Letters of Recommendation 	<ol style="list-style-type: none"> 2. Completion of CCTC approved academic program of coursework in the single subject area, OR passing appropriate examinations for the subject matter 3. **Candidates for Single Subject teaching credential in Agriculture complete their preparation program through the Agricultural Education and Communication Department at Cal Poly. <ul style="list-style-type: none"> • 2.75 Cumulative GPA • Evidence of taking the California Basic Education Skills Test (CBEST) • http://www.calpoly.edu/~wrtskills/gwr/ • Candidates must meet the writing competency in one of four ways: <ol style="list-style-type: none"> 1. a Certificate of Writing Proficiency taken in one of the following Cal Poly English courses: ENGL 302, 310, 311, 318, 326, 331, 332, 333, 334, 335, 338, 339, 340, 341, 342, 346, 350, 351, 352, 353, 355, 362, 370, 372, 380 (with a minimum grade of "C"). 2. through an approved equivalent university/college course. 3. a Certificate of Competence in writing from other institutions may be accepted if the student was in residence at that institution and would be approved for admission to the institution's teacher education program on the basis of that certification 4. meeting a Graduation Writing Requirement from Cal Poly or another university or college graduate school. This MUST be stated on official transcripts. • Candidates demonstrate personality and character traits appropriate to standards of the teaching profession. Candidates are interviewed by the campus teacher education faculty. Each interview is to last approximately 30 minutes where candidates will be asked a series of questions about teaching and their commitment to the
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	<ul style="list-style-type: none"> • Oral Reading Competency • English Speaking Competency • Undergraduate major 	<p>teaching profession. Candidates should bring at least one letter of recommendation to this interview and may be asked to read their handwritten statement of professional goals and objectives.</p> <ul style="list-style-type: none"> • Candidates will hand write in cursive a one to two page statement which he/she will bring to the Professional Aptitude Interview. Candidates should pay careful attention to penmanship, spelling, grammar, punctuation, and writing style. Candidates will bring two copies of their statement to the PAI. In their written statement, candidates should specify what they hope to accomplish in their teaching career during and after the Cal Poly credential Program. This is the candidate's opportunity to express the most important values and ideas the candidate has about teaching and education. • Four letters of recommendation are required. Two of the letters must come from Cal Poly Faculty. Letters may not come from family members. These letters are turned in with the STEP 1 application. • Oral reading competencies can be met in one of three ways: <ol style="list-style-type: none"> 1. Completion of SPC (Speech Communications) 305 Performance of Literature or SPC 310 Performance of Literature in the Classroom with a "C" grade or better. 2. An approved junior college or university course that is equivalent to SPC 305 or SPC 310. 3. Successfully completing an oral reading competency evaluation during the PAI. Candidates choosing this option should be prepared to read for approximately 3-4 minutes using expression and in a manner that would interest children. Candidates should know the selection well as well as
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		<p>familiar with the contents of the book.</p> <ul style="list-style-type: none"> • Candidates may meet this requirement in any one of the three ways: <ol style="list-style-type: none"> 1. completion of SPC 201 Public Speaking or SPC 202 Principles of Speech or SPC 310 Performing Literature in the Classroom with a "C" grade or better 2. An approved equivalent junior college or university course that is equivalent to SPC 201 Public Speaking, SPC 202 Principles of Speech, or SPC 310 Performing Literature in the Classroom. 3. Successfully completing a speech competency examination evaluated by a panel of faculty members of the University Center for Teacher Education. • http://ucte.calpoly.edu/ • Does the student's undergraduate major coordinate with the credential program (e.g. English majors entering a single subject credential in English; Liberal Studies majors entering a multiple subject teaching credential)
Service Oriented	<ul style="list-style-type: none"> • Knowledge of the application process by students • Ease of finding application information • Response time to applicant regarding admission into the university 	<ul style="list-style-type: none"> • Besides applying to the university, does the student have to apply to the credentialing program? • http://ucte.calpoly.edu/
Mission Oriented	<ul style="list-style-type: none"> • Does the program fulfill the 	<ul style="list-style-type: none"> • http://ucte.calpoly.edu/

	<p>expectations of the university and the teacher preparation program?</p> <ul style="list-style-type: none"> Does the program meet the expectations of California's state standards? 	<ul style="list-style-type: none"> http://www.ctc.ca.gov/SB2042/FifthYearStudy_memo.pdf http://www.ctc.ca.gov/SB2042/FifthYearStudy_Subguide.pdf
Economics	<ul style="list-style-type: none"> Cost to apply Cost of program Delivery cost of the program Financial Aid, Grants, Scholarships with a focus on completing the program 	<ul style="list-style-type: none"> http://www.afd.calpoly.edu/Student_Accounts/pmtsched.htm http://www.ess.calpoly.edu/finaid/ http://ucte.calpoly.edu/
Management and Control of the Program	<ul style="list-style-type: none"> Information goes to director/coordinator Information goes to the Dean 	

Teacher Preparation Performance Index (TPPI)

EDUCATION STAGE Performance Indicators

Category of Education	Possible Indicators	CSU GENERAL	Cal Poly
Philosophy	<ul style="list-style-type: none"> • Hands on teaching in the classroom • Are students evaluated on their teaching? • Do student teachers receive feedback? 		<ul style="list-style-type: none"> • "Learn by Doing"
Plan of Study	<ul style="list-style-type: none"> • Availability • Are the University Requirements in alignment with the State's Requirements • Correct portfolio of classes. <p style="text-align: center;"><i>- Multiple Subject/</i></p>	<ul style="list-style-type: none"> • Does the program offer a set of classes to accomplish the program's goals? (Are classes required by the state offered in the classroom?) • http://www.ctc.ca.gov/SB2042/FifthYearStudySubguide.pdf • Are courses available to students every quarter/semester or do courses have to be taken in a sequence? • Candidates must pass CBEST prior 	<ul style="list-style-type: none"> • Does Cal Poly offer a set of classes to accomplish the program's goals? (Are classes required by the state offered in the classroom?) • http://www.ctc.ca.gov/SB2042/FifthYearStudySubguide.pdf • Are courses available to students every quarter or do courses have to be taken in a sequence? • Candidates must pass CBEST prior to receiving a student teaching assignment. <p style="text-align: center;"><i>-B.S. in Liberal</i></p>

	<p style="text-align: center;">Blended Program</p> <p style="text-align: center;">- Multiple Subject Teaching Credential Fifth year program</p> <p style="text-align: center;">- Single Subject</p>	<p>to receiving a student teaching assignment.</p> <p style="text-align: center;">-B.A. in Liberal Studies/Multiple Subject Credential</p> <ul style="list-style-type: none"> • Does the School of Education offer a Multiple Subject Credential Program, fully Accredited by the National Council for Accreditation 	<p>Studies/Multiple Subject Credential: candidates complete student teaching over a two-quarter period in a multicultural setting. The first quarter (10 weeks) consists of four days a week beginning with the teaching day of the assigned school and ending at 1:00 pm to attend classes on campus; the fifth day of the week is for the entire teaching day. The second quarter (11 weeks) consists of four full days a week and a fifth day ending at 2:00 pm to attend a seminar campus.</p> <ul style="list-style-type: none"> • Courses: <ul style="list-style-type: none"> - EDUC 428 Teaching Reading in Grades K-3 - EDUC 429 Teaching Reading in Grades 4-8 - EDUC 431 Teaching Social Science and the Arts with a Multicultural Perspective - EDUC 432 Teaching Science and Mathematics with a Multicultural Perspective
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	<ul style="list-style-type: none"> • Are the courses taught by teachers? Professors? • Does the curriculum prepare you for student teaching? • Is there a course that prepares teacher candidates to pass the RICA exam? • What is the passing rate of the RICA? • How do we prepare students to take the CSET and what is the passing rate? • Are there other programs (e.g. MA in Education with a specialization in Curriculum and Instruction) 	<p>Teacher Credentialing?</p> <p>- Single Subject Credential:</p> <ul style="list-style-type: none"> • http://www2.chapman.edu • http://www.education.ucsb.edu/tep/multiple.html 	<p>- Single Subject Credential: candidates complete a six unit and a twelve unit assignment. Six unit student teaching consists of a part-time (half day) experience in the classroom observing and teaching. Twelve unit student teaching consists of a full-time all day experience with the student teacher gradually assuming responsibility for the class (2003-2005 Cal Poly Catalog).</p> <ul style="list-style-type: none"> • http://ucte.calpoly.edu • Do the professors have exposure and content knowledge of the actual format of the RICA exam? • http://ucte.calpoly.edu
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	offered with the credential program?		
Class Delivery	<ul style="list-style-type: none"> • Classroom Management Techniques • Meeting the needs of all students • Various forms of Assessment • SDAIE Techniques • How to write complete lesson plans • Teaching Pedagogy • Different Teaching Strategies (e.g.: team teaching) • Technologically based 	<ul style="list-style-type: none"> • http://www.csu-pomona.edu/~tassi/sdaie.htm 	
Logistics	<ul style="list-style-type: none"> • Classes offered regularly • Student/faculty ratio • Availability 	<ul style="list-style-type: none"> • Does the program offer the classes necessary in order to complete the program according to the state's standards? 	<ul style="list-style-type: none"> • Classes are available Fall, Winter, and Spring Quarter • Cal Poly offers a 45 unit credential program.
Faculty	<ul style="list-style-type: none"> • PhD's • Exceptional/ Resident classroom teachers 		<ul style="list-style-type: none"> • http://ucte.calpoly.edu

	<ul style="list-style-type: none"> • Authors • Experienced Teachers • Office Hours 		
Student Teaching Assignment	<ul style="list-style-type: none"> • Proximity • Master Teacher Qualifications/ Modeling • Frequency of Supervision/ Visitation • Multicultural Placement • ELL Students • 2 student teaching experiences: Upper Grade Level and Lower Grade Level (3 grade levels apart) • Seminar Classes (How to reflect) • Time of school year first and second placements occur 	<ul style="list-style-type: none"> • Beginning of the school year vs. the middle of the school year. 	<ul style="list-style-type: none"> • How are student teachers assigned to master teachers? - This is a school district decision. • Students evaluate university supervisor. • Number of times student teacher is supervised by university supervisor • What is the quality of the relationship between the student teacher and university supervisor? • Beginning of the school year vs. the middle of the school year.
Facilities	<ul style="list-style-type: none"> • Technology in the classroom • Materials offered 		
Quality of Early Field Experience	<ul style="list-style-type: none"> • 		
Master Teacher Assignment	<ul style="list-style-type: none"> • Modeling • Guidance • Feedback • Quality and reliability of Master Teacher 	<ul style="list-style-type: none"> • How are master teachers evaluated in their position? What kind of feedback is 	

	(at least 2 years teaching experience) • Evaluation	received from student teachers?	
How are assessments used?	• Did the program meet the state's requirements?	•	<ul style="list-style-type: none"> • Program design: the preliminary teacher preparation program meets the standard • Collaboration in Governing the Program • Relationship between theory and practice • Pedagogical thought and reflective practice • Equity, diversity, and access to the core curriculum • Opportunities to learn, practice, and reflect on teaching in all subject areas • Preparation to Teach Reading-Language Arts • Pedagogical Preparation for subject-specific content instruction • Using technology in the classroom • Preparation for learning to create a supportive, healthy environment for student learning • Professional perspectives toward student learning and the teaching profession • Preparation to teach English Learners

Teacher Preparation Performance Index (TPPI)

RECRUITMENT STAGE Performance Indicators

Category of Recruitment	Possible Indicators	General	Cal Poly
Mission Oriented	<ul style="list-style-type: none"> • Does the program fulfill the expectations of the university and the teacher preparation program? • How is the program targeting the shortage of math & science teachers in the state of CA? • Does the program meet the expectations of California's state standards? 	<ul style="list-style-type: none"> • http://ucte.calpoly.edu/ • Within the CSU system, Liberal Studies majors earn a Bachelor of Arts Degree. • http://www.ctc.ca.gov/SB2042/FifthYearStudymemo.pdf • http://www.ctc.ca.gov/SB2042/FifthYearStudySubguide.pdf 	<ul style="list-style-type: none"> • Cal Poly provides excellence in research and education in the colleges of engineering, computing, science, and other related fields. Because this is a Polytechnic State University, Cal Poly offers the multiple subject teaching credential as a bachelor of science. • Liberal Studies majors at Cal Poly earn a Bachelors of Science Degree. • Cal Poly's Teacher Education Program, of Multiple Subject and Single Subject Credentials, is fully accredited by the National Council for Accredited Teacher Education (NCATE) by the California Commission on Teacher Credentialing. • Cal Poly's program

			<p>addresses the six standards for a California Teaching Profession:</p> <ol style="list-style-type: none"> 1. Engaging & supporting all students in learning 2. Creating and maintaining effective environments 3. Understanding and organizing subject matter 4. Planning instruction and designing learning experiences 5. Assessing student learning 6. Developing as a professional educator
Rigorous Admission Process	<ul style="list-style-type: none"> • Requirements 	<ul style="list-style-type: none"> • Admission into some credential programs within the CSU system require an undergraduate degree while other programs, such as CSU Bakersfield and Cal Poly, offer a Blended Baccalaureate degree. 	<ul style="list-style-type: none"> • Admission to Cal Poly as a postbaccalaureate student or a Liberal Studies major in the junior year of the blended program (2003-2005 Cal Poly Catalog).⁷ http://www.calpoly.edu/%7Eacadprog/2003pdf/ucte.pdf • The blended program allows students to graduate with a <i>BS</i> in Liberal Studies and a Multiple Subject Teaching Credential. • In this way, students will be prepared to blend disciplined-based courses in Arts and Science with methods-based courses in Education. • Evidence of passing the CEST <i>or</i> an approved

⁷ .Cal Poly Liberal Studies students enrolled in the blended program complete a specific study plan in order to complete a bachelor of science degree *and* a multiple subject credential. The program requires students to complete the CBEST before/during the first quarter of the junior year in order to apply to the credential program during their junior year

	<ul style="list-style-type: none"> • Availability • Clear Deadlines • Prerequisite Classes 	<ul style="list-style-type: none"> • Fall, Winter, and Spring quarter admissions or Fall/Spring semester admissions • Single Subject Instruction <ul style="list-style-type: none"> 4. Teaching credential programs take approximately four or five quarters to complete. Single subject credentials are offered in the following subject matters: <ul style="list-style-type: none"> - Agriculture - English (includes Speech Communication) - Mathematics - Physical Education - Science: Biological Science - Science: Chemistry - Science: Physics 	<p>“Subject Matter” (coursework) statement (Multiple Subject only)</p> <ul style="list-style-type: none"> • Evidence of Certificate of Clearance (fingerprints) • Attendance of program information meeting • Fall, Winter, and Spring admissions. If enrollment is under 12 students, is the program postponed until the following quarter? • http://www.calpoly.edu/~acadprog/ • Failure to meet deadlines and requirements could cause a significant delay in obtaining a credential. • STEP I Admission to Basic Credential Program: a “STEP I” application must be submitted at least two quarters before student teaching (not including summer quarter). For most credential candidates, this is completed once the baccalaureate degree is completed or during the first quarter of post baccalaureate studies. • Elementary Education concentration students must complete the following prerequisite courses: <ul style="list-style-type: none"> 9. Linguistics course: ENGL 290 or 391 or
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		<ul style="list-style-type: none"> - Social Science (includes History & Political Science) 	<p>ENGL 390 or 395</p> <p>10. Early Field Experience: LS 230 Community Based Field Experience <i>or</i> EDUC 300 Intro to the Teaching Profession.</p> <p>11. Math 327 & 328: Intro to Modern Mathematics</p> <p>12. Child Development/EDUC 207: Intro to the Learner’s Development, Culture, Language, and Identity</p> <p>13. Language Requirement: 9 quarter (6 semester) units or more of college or university foreign language courses in one language.</p> <p>14. U.S. Constitution Competency: POLS 210</p> <p>15. EDUC 310: Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings.</p> <p>16. **Emphasis Areas: each student must choose from one of several subject matter emphasis areas: Art Child Development Language Arts Life Science Mathematics Music Performing Arts</p> <p>17. Cultural Knowledge/HUM 310: Cultures of Mexico or Latin</p>
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	<ul style="list-style-type: none"> • GPA • CBEST • Graduate Writing Requirement • Professional Aptitude Interview 	<ul style="list-style-type: none"> • 2.75 Cumulative GPA • Evidence of taking the California Basic Education Skills Test (CBEST) • Candidates demonstrate personality and character traits appropriate to standards of the teaching profession. Candidates are interviewed by the campus teacher education faculty. Each interview is to last approximately 30 minutes where candidates will be asked a series of questions about teaching and their commitment to the teaching profession. 	<p>American</p> <p>18. Language Proficiency: Candidates must pass one of the following: BPE, FSI, or ILR.</p> <p>19. Bilingual Language Certification: Proof of language proficiency requirement.</p> <ul style="list-style-type: none"> • Single Subject Instruction <ol style="list-style-type: none"> 1. Teaching credential programs take approximately four or five quarters to complete. Single subject credentials are offered in the following subject matters: <ul style="list-style-type: none"> - Agriculture - English (includes Speech Communication) - Mathematics - Physical Education - Science: Biological Science - Science: Chemistry - Science: Physics - Social Science (includes History & Political Science) • 2.75 Cumulative GPA • Evidence of taking the California Basic Education Skills Test (CBEST) • http://www.calpoly.edu/~wrtskills/gwr/ • Candidates must meet the writing competency in one of four ways: <ol style="list-style-type: none"> 5. a Certificate of Writing Proficiency taken in one of the following Cal Poly English courses: ENGL
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	<p>(PAI)</p> <ul style="list-style-type: none"> • Statement of Professional Goals and Objectives and or Educational Philosophy • Letters of Recommendation • Oral Reading Competency 	<p>Candidates should bring at least one letter of recommendation to this interview and may be asked to read their handwritten statement of professional goals and objectives.</p> <ul style="list-style-type: none"> • Letters of recommendation are required. 	<p>302, 310, 311, 318, 326, 331, 332, 333, 334, 335, 338, 339, 340, 341, 342, 346, 350, 351, 352, 353, 355, 362, 370, 372, 380 (with a minimum grade of "C").</p> <ol style="list-style-type: none"> 6. Through an approved equivalent university/college course. 7. a Certificate of Competence in writing from other institutions may be accepted if the student was in residence at that institution and would be approved for admission to the institution's teacher education program on the basis of that certification 8. Meeting a Graduation Writing Requirement from Cal Poly or another university or college graduate school. This MUST be stated on official transcripts. <p>a. Candidates will hand write in cursive a one to two page statement which he/she will bring to the Professional Aptitude Interview. Candidates should pay careful attention to penmanship, spelling, grammar, punctuation, and writing style. Candidates will.</p> <p>b. Candidates will hand write in cursive a one to two page statement which he/she will bring</p>
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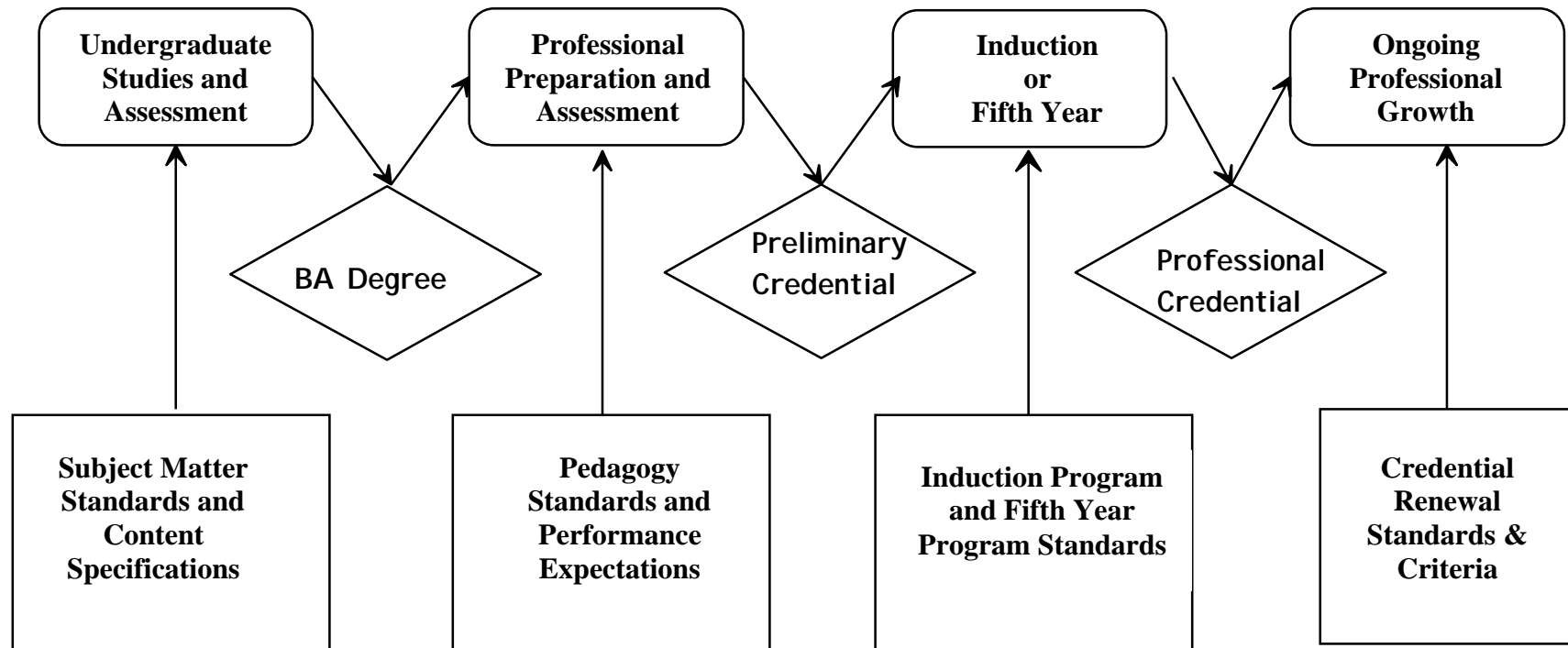
	<ul style="list-style-type: none"> English Speaking Competency Undergraduate major 		<p>to the Professional Aptitude Interview. Candidates should pay careful attention to penmanship, spelling, grammar, punctuation, and writing style. Candidates will.</p> <p>c. Four Letters of recommendation are required. Two of the letters must come from Cal Poly Faculty. Letters may not come from family members. These letters are turned in with the STEP 1 application.</p> <ul style="list-style-type: none"> Oral reading competencies can be met in one of three ways: <ol style="list-style-type: none"> Completion of SPC (Speech Communications) 305 Performance of Literature or SPC 310 Performance of Literature in the Classroom with a "C" grade or better. An approved junior college or university course that is equivalent to SPC 305 or SPC 310. Successfully completing an oral reading competency evaluation during the PAI. Candidates choosing this option should be prepared to read for approximately 3-4 minutes using expression and in a manner that would interest children.
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		<ul style="list-style-type: none"> • Does the student's undergraduate major coordinate with the credential program (e.g. English majors entering a single subject credential in English; Liberal Studies majors entering a multiple subject teaching credential) 	<p>Candidates should know the selection well as well as familiar with the contents of the book.</p> <ul style="list-style-type: none"> • Candidates may meet this requirement in any one of the three ways: <ol style="list-style-type: none"> 1. completion of SPC 201 Public Speaking or SPC 202 Principles of Speech or SPC 310 Performing Literature in the Classroom with a "C" grade or better 2. An approved equivalent junior college or university course that is equivalent to SPC 201 Public Speaking, SPC 202 Principles of Speech, or SPC 310 Performing Literature in the Classroom. 3. Successfully completing a speech competency examination evaluated by a panel of faculty members of the University Center for Teacher Education. <p>d. http://ucte.calpoly.edu/</p>
Rate of Acceptance	<ul style="list-style-type: none"> • Availability 	<ul style="list-style-type: none"> • Is the program available to all students? <ul style="list-style-type: none"> - Are night classes offered for students who work during the day? - Is there a fifth year program offered to those who are not enrolled in a blended undergraduate 	

	<ul style="list-style-type: none"> Diversity of accepted applicants 	<p>program?</p> <ul style="list-style-type: none"> http://cla.calpoly.edu/Is/blended.html Percentage of Minority Applicants Percentage of Minority Applicants Admitted into the Program 	
Service Oriented	<ul style="list-style-type: none"> Knowledge of the application process by students Ease of finding application information Response time to applicant regarding admission into the university 	<ul style="list-style-type: none"> Besides applying to the university, does the student have to apply to the credentialing program? http://ucte.calpoly.edu/ 	
Economics	<ul style="list-style-type: none"> Cost to apply Cost of program Delivery cost of the program Financial Aid, Grants, Scholarships with a focus on 		<ul style="list-style-type: none"> http://www.afd.calpoly.edu/Student_Accounts/pmtsched.htm http://www.ess.calpoly.edu/_finaid/ http://ucte.calpoly.edu/

	completing the program		
Assessment of Recruiting	<ul style="list-style-type: none">• Information goes to director/ coordinator• Information goes to the Dean		

Figure 1: Relationship between California's Learning to Teach System, CCTC Standards, and SB 2042 Program Documents



2042 Program Documents

- Undergraduate
- Subject Matter Preparation Standards and Content Specifications
 - Blended Programs Standards

- Graduate
- Professional Teacher Preparation Program Standards including Teaching Performance Expectations
 - California TPA
 - Assessment Quality Standards

- Post-Preliminary Credential
- Professional Teacher Induction Program Standards
 - Fifth Year Program Standards