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# 4C

## Information/Action

### *Professional Services Committee*

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#### Program Approval and Initial Accreditation

**Executive Summary:** This agenda item presents an overview of the program review process for subject matter programs and a status report on the number of programs currently under review. In addition, the item presents eleven undergraduate subject matter programs, one induction program, and one guidelines-based Professional Clear Administrative Services Credential program for program approval. There are no program sponsors seeking initial accreditation in this item.

**Recommended Action:** That the Commission take action to approve the undergraduate single subject matter programs, the induction program, and the guidelines-based Professional Clear Administrative Services Credential program.

**Presenter:** Joe Dear, Consultant, Helen Hawley, Consultant, Karen Sacramento, Consultant, and Teri Clark, Administrator, Professional Services Division

#### Strategic Plan Goal: 1

#### Promote educational excellence through the preparation and certification of professional educators

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



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## Program Approval and Initial Accreditation

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### Introduction

This agenda item has four parts. The first part reviews the single subject matter program approval process and the status of programs currently undergoing review. The second part of the item presents eleven single subject matter programs submitted by institutions of higher education for undergraduate single subject matter preparation program approval. The third part of the item presents one induction program for approval. The fourth section presents one guidelines-based Professional Clear Administrative Services Credential program for Commission Approval.

### Part 1: Single Subject Matter Approval Process and Program Review Status

#### Background

The Commission has discussed the program review and approval process for undergraduate subject matter programs at a number of recent Commission meetings, most recently in the Executive Committee during the December 2005 Commission meeting. Commissioners expressed the desire to understand how and be assured that the subject matter programs are aligned with the K-12 academic content standards. A reverse chronological timeline of the recent agenda items related to undergraduate subject matter programs is provided below.

Meeting	Undergraduate Subject Matter Review Items	Agenda Item
December 2005	The Commission approved Single Subject Matter Preparation Programs in Mathematics and Science: Physics.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-11/2005-11-7D.pdf">http://www.ctc.ca.gov/commission/agendas/2005-11/2005-11-7D.pdf</a>
December 2005	The Commission discussed the process for reviewing undergraduate subject matter programs.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-11/2005-11-3D.pdf">http://www.ctc.ca.gov/commission/agendas/2005-11/2005-11-3D.pdf</a>
October 2005	Provided background information about the subject matter standards and an overview of the process for reviewing proposals.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-10/2005-10-6A.pdf">http://www.ctc.ca.gov/commission/agendas/2005-10/2005-10-6A.pdf</a>
August 2005	Provided an overview of the process for reviewing proposals, information about the program proposals, costs associated with the reviews, and options for Commission action.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-08/2005-08-6A.pdf">http://www.ctc.ca.gov/commission/agendas/2005-08/2005-08-6A.pdf</a>
June 2005	Accreditation Study Session: Provided an	<a href="http://www.ctc.ca.gov/commission/agendas/2005-06/2005-06-6A.pdf">http://www.ctc.ca.gov/commission/agendas/2005-06/2005-06-6A.pdf</a>

Meeting	Undergraduate Subject Matter Review Items	Agenda Item
	overview of the Commission's current accreditation policies and procedures, including review of undergraduate subject matter programs.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf">mmission/agendas/2005-05/2005-05-6A.pdf</a>
April 2005	Provided an overview of the process for reviewing proposals, analysis of the program proposals, costs associated with the reviews, and options for Commission action.	<a href="http://www.ctc.ca.gov/commission/agendas/2005-04/2005-04-5E.pdf">http://www.ctc.ca.gov/commission/agendas/2005-04/2005-04-5E.pdf</a>

At the December 2005 meeting, the Commission reviewed a number of different matrices that demonstrated the alignment between the K-12 academic content standards and the Subject Matter Requirements (SMRs) that are part of the adopted undergraduate subject matter program standards. The Commission discussed the concept of a matrix aligning the K-12 academic content standards with the undergraduate subject matter program including courses, assignments, and assessments (see Appendix A for the excerpted minutes from the Commission's discussion.) The program review and approval process could be altered for future submissions and staff seeks direction about whether and how the Commission wishes to proceed with respect to the subject matter program review and approval process. Also at the December 2005 meeting, Scott Himmelstein addressed the Commission and asked that no modifications be made in program approval or accreditation processes before the Education Secretary, Alan Bersin, spoke to the Commission in February 2006. At the February 2006 meeting, Secretary Bersin spoke to the Commission, but because of time constraints was not able to address accreditation issues. Therefore, Secretary Bersin returned to the Commission at the April 2006 meeting and addressed accreditation generally, but did not specifically discuss subject matter programs. Because no formal action has been taken at this time to modify the process, this agenda item reports on the review process as described in the item presented to the Commission at the January 2003 meeting [http://www.ctc.ca.gov/commission/agendas/2003-01/january\\_2003\\_PREP-3.pdf](http://www.ctc.ca.gov/commission/agendas/2003-01/january_2003_PREP-3.pdf) and presents eleven undergraduate subject matter programs for Commission approval.

### **Subject Matter Requirement for Single Subject Credentials**

All preliminary teaching credential candidates must both satisfy a subject matter requirement and complete a program of professional preparation prior to being granted a teaching credential. The subject matter requirement for single subject credential candidates may be satisfied by completion of a Commission-approved subject matter program or passage of a Commission-approved subject matter examination. Education Code §443311 requires the Commission to evaluate any subject matter program offered by an accredited institution to prepare credentialed teachers. Program sponsors who have received initial institutional accreditation from the Commission are eligible to submit programs of subject matter preparation for review and approval. The total number of single subject credentials awarded in 2004-2005, per subject area, and the method the candidate used to satisfy the subject matter requirement are shown below in Table 1.

**Table 1: Single Subject Credentials, 2004-05 ( IHEs 7,902 and District Interns 223)**

		English	Math	Science	Social Science	Art	LOTE	Music	PE
Single subject credentials 2004-2005		1,942	1,208	1,218	1,698	302	481	206	627
Subject matter	Exam	1,204	805	897	1,020	75	190	50	203
	Program	738	403	321	678	227	291	156	424
% earned using program option		38 %	33 %	26 %	40 %	75 %	60 %	76 %	68 %

		Agriculture	Business	Health	Home Economics	Industrial technology	Totals
Single subject credentials 2004-2005		44	148	205	25	21	<b>8,125</b>
Subject matter	Exam	7	88	164	14	21	<b>4,738</b>
	Program	37	60	41	11	0	<b>3,387</b>
% earned using program option		84%	41 %	20 %	44 %	0 %	<b>42 %</b>

As is shown in Table 1, 42% of the 2004-2005 single subject candidates satisfied the subject matter requirement through the completion of an approved single subject matter program. During the 2004-2005 year, there were 332 approved single subject programs as shown in Table 2. These programs define a course of study to be completed by future teacher candidates usually as part of the undergraduate study as the individual is completing a bachelor's degree.

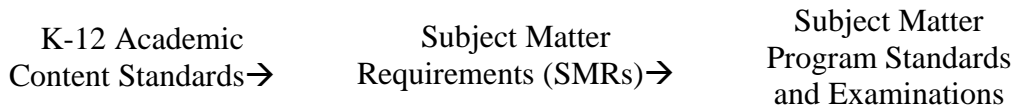
**Table 2: Approved Undergraduate Subject Matter Programs—Prior to SB 2042**

	English	Math	Science	Social Science	Art	LOTE	Music	PE
CSU	21	21	17	21	16	35	18	19
UC	4	7	1	2	0	1	1	0
PRIV	29	22	12	21	6	13	12	14
<b>Total</b>	54	50	30	44	22	49	31	33

	Agriculture	Business	Health	Home Economics	Industrial technology	Total Programs
CSU	4	3	3	4	3	185
UC	0	0	0	0	0	16
PRIV	0	0	0	2	0	131
<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>332</b>

**Undergraduate Subject Matter Preparation Pursuant to SB 2042**

Senate Bill 2042 required the Commission to develop and adopt new subject matter program standards that are aligned with the California K-12 academic content standards. Prior to developing program standards or the new examinations, subject matter requirements (SMRs) aligned with the K-12 standards were developed to guide both the examination and program standards development. The Commission adopted the SMRs for each subject matter area. Then program standards and examinations were developed based upon the adopted SMRs. These new subject matter program standards, along with the content standards aligned CSET subject matter examinations, were developed in three phases from 2002 to 2005, beginning with the core academic subjects.



The second phase subjects were developed in 2004. The final phase subjects (agriculture, business, health, home economics, and industrial and technology education) were developed in 2005 and are scheduled to be presented to the Commission at the July/August 2006 meeting.

- | <u>Phase 1 Subject Areas</u>  | <u>Phase 2 Subject Areas</u>   | <u>Phase 3 Subject Areas</u>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> </ul> | <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Languages other than</li> </ul> | <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Business</li> <li>• Health</li> </ul> |

• Social Science

English (LOTE)  
• Physical Education

• Home economics  
• Industrial and technology education

Adoption: January 2003

Adoption: May 2004

Adoption: September 2006  
(scheduled)

When the Commission adopts new standards, it also approves an implementation plan for the transition to the new standards. According to the implementation schedule adopted by the Commission, once an institution has an approved SB 2042 undergraduate subject matter program, candidates can not be allowed to enter the subject matter programs that were approved under the prior standards. The first phase of those previously approved programs (prior to SB 2042) will expire on July 1, 2009. The second phase programs will expire on July 1, 2010. Candidates who complete these undergraduate subject matter programs after those dates will not have met the credentialing requirement and will be required to pass the subject matter examination.

To date, 15 new subject matter programs have been approved by the Commission. These programs can now accept candidates to their new undergraduate subject matter programs that are aligned with the K-12 student content standards. The prior subject matter programs at the institutions with the approved SB 2042 undergraduate subject matter programs are now operating only to allow previously admitted candidates to complete their program.

**Table 3: Approved Undergraduate Subject Matter Programs—2042 Standards**

	Phase One Subjects				Phase Two Subjects				Totals
	English	Math	Science	Social Science	Art	LOTE	Music	PE	
CSU	4	3	1	3	0	0	0	0	13
UC	0	1	0	0	0	0	0	0	1
PRIV	1	2	0	0	0	0	0	0	4
<b>Total</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

In addition to the 15 Phase One programs that have been approved, Commission staff has received an additional 132 subject matter program proposals, including those for the second phase subjects (physical education, LOTE, music, and art.) These programs are in the process of being reviewed. Recommendations for approval from the review teams will depend to a large extent on the sponsor’s timeliness in responding to review panel concerns. Other professional demands on the reviewers, who are themselves practitioners, also impact the review process. Previously, the Commission was able to support dedicated time for reviewers to meet in a single location and devote two days to the reading process. Currently, reviewers receive training and then are sent the documents to review as their professional and private time allows. Additional programs can be expected to submit for approval over the next few years.

**Table 4: Undergraduate Subject Matter Program Reviews in Process**

	Phase One Subjects				Phase Two Subjects				Totals
	English	Math	Science	Social Science	Art	LOTE	Music	PE	
CSU	15	15	13	9	6	10	4	9	<b>81</b>
UC	1	3	2	0	0	0	0	0	<b>6</b>
PRIV	11	9	6	9	1	3	3	3	<b>45</b>
<b>Total</b>	<b>27</b>	<b>27</b>	<b>21</b>	<b>18</b>	<b>7</b>	<b>13</b>	<b>7</b>	<b>12</b>	<b>132</b>

**Undergraduate Subject Matter Program Review Procedures**

Following are the general procedures for the review of new subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review teams.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions which are based on state laws and Commission policies that address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the SMRs. Reviewers are trained in the alignment of the standards and subject matter requirements and the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs are not only aligned with K-12 content standards but introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission’s adopted subject matter program standards, the program approval is requested of the Commission.
4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission-approved single subject matter preparation program



meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

## **Part 2: Undergraduate Single Subject Matter Programs Recommended for Commission Approval**

This report presents eleven undergraduate single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs* ([www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval.

### **Summary Information on the Undergraduate Subject Matter Programs**

#### Azusa Pacific University: Social Science

The undergraduate subject matter program in social science is designed to prepare students to teach the history and social science disciplines (particularly history, political science, geography, economics, sociology and psychology). Students graduating from this program must demonstrate knowledge of the content of a broad spectrum of courses within the history and social science disciplines; familiarity with current scholarship and recognized methods of inquiry in each discipline; the ability to think critically about the major issues within and among the history and social science disciplines; and the capacity to convey their learning effectively to diverse audiences in diverse settings orally and in writing.

The APU Social Science faculty fully supports the *History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* and the *History-Social Science Framework*. As required by the Framework, the program centers upon the study of history. The program is based on the Framework's assertion that "knowledge of the history-social sciences discipline is essential in developing individual and global intelligence; preparing students for responsible citizenship; comprehending global relationships; and understanding the vital connections among past, present and future." The program's core requires students to study economics and the behavioral sciences; political science and the government of the United States and California; and the history and geography of the world, the United States and California.

#### Loyola Marymount University: Social Science

The Social Science Teacher Preparation Program consists of 33 required core semester units and 18 extended study history units. The coursework that is required in the program reflects the History-Social Science Content Standards for California Public Schools, Grades 6-12. All of the subject matter domains of these standards, which are aligned with the 6-12 content standards, are covered in more than one course in order to provide students with the breadth and depth of knowledge in each area that comes from encountering topics multiple times in multiple contexts. This approach also strengthens the integrative study of the social science which is critical to the structure of the California standards.

Because Loyola Marymount's social science program is blended with its teacher education program, candidates work extensively with the California student content standards and frameworks, drawing correlations continually with their own studies as they also learn how to shape those studies into secondary classroom lesson plans and teaching strategies. Candidates also have the option to take their education program in post-graduate studies, allowing them to take even broader and deeper studies in their content area.

#### California State University, Sacramento: Social Science

The majority of the course work in the Social Science Program is designed to match the middle and high school curriculum requirements detailed in the History-Social Science Framework for California Public Schools (2002). Faculty understands how their discipline contributes to the Social Science curriculum and how the course(s) they teach relates directly to middle and high school teacher preparation. Lower division courses introduce students to fundamental concepts and approaches of social science. Upper division courses require students to delve deeper into the subject areas of social science, especially history. History courses emphasize the comparative approach and global interactions. Government courses range from local to global issues, problems and structures. Geography courses add perspectives on movement, region and place, and environment in both national and global contexts. The economics courses cover the workings and interrelationships of the aggregate economic system and the workings of supply and demand. The program requires 8 lower division courses and 14-16 upper division courses that include these content areas.

Prospective teachers are informed early that they will have to summarize and analyze the History-Social Science Framework for California Public Schools in relation to their own subject matter preparation. Candidates are required to demonstrate their competency in the subject matter both orally and in writing. A history methods course requires candidates to know and apply the conventions of social science research to important topics in the discipline. California history is studied in two courses on the state as well as in the broader national context.

#### California State University, Los Angeles: Mathematics

The single subject matter mathematics program at CSU, Los Angeles consists of 28-36 lower division and 24 upper division semester units in courses that cover topics directly related to those taught in departmentalized classrooms in California public schools. Additionally, 36 required units of breadth courses provide students with applied knowledge in physics and computer science along with other mathematics courses. Prospective teachers are expected to develop their problem solving, analytical, critical thinking and communication skills in the program. They use inductive and deductive arguments to analyze problems and draw conclusions; they use counter examples and different proof techniques to disprove arguments and validate hypotheses; they use a variety of approaches to solve problems.

The learning outcomes and subject matter skills are consistent with the content standards for California public schools. To produce teachers who can effectively deliver

mathematics content to children, the program provides instruction that is engaging and models good teaching practices that incorporate active, collaborative and inquiry-based learning. Candidates learn algebra, geometry, calculus, number theory, discrete mathematics, statistics and probability, and history of mathematics at an advanced level, so that they will have a strong content basis from which to teach. In the mathematics education course candidates specifically discuss the scaffolding of their content knowledge for middle and high school curriculum.

#### Point Loma Nazarene University: Mathematics

The Point Loma Mathematics Subject Matter Program is a 60 semester unit degree program based the Mathematics Content Standards for California Public Schools. The coursework provides an advanced view of the content that is present in grades 6-12 through both theory and applications with an emphasis on reasoning, problem solving and appropriate use of technology. Students are required to draw from multiple strands of mathematics and synthesize information to solve problems. In many courses they are required to speak and write about mathematics in formal and informal contexts. The program faculty includes a mathematics education expert with secondary teaching experience. Through his guidance both faculty and students develop mathematics and teaching skills directly based upon the K-12 content standards.

The program provides instruction in the full range of algebraic topics, geometry, probability and statistics, discrete mathematics, trigonometry and calculus in the context of the history of mathematics. Separate courses are also required in the history of mathematics and mathematics education which provides cultural context. The mathematics education course explicitly addresses the importance of helping middle and secondary school students acquire conceptual as well as procedural knowledge. As part of the breadth requirements, students take a calculus-based physics course as well as a biological science course which uses applied algebra and statistics.

#### National University: Mathematics

The primary purpose of the National University Subject Matter Preparation Program in Mathematics is to prepare students to be teachers of secondary school mathematics. The study of mathematics encompasses the discipline in its broadest sense. The future teachers develop in an academic environment that stresses scholarship, diversity, and growth through a rigorous and focused curriculum of advance mathematics that incorporates the Mathematics Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1999).

The program curriculum is designed to cover all of the domains of the subject matter requirements for the teaching credential, which are aligned with the K-12 content standards and framework. The program curriculum includes instruction in advanced mathematics, problem solving, mathematics communication, reasoning and mathematical connections. Students are required to have knowledge of the foundations of main mathematics branches, including algebra, discrete mathematics, geometry, statistics and probability, calculus and the historical evolution of mathematics.

### California State University, Sacramento: Mathematics

The subject matter program in mathematics at CSU, Sacramento prepares prospective teachers to develop their own instructional programs which will offer their future students a challenging learning experience to successfully complete, and even exceed, the state adopted academic K-12 content standards. The program meets this goal in part by emphasizing both depth and breadth of mathematical knowledge, but the heart of the program is the required full year sequence in both abstract algebra and real analysis. Through this deeper mathematical experience, candidates develop maturity and intuition not provided by breadth alone. The program provides candidates with the foundation to both learn and communicate new mathematical approaches to keep their knowledge current and dynamic.

Candidates must accomplish five outcomes: to write mathematical proofs, to understand statistical studies, to understand calculus from numerical, graphical, analytical and verbal perspectives, to work collaboratively to solve mathematical problems, and to use technology effectively as a tool to explore mathematics. Candidates are required to make connections and applications from their own math studies specifically to the K-12 standards in a capstone course which ties the upper division course in the program to the 6-12 grade curriculum as a summative assessment. All of the upper division courses emphasize mathematical depth, and whenever possible, the relationships between the ideas of different courses are developed.

### Sonoma State University: Mathematics

The mathematics subject matter program specifically prepares highly qualified teachers by providing an undergraduate curriculum with the depth necessary for subsequent graduate studies but also the breadth to cover the mathematical content and processes delineated in the California student content standards; by modeling effective strategies for instruction and assessment in mathematics; and by building relationships between the academic content of undergraduate mathematics and the real world of secondary schools, children, teaching, learning and curriculum. The desired outcomes are graduates who have conceptual understanding and procedural fluency, strong reasoning and problem-solving abilities, and a love of mathematics. The program provides them with enough familiarity with California public schools to relate their own mathematics learning in specific ways to their future careers through classroom observations, discussion, reflection and writing. The program also stresses the disposition of life-long learning which is so critical for teachers to stay current in their content knowledge.

The curriculum provides deep study from an advanced viewpoint of all mathematics content areas taught in secondary schools. It provides a strong foundation in formal mathematics and a balance between abstraction and application, including significant applications of mathematics to other fields and incorporation of a variety of appropriate technology for learning and doing mathematics. The curriculum consists of 54 semester units in mathematics, of which only calculus and computer science are taken as lower division courses.

### California State University, San Bernardino: English

The CSU San Bernardino English program is large, serving approximately 450 students, 80% of whom are prospective teachers. Consequently, the program is built on a direct connection to the California K-12 content standards in English Language Arts. The emphasis on diverse literary texts, the structure and development of the English language, analytical reading, critical thinking, and effective writing prepares candidates to model and teach English. The program employs 27 tenure track faculty, four of whom are linguistics experts and four of whom are composition experts.

The program requires linguistics studies in six courses from a variety of approaches including literacy, second language acquisition, and public communications. Several of these courses assign research projects in language studies. Candidates are also required to take advanced coursework (20 quarter units) to move from competence to mastery of one area of English language arts. The coursework for all of the subject matter domains is situated in historical and political contexts from literary periods to dialectical studies.

### St. Mary's College: English

The English program at St. Mary's is designed to produce graduates who are well-grounded in a broad knowledge of literature, language and linguistics, rhetoric and composition, and communication studies. Graduates must demonstrate a strong competency in reading and writing well for a variety of purposes and communicating effectively within a variety of rhetorical contexts. They are prepared in content, technology, and sensitivity to teach this content to a racially, ethnically, economically, and religiously diverse student population. The outcomes of the program require candidates to develop ability to engage in informed, active reading, skills of inquiry and interpretation, and faculties of imagination and expression.

The program includes 63 semester units of literature, language studies, and composition to prepare teachers for the learning strands (reading, listening, speaking and writing) defined by the English Content Standards for California Public Schools. Through two courses they study traditional linguistics, second language acquisition, and dialectics. Broad textual studies require them with a wide variety of reading comprehension strategies and historical contexts for the English language in its many forms.

### California State University, Channel Islands: English

The English Program at CSU Channel Islands requires the completion of 63 units in English language studies. These studies include literature, linguistics, composition and related areas such as theater, speech, and journalism that K-12 high school teachers are often assigned to teach. The program prepares future teachers with second language acquisition theories and world literature studies to serve diverse populations of students. Further linguistics studies include language structures from different perspectives, language variations, grammatical structures, and principles of language acquisition and development over three required courses. Candidates are also provided with instruction in the full scope of American and British literature traditions, including Shakespeare.

Throughout the program, students are required to develop competent research methodologies and technological skill in applying them.

Candidates are prepared in this program with the goal of being disciplinary experts and practitioners within a schooling context. This disposition for learning helps them develop beginning understandings of how university-level subject matter and meaning translate to the secondary classroom. While the entire program is consistent with the K-12 content standards, it offers several courses in which English content is studied in relation to secondary education issues. Through their field experiences, candidates are required to explicitly connect their English studies with the K-12 content standards.

### **Part 3: Recommendation for Approval of Professional Teacher Induction Programs**

#### **Background**

The passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

#### **Induction Program Review Procedures**

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance-Working together, Commission staff members, California Department of Education staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via

e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.

2. Program Review-The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division Staff, California Department of Education Staff and BTSA Induction Cluster Region Directors, the external induction program experts in the region. Professional Services Staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

### **Induction Program Submitted for Consideration**

This report presents the Arcadia Unified School District Professional Teacher Induction Program which has been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panel and, as such, is recommended to the Commission for approval.

### **Summary Information on the Professional Teacher Induction Program Recommended for Approval**

The Arcadia Unified School District Professional Teacher Induction Program provides support and assessment for beginning teachers who serve students throughout the single district-based program. The Arcadia Unified School District provides an academically challenging educational program resulting in high student achievement. Comprised of six elementary schools, three middle schools, and one comprehensive high school, students in the Arcadia Unified School District consistently score well above state and national averages on standardized tests. All schools' API scores are above the level of 800 with every school ranking in the tenth deciles. In the 2005-2006 school year, student enrollment is slightly over 10,000 students.

Arcadia Unified School District had been part of a three district Beginning Teacher Support and Assessment consortium program from 1997-2005. Based on Arcadia Unified School District needs, the decision was made for Arcadia Unified School District to become an independent Beginning Teacher Support and Assessment Induction Program beginning with the 2005-2006 school year. Currently the Arcadia Unified School District Professional Teacher Induction Program serves a total of 55 teachers: 23 Year one participants and 32 Year two participants.

The University of La Verne is the Arcadia Unified School District Professional Teacher Induction Program IHE partner. A representative from the University of La Verne serves on the Steering Committee for the Induction Program. The University of La Verne has approved a course which allows participating teachers the opportunity to earn graduate

credit for participation in the Arcadia Unified School District Professional Teacher Induction Program.

The Arcadia Unified School District Professional Teacher Induction Program uses the California Formative Assessment Support System for Teachers (CFASST) as its formative assessment tool. Through CFASST the induction program works to blend the needs of beginning teacher support and assessment with ongoing professional development within the Arcadia Unified School District.

The Arcadia Unified School District Professional Teacher Induction Program has responded fully to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The review panel has judged that the program has met all applicable standards established by the Commission and recommends the program for approval by the Commission.

#### **Part 4: Guidelines-Based Programs for the Alternative Professional Clear Administrative Services Credential**

##### **Background**

California's school administrator credential structure consists of two levels of certification. The first level, the Preliminary Administrative Services Credential, requires the candidate to verify three years of successful school experience, possess a teaching credential or other services credential (e.g., counseling credential), and to complete a Commission-accredited administrator preparation program or to verify administrative knowledge by passing a Commission-adopted administrator examination. The Preliminary Administrative Credential is valid for five years. During this first five years of service, the administrator is required to complete advanced certification requirements in order to qualify for the permanent California administrator license, the Professional Clear Administrative Services Credential.

In response to concerns in the field about the effectiveness and utility of programs leading to the professional clear credential, the Commission reviewed administrator program standards and requirements during 2001-2002 and solicited input from California administrators about their experiences in completing credential requirements. Based on this information, the Commission determined that there needed to be greater flexibility in options and requirements for obtaining the professional clear administrative services credential. The Commission also determined that one or more options needed to emphasize mentoring from an experienced administrator rather than formal preparation in order to make the advanced preparation experience most effective for new administrators. Consequently the Commission acted to establish a variety of options from which an administrator could select in order to meet requirements for the professional clear credential.

The guidelines-based professional clear administrative services credential program was developed as one of the options for new school administrators to meet the requirements for the Professional Clear Administrative Services Credential. The Commission



established this option in November, 2003, as the last of several measures aimed at reforming advanced California school administrator preparation.

Guidelines-based professional clear administrative services credential programs, focus on providing individualized support, mentoring and assistance to new administrators. These programs are required to initially assess candidates on their early administrative performance, thereby identifying relative strengths and weaknesses and establishing appropriate professional development goals. Based on the initial assessment of the candidate, program faculty and an experienced administrator who will serve as the candidate's mentor develop a mentoring plan that defines the focus, goals, mode and frequency of mentoring activities and may identify specific professional development activities that the candidate will complete over the course of the program. Program guidelines for this option require that candidates receive a minimum of two years of mentoring prior to being recommended for the professional clear credential. The candidate's administrative performance and progress toward program goals must be assessed on multiple occasions, and the mentoring plan may be amended over time to reflect changing candidate needs and/or job responsibilities. The program design must also include a summative assessment through which the candidate must be judged to have attained a level of administrative competence meriting recommendation for the Professional Clear Administrative Services Credential. Programs approved under this option are granted authority to recommend program candidates for the credential based on a positive summative assessment.

### **Guidelines-based Program Review Procedures**

The Commission's adoption of program guidelines to govern program review and approval of guidelines-based administrator preparation programs represents a departure from the Commission's conventional program approval process. Under the conventional process, programs are proposed and reviewed according to formal program standards, preconditions, and the Common Standards adopted by the Commission, and the decision on program accreditation rests with the Committee on Accreditation. Due to the alternative approach of guidelines-based programs, the Commission opted to institute a different program approval process. At its November 2003 meeting, concurrent with adoption of the guidelines that govern these programs, the Commission adopted the following process for review and approval of guidelines-based professional clear administrative services credential programs.

1. An entity interested in sponsoring a program prepares a program proposal that addresses each of the Guidelines for Alternative Professional Clear Administrative Services Credential Programs, and the related expectations.
2. Before the proposed program is submitted to the Commission, it receives written approval by the individual or group responsible for governance of the entity sponsoring the program. The written approval accompanies the program proposal when the proposal is submitted to the Commission for review and approval.

3. Commission staff reviews the proposed program to determine whether the proposal complies with the Commission's adopted guidelines and expectations for such programs, and may request additional information or clarification from the program sponsor to be satisfied that all guidelines and expectations are met.
4. Upon a finding that the proposed program meets all program guidelines and expectations, staff recommends program approval to the Commission and places the proposed program on the appropriate agenda for formal approval.
5. Once formally approved, the program may be implemented by the program sponsor, and an individual identified as having completed the approved program will be recognized as having completed the requirements for the Professional Clear Administrative Services Credential. The program sponsor will complete a program completion verification document produced by the Commission, and provide this document to the administrator completing the program for use in applying for the Professional Clear Administrative Services Credential.

Staff has reviewed the proposal and has found that the program proposal has received appropriate endorsement from the sponsoring agency's governance, and that the program as proposed meets the Commission's guidelines for such programs. A brief description of the program follows.

### **Guidelines-based Program Submitted for Consideration**

There is one program proposal submitted for consideration of Alternative Professional Clear Administrative Services Credential Program Approval. The program was reviewed according to the *Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs* adopted by the Commission in 2004 (<http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>.)

*University of California, Irvine (UCI), Extension, Alternative Professional Clear Administrative Services Credential Program*

This proposal is being submitted by the University of California, Irvine Extension, which has decided to discontinue its existing Standards-based Professional Clear Administrative Services Credential Program and replace it with this one.

This program builds upon the Preliminary Administrative Services Credential program in a way that provides continuity for Tier I alumni who continue to study at the University and a sense of integration for those who completed the Preliminary Tier elsewhere. In total, the Tier II program consists of 6 quarter units, or 60 hours of induction and final evaluation. Two courses, Education X1398A and Education X1398B, comprise the Tier II Alternative Professional Clear Administrative Services Credential Program.

This program is highly individualized and during the periods of induction and final evaluation, students may rely heavily on the program's infrastructure to guide and

support them through the process. In the current proposal for the Alternative Professional Clear Administrative Services Credential, this institution believes that what has been learned at the preliminary level must be contextualized, individualized, and extended, both in terms of depth and breadth of knowledge, skills and competencies.

This institution views the relationship between the Preliminary Administrative Services Credential and the Professional Clear Administrative Services Credential as constructive and spiral—that is, progressing from foundational and preliminary emphases to professional analyses and reflection through a carefully focused and practical professional induction plan, followed by a final evaluation built upon multiple and diverse measures.

### **Recommendations**

#### Undergraduate Single Subject Matter Preparation Programs

Staff recommends approval of the following undergraduate subject matter preparation programs at the following institutions:

- Azusa Pacific University: Social Science
- Loyola Marymount University: Social Science
- California State University, Sacramento: Social Science
- California State University, Los Angeles: Mathematics
- Point Loma Nazarene University: Mathematics
- National University: Mathematics
- California State University, Sacramento: Mathematics
- Sonoma State University: Mathematics
- California State University, San Bernardino: English
- St. Mary's College: English
- California State University, Channel Islands: English

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, the sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation as SB 2042 undergraduate subject matter programs.

#### Induction Program

Staff recommends approval of the following Induction program:

- Arcadia Unified School District Professional Teacher Induction Program

Based on the satisfactory review of responses to the *Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs*, the sponsor meets the requirements for approval. Granting initial program approval to the program sponsor will allow the district to begin operation as an approved SB 2042 teacher induction program.

Guidelines-based Professional Clear Administrative Services Program

Staff recommends approval of the guidelines-based Professional Clear Administrative Services program at the following program sponsor:

University of California, Irvine (UCI), Extension

University of California, Irvine Extension has submitted complete responses to the Commission's *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*. Based on the core program proposal and additional appendices provided, the program meets the Commission's Guidelines. Granting initial program approval to the program sponsor will allow the institution to begin operation as an approved Guidelines-based Professional Clear Administrative Services program.

## **Appendix A**

### **Excerpts from the Minutes of the December 1, 2005, Item 2A: Undergraduate Subject Matter Program Review (Study Session)**

## **Excerpts from the Minutes from the December 1, 2005, Item 2A: Undergraduate Subject Matter Program Review (Study Session)**

Chair Schwarze opened the study session on the process used to review undergraduate subject matter programs and turned the meeting over to staff for an overview of the training individuals receive before reviewing programs. She said Commissioners would also hear from reviewers about the review process, using as examples two programs that were approved by the Commission at its August 2005 meeting, and then the Commission would have an opportunity for discussion.

Helen Hawley, Consultant, Professional Services Division, provided some background for the discussion with a short Power Point presentation. The presentation covered training outcomes, charge to reviewers, context for review, decision-making process, subject matter requirements (SMRs), relationship of SMRs to program standards, understanding a standard, examples of evidence, calibration criteria and guidelines, and calibration activity.

Commissioner Lilly asked how many times a program goes back to the university for revision before acceptance. Ms. Hawley responded that programs are usually resubmitted at least once in 99 percent of the cases and, on average, 2.5 times.

{discussion specific to mathematics program and English program on the agenda}

Chair Schwarze thanked the presenters and staff at that point and opened the floor to a broader discussion.

Commissioner Banker suggested starting with the core content standards and working backwards.

Ms. Graybill said staff had provided the form used for textbook adoption by the Department of Education that might possibly be adapted to the review process under discussion to show how K-12 content standards and subject matter requirements align, along with three examples of what the final form might look like.

Ms. Hawley said the subject matter requirements had been mapped to each of the K-12 student content standards on the draft forms for English, Math and Science. She said the form could be used by institutions for submission, and then as a check off for the reviewers during program review.

Commissioner Clopton said he was concerned with a double mapping process because things get lost in the translation. He illustrated that concern by referring to the math draft form while describing an error he had found.

Ms. Graybill suggested that if the Commission liked the concept of the forms, then further work addressing specific concerns and errors could be carried out. Chair Schwarze asked Commissioner Clopton if he could assist with checking a final form's

accuracy in matching K-12 standards with subject matter requirements once one was developed and he agreed.

Commissioner Banker expressed preference for the English subject matter draft form because it offered the potential to show more information. She said it could even be expanded to make finding evidence as simple as possible. Chair Schwarze agreed saying it would bolster Commissioners' confidence in the process.

Commissioner Lilly asked how many subject matter programs were in the review process that had not come to the Commission yet. Ms. Hawley estimated the number at 120-125.

Commissioner Lilly then asked if the Commission adopted one of the review forms, would it ask all those institutions to resubmit their programs. Commissioner Banker responded that the form would be the piece of evidence the Commissioners needed to fulfill their charge under the Education Code to ensure that K-12 standards align with subject matter requirements otherwise, as discussed at a previous meeting, Commissioners opened themselves up to potential lawsuits.

Commissioner Lilly said it sounded like institutions would have to resubmit their work and he could not support that as it was unreasonable.

Commissioner Banker said the Commission was bound by the Education Code, and that she could not vote to approve a program otherwise.

Commissioner Lilly responded that it was not an "Education Code question but rather a trust question."

Commissioner Gomez said there was no ideal time to impose a new format and that it would always be a lot of extra work, but if institutions were going to be asked to make changes then the Commission should set a target date and a time element for implementation.

Vice Chair Stordahl asked Dr. Gallagher for her opinion on whether asking institutions to go back and comply with a new format was an onerous request.

Ex-Officio Gallagher said that setting a future date for implementation might be better than asking institutions that have already begun the process to go back and resubmit a program because they may just decide not to have an approved program. She said she did not see what their incentive would be to do it.

Ex-Officio Waite said that if it was just a matter of putting the information into a new format, the retroactive part might be difficult but she did not think it would be that onerous although departments probably would not be very happy about it. She added that, for those with doubts about the process, the draft forms did an excellent job of showing where the K-12 standards are.

Commissioner Lilly said the difficulty in complying with a new format would depend on how much the Commission would ask for. He said a list of course numbers would be easy, but a complete cross-referencing of related instructional materials to syllabi and textbooks, for instance, would essentially amount to producing another proposal. He suggested getting the new format finalized and then applying it to all new proposals and subsequent program reviews from a future date forward. He also suggested asking a couple of programs to volunteer to comply with the new format to see just how much time it would take to complete.

Commissioner Clopton said if the evidence is there already, then perhaps the reviewers could fill out the new form.

Commissioner Lilly asked if the reviewers would have to go back and re-do work they have already done.

Commissioner Clopton asked how many of the 125 current program submissions had been through the initial review process. Ms. Hawley said probably 100 were in process and suggested that if reviewers used the new form as a report to the institutions, then discrepancies could be flagged and the institutions could fill in the rest of the form as part of their response.

Commissioner Bustillos thought that would be a good way to begin the process of using a new format, but that it should eventually become a standard part of the submission process. She suggested adding an “as evidenced by” column to make the review process easier.

Commissioner Banker said then the form would become a living document to track program changes over time as well. She also pointed out that K-12 does not always get two years notice of impending changes.

Commissioner Grant said the new format would be a selling tool as well as evidence and that Commission approval of programs had to be based on evidence and not just trust.

Commissioner Clopton said he saw the new format as a map to work already done on submissions and not as asking for institutions to do all their work again and felt most universities would comply with it.

Commissioner Lilly said there seemed to be general agreement except on transitional issues. He suggested finalizing a new format as quickly as possible and implementing it on new program submissions. Further, he suggested having Commission staff develop something similar but less onerous to be used on the existing programs under review. He said that way, the Commission gets what it wants and the new format could be phased in.

During a short break, Chair Schwarze presented a plaque to outgoing Commissioner Clopton for service to the Commission.



Returning to the topic, she said she was seeing agreement on using the new format, and asked for ideas on the best way to proceed to approval.

Commissioner Bustillos reiterated the previous suggestion to let reviewers begin implementing the format and setting a date for when institutions would begin using it with their program submissions.

Commissioner Lilly said he thought the Commission was at least a couple of months from having a final form.

Ex-Officio Gallagher said the Commission also needed assurance that the field agrees that the K-12 and program standards are in right alignment and that needed to begin right away.

Commissioner Lilly suggested looking at short-term approvals of programs that have already submitted and then have them revise the programs in two years using the new format.

Dr. Swofford asked if it would be helpful to convene a higher education group within the next month or two to discuss these proposals and then bring something back to the Commission.

Commissioner Lilly offered the following proposal: stop accepting new subject matter program applications right away; for existing proposals under review, the Commission would consider two-year approvals; and then work to get the new format process in place as quickly as possible and apply it to all new proposals and, eventually, to programs granted a two-year approval.

Commissioner Banker said she would vote for that, but would be interested in hearing input from higher education. Ex-Officio Gallagher responded that higher education would like to have some input, especially from representatives of the 13 subject matter areas.

Following some discussion on how to prioritize implementation of a new format, Chair Schwarze suggested starting with the K-12 core areas of mathematics and language arts first, science and history second.

Ex-Officio Waite said the Commission knew subject matter programs address K-12 standards and asked what the real reason for doing something new would be. Chair Schwarze responded that even though she understood claims that subject matter programs addressed K-12 standards, no one had ever shown her evidence on exactly how and where that happened. She said she wanted more specific evidence she could check and verify for herself.

Commissioner Lilly asked if it would be possible to get something as an action item on this topic for the following day's meeting.

Chair Schwarze said the discussion would be part of the Executive Committee.

Ms. Graybill reiterated Commissioner Lilly's earlier three-part proposal on how to move the issue forward.

The study session adjourned.