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Information/ Action

Professional Services Committee

Discussion of Linked Learning and the Possibility of Establishing a Recognition of Study in Linked Learning

Executive Summary: This agenda item provides background information about Linked Learning and the concept of a Recognition of Study, and discusses the possibility of establishing a Recognition of Study in Linked Learning.

Policy Question: Does the Commission wish to consider establishing a Recognition of Study in Linked Learning?

Recommended Action: That the Commission discuss the possibility of establishing a Recognition of Study in Linked Learning and either (a) maintain current policy and do not establish a Recognition of Study in Linked Learning, or (b) establish a Recognition of Study in Linked Learning and direct staff to move forward with the development of program standards for the Recognition of Study in Linked Learning when resources allow.

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Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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Discussion of Linked Learning and the Possibility of Establishing a Recognition of Study in Linked Learning

Introduction

Current law allows for the development and issuance of a Recognition of Study (ROS) for linked learning competence for single subject credential holders who will be teaching pupils enrolled in Linked Learning programs. This item presents background information on the skills and proficiencies needed by teachers in a Linked Learning pathways teaching assignment and discusses the implications of establishing a Recognition of Study in Linked Learning. The item also provides background information about potential other content areas for a Recognition of Study if the Commission should choose to establish a Recognition of Study option.

Background

AB 1304 (Ch. 259, Stats. 2011) added section 44257.3 to the Education Code and authorized, but did not require, the Commission to convene a workgroup to develop program standards for the issuance of a recognition of study for linked learning for single subject credential holders who will be teaching pupils enrolled in linked learning programs. The statute defines a Recognition of Study in Linked Learning as follows:

‘Recognition of study in linked learning’ is a statement added to a single subject teaching credential recognizing that the credential holder has completed a commission-approved program in linked learning teaching methods that can be applied to the academic instruction authorized by their credential. A recognition of study in linked learning teacher preparation program may be offered as part of an initial teacher preparation program or as a separate program for previously credentialed teachers.

Paragraph (i) of section 44257.3 prohibits any recognition of study in linked learning from being considered a type of authorization and further specifies that a recognition of study in Linked Learning *“shall not be considered a type of authorization, shall not be used as a condition of employment, shall not replace a subject matter competence requirement, and shall not be used in making employment decisions pursuant to Section 44955.”*

Linked Learning Skills and Proficiencies

Linked Learning programs are multiyear high school programs of integrated academic and technical study that are organized around a broad theme, interest area, or industry sector that includes, but is not limited to, one of California’s 15 major industry sectors, such as business and finance, building and environmental design, biomedical and health sciences, engineering, information technology, manufacturing, and arts, media and entertainment.

A Linked Learning, or multiple pathways, approach to instruction has gained momentum in California over the past several years. Linked Learning programs and pathways build upon the approach initially established within Career-Technical education to integrate rigorous standards-based academic instruction with a demanding technical curriculum and field-based learning. This instructional approach aims to connect academic learning to practical applications and real world experiences as well as to prepare students for college and careers.

According to information gathered during the Teacher Preparation Advisory Panel (TAP) work, Linked Learning programs consist of the following key components:

1. An **academic core** meeting postsecondary admissions requirements
2. A **technical core** meeting industry standards; often providing an industry certification
3. **Pathway themes** centered on one or more of California’s identified 15 industry sectors
4. A coordinated, sequenced **work-based learning experience** for all students
5. **Support services** such as supplementary instruction, counseling, and transportation

The Teacher Advisory Panel reviewed the skills and proficiencies identified by the Linked Learning Alliance (<http://linkedlearning.org/>) as needed by Linked Learning teachers and organized the skills into two categories—those that all teachers should have (left column) and those that are required in Linked Learning settings (right column). The information related to all teachers will be provided to the Preliminary Standards Task Group within the Accreditation Update process for their consideration as they recommend revisions to the teacher preparation program standards. The skills and proficiencies that have been identified as necessary for teachers in Linked Learning pathways would need to be reviewed and confirmed if the Commission chooses to move forward with a Recognition of Study in Linked Learning.

Linked Learning Skills and Proficiencies	
<u>All</u> Single Subject Teachers	<u>Only</u> Linked Learning Pathways Teachers
<ul style="list-style-type: none"> - Understand and give attention to equity - Understand and be able to work with diverse students - Focus on innovation and integration including CCSS and NGSS - Focus on learning vs. focus on teaching - Willingness and ability to assume leadership roles - Importance of a personalized learning environment where each student is known well by adults and his/her learning needs are known and supported - Engage in responsible, ethical, and legal conduct - Know disciplinary academic standards - Engage in information management and 	<ul style="list-style-type: none"> - Understand the meaning of equity, access, and choice in the Linked Learning field - Participate in intra-disciplinary and inter-disciplinary cooperation and collaboration - Develop industry and postsecondary education partnerships - Participate in ongoing professional learning that would include an industry specific orientation - Understand the structure and goals of the Career Technical Education standards - Engage in collaborative classroom structures and operations in Linked Learning pathways to include interactions with business partners, and industry-focused interdisciplinary project-based learning and performance assessments

Linked Learning Skills and Proficiencies	
<u>All</u> Single Subject Teachers	<u>Only</u> Linked Learning Pathways Teachers
use of technology in teaching and learning – Participate in collaborative classroom structure and operations – Reflect a student-centered teaching approach – Apply differentiated instruction – Demonstrate research-based instructional models – Use information provided by formative and summative assessments – Maximize effective use of instructional time – Understand how to meet the California “a-g” requirements with respect to course structure and content	for students - Integrate work-based learning approaches and industry-based applications into curriculum and instruction - Design curriculum and instruction that reflects interdisciplinary/integrated problem- and project-based structure and content - Integrate state academic standards with CTE standards to focus instruction - Incorporate skills from the SCANS Report and Partnerships for 21 st Century as part of authentic work-based applications in Linked Learning pathways - Use information provided by formative and summative assessments, including performance assessments, that relate to a pathway’s industry theme to drive instruction

Discussion of the Concept of a Recognition of Study

Emphasis/Concentration Programs

Prior to the implementation of SB 2042 (Chap. 548, Stats. 1998), the Commission allowed for some concentration, or emphasis, areas to be listed on the credential, even though the holder of a credential without the emphasis could also provide the same service. For example, a Middle School Emphasis or an Early Childhood Emphasis could be listed on a teaching credential but the emphasis by itself did not provide any additional authorization. Under the pre-SB 2042 teaching credential programs, a program sponsor could decide to offer an emphasis program within the structure of the basic credential program. The emphasis program was originally intended to provide a concentration of coursework and field experiences emphasizing one specific part of the preliminary multiple or single subject professional preparation program, and the program was required to stay within the then-legislative limit of the one year program length (unit cap). Emphasis programs were originally available for a limited number of areas within the multiple subject and single subject preparation program and a very few institutions offered Commission-approved emphasis programs. The SB 2042 credential reform required all program sponsors to embed additional content into the preliminary preparation program, most notably the theoretical and legal content related to the teaching of English learners, which further limited the ability of a program to offer an emphasis within the statutory limit to the length of the program. As of January 2014, the statutory limit on preliminary teacher preparation was changed from 1 year to 2 years (SB 5, Chap. 171, Stats. 2013).

Recognition of Study Concept

A Recognition of Study is an approach that essentially replicates the foundational basis for the prior Emphasis programs. The Recognition of Study would provide a Commission-issued confirmation that an individual has had more in-depth and/or specialized preparation within a specific topic addressed within teacher preparation. Currently, some of California's teacher preparation programs issue their own specialized designation such as a "Certificate of Advanced Study" that is similar in nature and purpose of the Recognition of Study concept. Two examples of specialized program-issued designations are the "Certificate of Advanced Study in Middle Level Education" at CSU San Marcos and the "Middle Level Emphasis" at San Jose State University. The Commission does not have a role in reviewing or approving these local program options that result in specialized institution-issued designations and these designations are not listed on Commission-issued documents.

Credential Authorizations

It is the Commission's current practice to list credential authorizations only when the authorization is necessary in order for the teacher or other credential holder to provide specified instruction or a specified service. Without the authorization, the individual is not authorized to provide the instruction or service. According to the Commission's Administrator's Assignment Manual, an authorization is defined as the following:

Authorization: Each credential, certificate, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. The authorization statement, printed on the document since 1989, provides the specifics for the authorization.

It should be noted that a Recognition of Study in any content area would not provide any additional credential authorization to the holder beyond what the holder's base credential already authorizes. The ROS would serve primarily to indicate that an individual has in-depth knowledge in a particular area and/or instructional approach. There is presently no legislation with respect to establishing an ROS for any topic beyond Linked Learning, although the Commission could consider if it wishes to extend the ROS concept to additional content areas.

Fiscal Impact

The law requires that if a workgroup is convened to develop program standards for the issuance of a ROS in Linked Learning the following representatives are to be included:

- The California Department of Education
- Approved teacher preparation programs
- The business community, including representatives from local chambers of commerce
- School districts, county offices of education, and charter schools that have implemented Linked Learning programs, California partnership academies, or other similar programs that integrate core academics and industry applications
- Regional Occupational centers and programs
- Practicing career technical education teachers
- Other organizations deemed appropriate by the Commission

Costs associated with convening the specified workgroup, developing standards, and reviewing and approving ROS programs are not within the Commission's 2014-15 budget or staffing resources.

Implications for the Accreditation System

If the Commission determines it would like to move forward with establishing a Recognition of Study in Linked Learning, the Commission will also need to determine whether and how these programs are incorporated into the Commission's accreditation system. After standards are developed, program proposals would need to be reviewed prior to an institution being approved to offer a Commission approved Recognition of Study program. Among the questions to be answered are the following:

- 1) Should ROS in Linked Learning programs be required to submit Initial Program Review fees?
- 2) Should ROS in Linked Learning programs be reviewed by members of the Board of Institutional Review (BIR)?
- 3) Should ROS in Linked Learning programs be approved formally by the Committee on Accreditation?
- 4) Should ROS in Linked Learning programs participate in ongoing accreditation activities in the same manner as all other Commission approved educator preparation programs or should ROS in Linked learning programs be subject to initial approval only?
- 5) Should ROS in Linked Learning programs be subject to annual accreditation fees?

If the Commission moves forward with a ROS in Linked Learning, the Commission's direction on these questions will be necessary for staff to determine to what extent to incorporate these programs into the accreditation system.

A ROS in Linked Learning would also necessitate modification of the Commission's online credential recommendation system to allow the ROS to be included in the credential database.

Staff Recommendation

Staff recommends that the Commission discuss the possibility of establishing a Recognition of Study in Linked Learning and either (a) maintain current policy and not establish a Recognition of Study in Linked Learning, or (b) make a policy decision to establish a Recognition of Study in Linked Learning and direct staff to move forward with the development of program standards for the Recognition of Study in Linked Learning when resources allow.

If the Commission chooses to move forward with the concept of establishing a Recognition of Study in Linked Learning when resources allow, staff further recommends that the Commission determine if it wishes to consider establishing a ROS for any other topics.