
5B

Information/Action

Educator Preparation Committee

Accreditation: Delivery Models for Teacher Preparation Programs, Options for Clinical Practice and Data Collection

Executive Summary: This agenda item presents information on delivery models that Commission-approved teacher preparation programs may offer such as undergraduate, integrated, intern, and post baccalaureate teacher preparation, including the variety of options for clinical practice such as student teaching, intern, residency and co-teaching. The agenda item asks the Commission to provide direction as to appropriate common definitions of these program and clinical practice options as well as the level of data to be collected relative to program and clinical practice models so that when programs submit data for use within the accreditation system and for inclusion in program data dashboards the data will be comparable across programs.

Policy Question: Does the Commission wish to adopt common definitions of terminology as proposed in the item, and does the Commission wish to identify specific program models and features of clinical practice options for use within the accreditation system and to inform future program-level data dashboards?

Recommended Action: That the Commission provide direction to staff concerning common definitions of terms, and the level of data relative to program models and clinical practice options that should be included in the data warehouse.

Presenters: Nancy Tseng, Consultant, and Teri Clark, Director, Professional Services Division

Strategic Plan Goal:

II. Program Quality and Accountability

- d) Track current trends and research in learning theory, educator preparation, and certification and disseminate information about high quality programs, models, and outcomes

Accreditation: Delivery Models for Teacher Preparation Programs, Options for Clinical Practice, and Data Collection

Introduction

This agenda item presents information on delivery models that Commission-approved teacher preparation programs may offer such as undergraduate, integrated, intern, and post-baccalaureate teacher preparation including the variety of options for clinical practice such as student teaching, internship, residency and co-teaching. The agenda item asks the Commission to provide direction as to appropriate common definitions of these program and clinical practice options, as well as the level of data to be collected relative to program and clinical practice models so that when programs submit data for use within the accreditation system and for inclusion in program data dashboards the data will be comparable across programs.

This agenda item is organized into three parts:

- Part I: Overview of Delivery Models of Teacher Preparation
- Part II: Overview of Clinical Practice Options
- Part III: Discussion of Common Language and Priorities for Program-Level Data Collection

Background

Education Code §44259 defines the minimum requirements for earning a multiple or single subject teaching credential (see Appendix A). Subsection (b)(1) calls for a baccalaureate degree; (b)(2) basic skills proficiency; and (b)(3) completion of a professional preparation program. Most individuals who are prepared as teachers in California therefore complete one of three types of programs:

1. a post-baccalaureate program of professional teacher preparation that follows undergraduate preparation;
2. an intern program where an individual is employed in the classroom as the teacher of record while completing teacher preparation; or
3. an integrated (blended) undergraduate teacher preparation program.

A more detailed discussion of each of these program models is provided below. Within the discussion, working definitions for terms related to the different delivery models and options for clinical practice are also provided for each program model. Definitions of terms have been taken either from a Framework developed by the California State University in 2003 pursuant to Education Code section 44259.1(a)(1), the Common Standards Glossary (2015), or developed by staff for the Commission's review and discussion.

Part I: Delivery Models of California Teacher Preparation

1. Undergraduate/Integrated Programs

Unlike other states, California statute prohibits a prospective teacher from earning an undergraduate degree in Education. In states where an undergraduate Education major may be earned, the candidate completes the requirements for a college degree at the same time as completing the pedagogical preparation to be a teacher. The prohibition of an Education major has led some to erroneously conclude that in California, teacher preparation may not take place during an individual's undergraduate coursework.

However, EC § 44259.1 allowed for and defined integrated programs of undergraduate teacher preparation, and directed the California State University system (CSU) to develop a [framework](#) for integrated programs and establish transfer articulation agreements with the community colleges by 2004 and 2005, respectively. This initiative was a response to teacher shortages that occurred between 1999 and 2005. The CSU adopted a framework and articulation agreements for integrated programs that would allow for completion of a bachelor's degree and a teaching credential program within 135 semester units. Most, if not all, CSU campuses went on to develop integrated programs and Lower Division Transfer Agreements in response to the legislatively-supported effort to grow undergraduate programs.

Fresno State's [Liberal Studies Blended Program](#) is one example of an integrated/blended program designed to provide a clear pathway to a preliminary credential for undergraduates who decide relatively early that they want to be teachers. According to the program description, the program "blends or integrates...the General Education program, the courses required in the liberal studies major, and the courses required for teacher preparation". Candidates earn their Bachelor of Arts in Liberal Studies, and a preliminary Multiple Subject Teaching Credential or Education Specialist (Mild/Moderate Disabilities) Credential in 4-5 years. Another program, the [CalTeach Program](#) at UC Berkeley, enables candidates to earn a B.S. in a science, technology, engineering, or mathematics (STEM) field, a Cal Teach minor in math or science education, and a Preliminary Single Subject Credential. Candidates complete over 100 hours of field work in local public schools under the guidance of mentor teachers and also spend their final semester in a student teaching placement that culminates with a teacher inquiry project.

Staff suggests the following definition of the term "Integrated Program":

Integrated Program – A teacher preparation program that enables candidates for teaching credentials to engage in subject matter, general education, and professional preparation concurrently, thereby completing all requirements for both a preliminary teaching credential and a baccalaureate degree simultaneously (CSU Framework, p. 4).

2. Post baccalaureate Programs

Traditional Postgraduate Model

Currently most Commission-approved teacher preparation programs are postgraduate programs offered for candidates who already hold a baccalaureate degree. Requirements for candidates include satisfying a basic skills requirement, subject matter competency, knowledge of the U.S.

Constitution (either by coursework or exam), and completing the fingerprint and professional fitness clearance process.

In general, most postgraduate models follow a similar program design: candidates take a sequence of coursework aligned with California's *Teaching Performance Expectations* and equivalent to at least a one year (and not more than two years) of full-time study at the institution. Other requirements for candidates include passage of an approved Teaching Performance Assessment to earn their preliminary credential. Candidates also complete a student teaching experience under the guidance of a master teacher and a program supervisor. With the exception of some residency programs (defined below), student teaching/clinical experience is typically undertaken without pay in this model of teacher preparation.

Dual Credential Program Model

Dual credential program models are post-baccalaureate programs where candidates obtain multiple credentials within a single preparation program. One example of this type of program is Touro University's Dual-Teacher Credential Program, which blends General Education teacher preparation with preparation to serve as an Education Specialist teacher. Candidates earn two teaching credentials, an Education Specialist Credential and a Multiple Subject or Single Subject Credential, within 46-semester units. California State University East Bay's Concurrent Special Education Teacher Education ([TED/SPED](#)) Credential Program is similar in nature; candidates earn Multiple Subject and Education Specialist (Mild/Moderate or Moderate/Severe Disabilities) Credentials in 7 quarters.

Other institutions offer candidates the option to earn multiple general education credentials (i.e., Multiple Subject and Single Subject Credentials). This process, however, differs from the General Education/Education Specialist dual credential program described above: candidates do not obtain multiple credentials within a single preparation program. Rather, the process to earn a Multiple Subject and a Single Subject credential is a sequential process where the candidate earns one preliminary credential first then obtains a second general education credential afterwards. For example, a Multiple Subject candidate would initially earn the Preliminary Multiple Subject credential by completing a Multiple Subject program, then earn their Preliminary Single Subject credential through the Title 5 §80499 process by passing the appropriate CSET subject matter examination for a single subject content area and completing the 3-unit content specific pedagogy course for that content area. Though candidates still earn multiple credentials, the Multiple Subject and the Single Subject preparation programs are not explicitly integrated nor do candidates earn both credentials within a single preparation program. Institutions that offer candidates the option to earn both Multiple and Single Subject credentials (and define this option as a dual credential preparation program) include Pacific Oaks College, University of the Pacific, and Simpson College among others (see Appendix B).

Staff suggests the following definition of the term "Dual Credential Program":

Dual Credential Program – *A teacher preparation program that enables candidates to earn multiple credentials within a single preparation program.*

3. Intern Preparation Programs

Intern Preparation Programs provide another delivery model of teacher preparation in California and were established by The 1967 California Alternative Certification Act EC §44453. Two primary purposes for establishing intern programs were to: 1) expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, including career changers, those underrepresented in the teaching workforce, those committed to teaching in high-need schools, teachers in content and credential shortage fields, and those who could not enter a traditional teacher preparation program because of economic, family or other reasons; and 2) enable TK-12 schools to respond to pressing staffing needs while providing interns with professional preparation as extensive and systematic as “traditional” postgraduate preparation programs.¹

Unlike candidates within the traditional postgraduate model discussed above, the intern serves as the teacher of record while participating in a teacher preparation program. A university or district internship is a paid position in a public school, thereby enabling a candidate to earn a salary while enrolled in a preparation program and filling a vacancy for an employer. Entry requirements for internships are the same as those for other post-baccalaureate teacher preparation programs. Interns must verify that they have a baccalaureate degree from a regionally accredited university, basic skills proficiency, subject matter competency, knowledge of the U.S. Constitution (either by coursework or exam), and obtain clearance through fingerprinting and character identification. Candidates must have an offer of employment from a school district, be admitted to an intern credential program, and have completed preservice teacher requirements before entering the classroom. Interns are not required to complete student teaching prior to assuming responsibilities as the teacher of record. There are instances where a postgraduate program candidate is offered a position as an intern during the school year. Staff is aware of one intern program where candidates are required to complete a semester of student teaching prior to being placed in the intern program. Because interns are working as teachers, an intern program can take between one to three years to complete.

Staff suggests the following definition of the term “Intern Program”, as applicable to several program options:

University Intern Program - A teacher preparation program which is a cooperative effort between a school district and an institution of higher education. Intern programs must be approved by the Commission prior to enrolling students and may not be available in all school districts. University Intern programs must adhere to the same program standards and outcome expectations as all other Commission approved programs. The program allows credential candidates to be employed while completing a teacher preparation program. The intern is assisted and guided through an approved training period by a certificated employee (mentor) selected according to specific criteria and a program supervisor.

¹ California Commission on Teacher Credentialing. (2009). Alternative pathways to certification (intern) program: Program report. Sacramento, CA: Author.

District Intern Program - A teacher preparation program that is developed and implemented by a school district or county office of education and approved by the Commission. District Intern programs must adhere to the same program standards and outcome expectations as all other Commission approved programs. The program allows credential candidates to be employed while completing a teacher preparation program. The intern is assisted and guided through an approved training period by a certificated employee (mentor) selected according to specific criteria and a program supervisor.

4. Combined Undergraduate/Integrated and Dual Credential Programs

Other programs draw from both the integrated and dual credential program models described above and offer candidates the opportunity to earn a baccalaureate degree and two preliminary teaching credentials simultaneously within one preparation program. The [B.A. Early Childhood Education, Dual Credential Program](#) at Pacific Oaks College is an example of one such program. Candidates earn their Bachelor's degree in Early Childhood Education, Preliminary Education Specialist Credential (Mild/Moderate Disabilities), and Preliminary Multiple Subject Teaching within 136 semester units (including 13 units of fieldwork requirements).

Another program, the Integrated Teacher Education Program (ITEP), [Urban Dual Credential Program](#) (UDCP) at Cal State Long Beach, enables candidates to earn a Bachelor's degree in Liberal Studies, a Preliminary Multiple Subject Credential, and a Preliminary Education Specialist Credential (in Mild/Moderate or Moderate/Severe Disabilities). The fieldwork sequence begins in the first semester, and candidates complete a total of 120 hours before admission to the credential program. ITEP candidates complete two semesters of student teaching, concurrent with methods courses; one semester in a general education setting and one semester in a special education setting.

Part II: Clinical Practice Options

The term "clinical practice" can be used as an overarching term to describe a variety of practice-based experiences within teacher preparation programs. The current definition applied to all educator preparation programs from the Commission adopted Common Standards (2015) is provided below:

Clinical Experiences (Synonymous with Field Work) - Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating teaching activity. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

Program Standard 3, Section A of the [Preliminary Multiple Subject and Single Subject Credential Program Standards](#) provides a more specific description of core features of clinical practice for teacher credential candidates:

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's

coursework and extend the candidate’s learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework... (p. 1)

Program Standard 3 further specifies that clinical practice experiences must consist of a minimum of 600 hours across a program; however, the nature of activities and the learning opportunities presented to a teacher candidate within these 600 hours varies across programs. Brief descriptions of possible approaches to clinical practice are provided below. These approaches are related to the delivery models described in Part I.

1. Student Teaching

Student teaching models of clinical practice are designed to allow teacher candidates to hone their skills in a protected setting under the guidance of an experienced teacher. Three approaches to student teaching are discussed below.

Traditional

Teacher preparation program providers work with school districts to place teacher candidates in classrooms with a master teacher. The master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction and assessment, and gradually releases responsibility for the classroom to the teacher candidate. Student teaching frequently concludes with a final culminating activity, typically assuming a solo-teaching classroom experience. Program supervisors provide a candidate with additional support through planned observations, feedback and conferences, and can facilitate the relationship between the master teacher and candidate. Although the new standards require a minimum of 600 hours, the length of supervised student teaching varies from program to program as does the timing of when candidates begin their student teaching placements. In some programs, candidates begin their student teaching during the first semester; in other programs, candidates do not begin student teaching until the latter part of the program.

Staff suggests the following definition of the term “Traditional Student Teaching”:

Traditional Student Teaching - *A clinical experience where the master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction and assessment, and gradually releases responsibility for the classroom to the teacher candidate. Student teaching concludes with a final culminating teaching activity, such as a solo-teaching classroom experience.*

Co-Teaching

The co-teaching approach is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space” (retrieved from <http://www.stcloudstate.edu/soe/coteaching/>). According to St. Cloud’s model, the co-teaching approach leverages having two adults (one novice, one veteran) in the classroom and the teacher candidate and master teacher incorporate a range of co-teaching strategies in the classroom. The clinical experience is viewed as a collaborative enterprise

between teacher candidates and master teachers, and teacher candidates are active participants in the classroom. Master teachers provide candidates with consistent mentoring and are encouraged to make their instructional decision making explicit for the teacher candidate.

Staff suggests the following definition of the term “Co-Teaching”:

Co-Teaching - *A clinical experience with two teachers (a novice and a master teacher) working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.*

Teacher Residency

Another approach is the teacher residency, which is based in part on the medical residency model. Candidates (called “residents”) take part in a clinical experience (the residency) in settings where they are typically hired after receiving their preliminary credential. According to the literature, teacher residencies tend to be developed in high-need schools and provide an opportunity for districts to develop teachers who are prepared to work in specific contexts and address local district priorities and needs. One of the historical criticisms of teacher preparation programs is that they are too disconnected from the settings where new teachers will work; teacher residencies have emerged as a way to establish collaborative and mutually beneficial partnerships between teacher education programs and school districts. The [Fresno Teacher Residency Program](#), for example, represents a joint initiative between Fresno Unified School District and Fresno State University to meet the district’s growing demand for Science, Technology, Engineering, and Math (STEM) teachers and provide contextualized learning experiences for teacher residents.

The length of teacher residencies run between 14-18 months, and in many programs, residents begin their coursework in the summer prior to the start of the school year. Clinical practice is a full-year “residency” in which residents receive intensive support and work closely with experienced mentor teachers 4-5 days a week. Although benefits vary among programs, residents can receive a living stipend (see Appendix C for ranges), health benefits, free or reduced tuition, and continued mentorship during their initial years in the profession. In return, many residency programs require residents to sign contracts agreeing to teach for a minimum of 2-3 years in the school district where their residency took place. In many residency programs, residents earn a preliminary teaching credential and a Masters degree upon program completion.

Staff suggests the following definition of the term “Teacher Residency”:

Teacher Residency - *A clinical experience developed between a school district and an institution of higher education. Residencies prepare teachers for specific teaching contexts. Residency programs usually offer candidates forms of financial support such as a living stipend, health benefits, and tuition remission, and results in an employment offer in the district in which the residency was completed.*

2. Intern Teaching

Internships could be considered another model of clinical practice, and require a partnership between the intern program, whether university- or district-based, and the employer. Interns are in a paid position in a public school serving as the teacher of record in his/her own classroom. Title 5 regulations require that the intern be supported and supervised a minimum of 144 hours with an additional 45 hours of support and supervision specific to teaching English learners. Support and supervision is provided jointly by district-employed mentors and program supervisors. Interns generally complete some coursework concurrently with their internship.

Staff suggests the following definition of the term “Intern Teaching”:

***Intern Teaching** - A paid clinical experience in a public school where the intern serves as the teacher of record in his/her own classroom. Interns are provided extensive support and supervision by both the preparation program and the employer as defined in Title 5 regulations.*

Part III: Discussion of Common Definitions and Priorities for Program-level Data Collection

Given the range of program models and options for providing clinical practice discussed above, issues arise as to whether (a) the proposed definitions, including program features, are appropriate common definitions of these terms, and (b) the Commission wishes program-level data to be collected regarding each of these models and clinical practice options for use within the accreditation system and to inform the program data dashboards.

Priorities for Program-level Data Collection

The development of a data warehouse and data dashboards is one aspect of the Commission’s project to strengthen and streamline the current accreditation system. One data dashboard prototype currently under construction relates to preparation program features. The purpose of the program-level data dashboards is to provide information about each institution accredited by the Commission to offer educator preparation, including what programs the institution offers and other contextual data such as how many candidates enroll in and complete each program.

Currently, the Commission does not keep track of which institutions offer an integrated program as part of the preliminary teacher preparation program. No certification is required to be held by an individual participating in an integrated program, unlike an intern who must hold an intern credential. The individual who completes the teacher preparation program through an integrated delivery model earns a Preliminary Teaching Credential, as do all other candidates who complete the preparation program through a student teaching or intern delivery model. Since no distinct credential is required during the program and the completer earns a Preliminary credential like all other candidates at the completion of the program, the Commission has not collected data on where these programs are offered or how many candidates complete teacher preparation in this manner

Senator Bonilla introduced legislation this year (SB 1756) which would amend Education Code § 44259.1 and direct the Commission to begin collecting information about integrated preparation programs, including which institutions offer integrated programs and the number and type of

credentials produced within California. There is also growing interest from the field for information on integrated programs; staff has received emails from institutions inquiring about guidelines to develop integrated programs.

The Commission does have some existing initial data on the use of different program models offered by accredited California institutions. In 2014, the Commission circulated a survey to all accredited institutions offering preparation programs for multiple subject, single subject and special education programs. The goal of the survey was to provide the Commission with an overview of integrated programs in accredited institutions. The survey asked whether the institution offered any of the following types of programs:

- Programs that blended a credential program with an undergraduate degree program in the content area (CSET required)
- Programs that blended a credential program with an undergraduate degree program in the content area that also met the Commission’s subject matter requirements for that credential (CSET Waiver Program)
- Programs that blended a multiple subject program with a single subject program, leading to both credentials
- Programs that blended a multiple or single subject program with a special education program
- Programs that blended a credential program with an advanced degree

The survey also asked how many candidates completed each type of blended program, with answer choices including: all, most, some, a few, or very few. The table in Appendix B provides responses from the institutions that provided information.

As the Commission chooses to move forward with data collection about integrated programs, some issues that arise revolve around the challenges of collecting “clean” data, particularly in regard to programs that offer dual credentials within a single preparation program. There is the potential of data duplication in regards to program candidates and the number and type of credentials issued. Other data collection challenges relate to the current lack of common understandings and definitions used when discussing the different delivery models and clinical practice approaches. It is not uncommon for different terminology to be used within and among institutions, with one term being used to describe a particular model and a different term used to refer to the same model. For example, the terms *integrated* and *blended* are often used interchangeably. One can also use either term in reference to an undergraduate pathway leading to a preliminary teaching credential or a post-baccalaureate program that offers dual credentials. Developing common language including definitions of terms and defining more clearly the specific attributes of the different delivery models and options for clinical practice would be useful for accreditation purposes and to assist the data collection process.

Table 1 provides a depiction of the ‘mix and match’ options where a program could decide to offer the teacher preparation program in one of the delivery models and the clinical practice options that are currently offered (Yes) and legally possible (Possible) within the model.

Table 1: Options for Program Delivery and Clinical Practice

| Program Delivery Models | Options for Clinical Practice | | | |
|---|-------------------------------|-------------|-----------|-----------------|
| | Student Teaching | Co-Teaching | Residency | Intern Teaching |
| Undergraduate-Integrated/Blended | Yes | Yes | Yes | No |
| Traditional Postgraduate | Yes | Yes | Yes | Yes |
| Post-baccalaureate-Dual Credential | Yes | Yes | Possible | Possible |
| Post-baccalaureate-Intern | - | Possible | Possible | Yes |
| Combined Undergraduate Integrated/Dual Credential | Yes | Possible | Possible | No |

Staff Recommendations

Staff recommends that the Commission discuss and if appropriate adopt, the proposed definitions of terms provided below as the official definitions and terms for future use within the field. Staff also recommends that the Commission identify aspects of each delivery model and clinical practice option, if any, that should be included in future program-level data dashboards.

Table 2: Program Delivery Definitions

| Program Model | Proposed Definition |
|----------------------------------|--|
| Integrated Program | A teacher preparation program that enables candidates for teaching credentials to engage in subject matter, general education, and professional preparation concurrently thereby completing all requirements for both a preliminary teaching credential and a baccalaureate degree simultaneously. |
| Traditional Postgraduate Program | A teacher preparation program where candidates take a sequence of coursework aligned with the California Teaching Performance Expectations and equivalent to at least a one year of full-time study at the institution. |
| Dual Credential Program | A teacher preparation program that enable candidates to earn multiple credentials within a single preparation program. |
| University Intern Program | A teacher preparation program that is a cooperative effort between a school district and an institution of higher education. Intern programs must be approved by the Commission prior to enrolling students and may not be available in all school districts. University Intern programs must adhere to the same program standards and outcome expectations as all other Commission approved programs. The program allows credential candidates to be employed while completing a teacher preparation program. The intern is assisted and guided through an approved training period by a certificated employee (mentor) selected according to specific criteria and a program supervisor. |
| District Intern Program | A teacher preparation program that is developed and implemented by a school district or county office of education and approved by the Commission. District Intern programs must adhere to the same program standards and outcome expectations as all other Commission approved programs. The program allows credential candidates to be employed while completing a teacher preparation program. The intern is assisted and |

| Program Model | Proposed Definition |
|----------------------|--|
| | guided through an approved training period by a certificated employee (mentor) selected according to specific criteria and a program supervisor. |

Table 3: Clinical Practice Definitions

| Clinical Practice Option | Proposed Definition |
|---------------------------------|--|
| Traditional Student Teaching | A clinical experience where the master teacher models and guides the student teacher in day-to-day classroom management, planning, instruction and assessment, and gradually releases responsibility for the classroom to the teacher candidate. Student teaching concludes with a final culminating activity, such as a solo-teaching classroom experience. |
| Co-Teaching | A clinical experience with two teachers (a novice and a master teacher) working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space. |
| Teacher Residency | A clinical experience developed between a school district and an institution of higher education. Residencies prepare teachers for specific teaching contexts. Residency programs usually offer candidates forms of financial support such as a living stipend, health benefits, and tuition remission, and results in an employment offer in the district in which the residency was completed. |
| Intern | A paid clinical experience in a public school where the intern serves as the teacher of record in his/her own classroom. Interns are provided extensive support and supervision by both the preparation program and the employer as defined in Title 5 regulations. |

To assist the Commission’s discussion, staff has identified some guiding questions below.

Program Delivery Models

1. Are the proposed definitions of terms appropriate for adoption as the official definitions and terms for future use within the field?
2. The recently adopted Preliminary Multiple Subject and Single Subject Program Standards (2015) are silent in regard to integrated and intern programs. The previous [preliminary program standards](#) (2009) included specific standards for these program models. Would the Commission like to consider specific standards or aspects of the standards for integrated and/or intern programs in the 2015 program standards?

Data Collection

1. What type of program-level and candidate-level data should be collected, analyzed, and made available within the educator preparation program dashboard?

Next Steps

If the Commission so directs, staff will move forward on the work to 1) provide common language and definitions of the key characteristics and features of each program model to the field, and 2) specify the type of program-level and candidate-level data to be collected, analyzed, and made available within public access program dashboards. Additional agenda items will be brought to the Commission as the work progresses.

Appendix A
Education Code Sections 44259 (b)(3) and 44259.1 pertaining to integrated programs

44259(b)(3) Satisfactory completion of a program of professional preparation that has been accredited by the Committee on Accreditation on the basis of standards of program quality and effectiveness that have been adopted by the commission. In accordance with the commission's assessment and performance standards, each program shall include a teaching performance assessment as set forth in Section 44320.2 that is aligned with the California Standards for the Teaching Profession. The commission shall ensure that each candidate recommended for a credential or certificate has demonstrated satisfactory ability to assist pupils to meet or exceed academic content and performance standards for pupils adopted by the state board pursuant to Section 60605. Programs that meet this requirement for professional preparation shall include any of the following:

- (A) Integrated programs of subject matter preparation and professional preparation pursuant to subdivision (a) of Section 44259.1.
- (B) Post-baccalaureate programs of professional preparation, pursuant to subdivision (d) of Section 44259.1.
- (C) Internship programs of professional preparation, pursuant to Section 44321, Article 7.5 (commencing with Section 44325), Article 11 commencing with Section 44380), and Article 3 (commencing with Section 44450) of Chapter 3.

44259.1. (a) (1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary institutions. An integrated program shall provide opportunities for candidates to complete intensive field experiences in public elementary and secondary schools early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary institutions and local public elementary and secondary school districts.

(2) The commission shall encourage postsecondary institutions to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(b) (1) Commencing with the 2005-06 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and

professional education courses, for both lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for the California Community Colleges on matters related to the effective and efficient use of, and appropriate role for, lower division coursework in an integrated program.

(c) (1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

- (A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework of the California State University.
- (B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005-06 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulation agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) of subdivision (b). Approval of one or more of the articulation agreements will enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(d) A post-baccalaureate program of professional preparation shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions. The development and implementation of a post-baccalaureate program of professional preparation shall be based on intensive collaboration among the postsecondary institution and local public elementary and secondary school districts.

Appendix B: Results of 2014 Survey of Accredited Institutions regarding the availability of Blended Programs (includes both Undergraduate/Integrated & Dual Credential Programs)

| Institution | Program | How Many? | Blended with What? | | | | | Degree/Cred |
|-----------------------------------|---------|-----------|--------------------|------------------------------------|---------------|---------------|------------------|-------------|
| | | | Content Knowledge | CSET Waiver program | MS Credential | SS Credential | Ed Sp Credential | |
| Antioch | MS | Some | | | | | Yes | |
| | Ed Sp | Some | | | Yes | | | |
| Brandman | ? | | | | | | | |
| Cal Poly SLO | MS | Most | Yes | | | | | BA + Cred |
| | SS | Some | | Yes (Math, HSS, Ag, English) | | | | |
| Cal Lutheran | MS | Very Few | Yes | | | | | BA + Cred |
| CSULA | MS | | Yes | | | | Yes | |
| Dominican | MS | Most | Yes | | | | Yes | BA + Cred |
| | SS | Some | | | | | Yes | |
| | Ed Sp | Most | Yes | | Yes | | Yes | |
| Fortune School of Education/MDUSD | MS | Most | | | | Yes* | Yes | |
| | SS | Most | | | Yes | | Yes | |
| | Ed Sp | Most | | | Yes | Yes | | |
| Fresno State | MS | A few | Yes | | | | | BA + Cred |
| | SS | Some | | Yes (Math, Biology, Earth Sci, PE) | | | | |
| | Ed Sp | Some | | | Yes | | | |
| Humboldt State | MS | Some | | | | Yes* | | |
| | SS | A few | | | Yes | | | |
| CSULB | MS | Most | Yes | | | Yes* | | BA + Cred |
| | Ed Sp | Some | Yes | | Yes | | | |
| Mount St. Mary's College | ? | | | | | | | |
| Pacific Oaks | MS | Most | Yes | | | Yes* | | BA + Cred |
| | Ed Sp | Most | Yes | | Yes | | Yes | |
| Pacific Union | MS | All | Yes | | | Yes* | | BA + Cred |
| | SS | Most | Yes | | Yes | | | |

| Institution | Program | How Many? | Blended with What? | | | | | Degree/Cred | |
|---------------------------|---------|-----------|--------------------|---------------------|---------------|---------------|------------------|-------------|-----------------|
| | | | Content Knowledge | CSET Waiver program | MS Credential | SS Credential | Ed Sp Credential | | Advanced Degree |
| Pepperdine/Irvine | MS | All | Yes | | | Yes* | | Yes | |
| | SS | All | | Yes (English) | Yes | | | Yes | |
| Simpson College | MS | Some | Yes | | | Yes* | | | BA + Cred |
| | SS | Most | Yes | | | | | | |
| UC Irvine | SS | Some | Yes | Yes (Math) | | | | Yes | |
| UC Los Angeles | SS | Some | Yes | Yes (Math) | | | | Yes | BA+ Cred |
| UC San Diego | SS | Some | | Yes (Math) | | | | Yes | |
| | Ed Sp | All | | | Yes | | | Yes | |
| UC Riverside | MS | Most | Yes | | | | | Yes | |
| | SS | A few | | | | | | Yes | |
| | Ed Sp | A few | | | | | | Yes | |
| University of Phoenix | MS | Most | Yes | | | | | | BA + Cred |
| University of the Pacific | MS | Most | Yes | | | Yes* | Yes | | |
| | SS | Some | Yes | Yes (Music) | Yes | | Yes | | |
| | Ed Sp | Some | Yes | | Yes | Yes | | | |

*When a MS and SS program are blended together—the candidate usually earns the MS credential by completing the program, passes a CSET for a single subject content area and completes the 3 unit content specific pedagogy course for that content area and earns the single subject teaching credential through the Title 5 80499 process.

Appendix C: Table of Example Programs/Clinical Approaches

Examples of Traditional Postgraduate Programs

| Institution | Program/Cred Earned | Coursework/Student Teaching Hours | Program Description |
|----------------|--|---|---|
| CSU Northridge | Traditional Program Pathway | 40 units (28 coursework units, 12 student teaching) | The distribution of courses across the 2, 3, 4, or 5 semesters of your program is to facilitate a developmental sequence of coursework and experiences and to maximize candidate learning in the program. The most popular sequences to complete the credential program are three and four semesters in length. |
| UC Davis | Multiple Subject Teaching Credential | 3 academic quarters | Our elementary credential program prepares candidates to teach in linguistically and culturally diverse K-6 classrooms. You will work with faculty who have developed collaborative relationships with resident teachers who jointly provide guidance and mentoring throughout your year-long credential program. The coursework is focused and intensive, enabling you to complete the courses and student-teaching component required for the Teaching Credential in three academic quarters. |

Examples of Intern Programs

| Institution | Program | Degree/Credentials Earned | Program Length/Units | Program Description |
|----------------|---|---|--|--|
| Fresno State | Teacher in Preparation Internship Program | MS, SS, or Ed Sp (M/M or M/S) Credentials | 2 semesters | The Internship Program is designed for qualified individuals who have prior classroom experience and who seek an alternative route to obtaining a Preliminary Teaching Credential. Students must possess a bachelor's degree from an accredited institution and meet all criteria for admission to a basic credential program. TIP will not secure a teaching position for you. You must obtain your own contract with a partnership district. As a result of a reduction of state program funding, interns salaries will be reduced by 12% for the contract year of the internship. |
| CSU Long Beach | MS Credential Intern Option | MS Credential | 40 units (24 units coursework, 16 units) | The internship credential track is for students who have offers of full-time teaching employment in districts with which CSULB has an intern agreement . All students in this program must be |

| Institution | Program | Degree/Credentials Earned | Program Length/Units | Program Description |
|----------------|---|---------------------------|----------------------|--|
| | | | student teaching) | employed by the district as the full-time teacher of record in a multiple subject classroom. |
| CSU Northridge | Internship Program Pathway | MS Credential | 40 units | This program offered in partnership with local school districts, provides an opportunity for candidates with full-time employment as public elementary school teachers to complete a preliminary credential while on the job. The program, comprised of coursework, field experiences, and seminars, prepares interns with the knowledge and skills to work effectively with diverse urban learners. Courses are offered in the late afternoon and evening. Provides tuition reduction for program participation. |
| San Jose State | Single Subject Internship Program | SS Cred | 2 year program | The intern program is designed for qualified individuals who have prior teaching experience and who seek an alternative route to earning their preliminary credential. The Intern program provides candidates who have been offered a teaching position an opportunity to complete the credential program as a contracted (paid) teacher under an Internship Credential. Intern candidates receive support from a university field supervisor and an on-site coach from the school while completing their credential coursework. |

Examples of Integrated Programs (Undergraduate Pathway to Preliminary Credential)

| Institution | Program | Degree/Credentials Earned | Program Length/Units | Program Description |
|--------------|---|---------------------------|----------------------|---|
| Pacific Oaks | B.A. Early Childhood Education, Preliminary Multiple Subject Credential | B.A. + MS Credential | 121 credits | Pacific Oaks' B.A. in Early Childhood Education is designed to equip graduates with the skills and teaching methodology they need to create and implement optimal learning environments for children birth through age eight. California residents who are enrolled in the B.A. program may also choose to complete specific elective coursework and specialized practica to also meet the course requirements for the California Preliminary Multiple Subject Teaching Credential. |

| Institution | Program | Degree/Credentials Earned | Program Length/Units | Program Description |
|----------------|---|--------------------------------|--|--|
| Fresno State | Liberal Studies Blended | B.A. + MS or Ed Sp Credential | | Liberal Studies Blended students have the opportunity to begin a Multiple Subject (elementary) or Education Specialist (special education) credential program early within the bachelors degree. |
| CSU Northridge | Liberal Studies Teacher Preparation Program | B.A. + MS Cred or B.A. + Ed Sp | 4 year plan , freshman option, 132 units 5 year plan , junior option, 134 units | Teacher Preparation Program is an undergraduate major that focuses broadly on the liberal arts and specifically on the curriculum areas required for teaching in elementary classrooms (Grades K-6). The major includes coursework from disciplines in eight subject matter areas: language arts, mathematics, science, history/social sciences, visual and performing arts, health, physical education, and human development. |
| UCLA | Science Teacher Education Preparation | BA + SS Credential + MA | | The goal of STEP is to accelerate the timeline for highly qualified UCLA undergraduate science majors to become secondary level science teachers in public urban schools. The program allows students to combine the last year of their undergraduate studies with the first year of their credential studies. Students are eligible to apply for up to \$18,000 in forgivable loans (exact amount varies by year, currently available through 2015-16, requires two years teaching in a high needs school after acquiring credential) and will be awarded a \$2,000 scholarship for the summer session between the undergraduate degree and entering graduate school. Students earn a full time salary (about \$45,000) while teaching full time in Los Angeles urban schools during the academic year immediately following their bachelor's degree, while working towards the masters degree. |
| UC Berkeley | Cal Teach Berkeley | BS + SS Cred | 100 hours of fieldwork | The course sequence is designed to provide students with the skills, tools, and experience they need to succeed in today's classrooms, and support them to get a secondary math or science teaching credential simultaneously with their STEM |

| Institution | Program | Degree/Credentials Earned | Program Length/Units | Program Description |
|-------------|---------|---------------------------|----------------------|--|
| | | | | undergraduate degree. Through the exploration of modern education research, structured lesson plan revision and development, and practical fieldwork, Cal Teach minors build a comprehensive teaching skill set. |

Examples of Dual Programs (Post-Baccalaureate Pathway to Dual Credentials)

| Institution | Program | Credentials Earned | Program Length & Units | Program Description |
|------------------|--|---|--|--|
| CSU East Bay | Concurrent Special Education Teacher Education Credential (TED/SPED) | Multiple Subject and Education Specialist (Mild - Moderate or Moderate - Severe Disabilities) or MS with special education emphasis | 4 quarters (MS with special education emphasis); 7 quarters (MS + Ed Sp Credentials); Program begins in summer | The unique and research-based program is designed for prospective teachers interested in a concurrent approach to completing Multiple Subject and Education Specialist (Mild - Moderate or Moderate - Severe Disabilities) credentials in 7 quarters, or a Multiple Subject credential with a special education emphasis in 4 quarters. Includes new CTC Autism Authorization for candidates in both Mild-Moderate Disabilities in addition to those in Moderate-Severe Disabilities. Meets CTC requirements for specific areas of overlap across mild - moderate and moderate - severe disabilities specialist credentials. Emphasizes collaborative skill development among Special and General Educators. |
| Touro University | Dual Credential Programs | 4 options (MS + Ed Sp: M/M or M/S; SS + Ed Sp: M/M or M/S) | 46 semester units | New dual- teacher credential program that allows students to obtain a Special Education and Multiple Subject or Single Subject Credential at the same time. These four unique credential options allow students to pursue a Special Education teaching credential and a Single Subject or Multiple Subject teaching credential simultaneously. Students can complete the program as either a student teacher or as an intern. |
| CSU Long Beach | Urban Dual Credential Program | MS + Ed Sp | 4 semesters, 54 units (42 units Core Courses & 12 units Student Teaching) | The Urban Dual Credential Program is a blended Multiple Subject and Education Specialist credential program. The Preliminary Urban Dual Credential Program (UDCP) at CSULB prepares candidates to teach both in the elementary general education classroom as well as the elementary/middle school |

| Institution | Program | Credentials Earned | Program Length & Units | Program Description |
|----------------------|--|------------------------|--|---|
| | | | Credential Courses taught at elementary school site Cohort Program Begins in Fall semester only | special education setting. Candidates will earn both a Preliminary Multiple Subject and Preliminary Education Specialist Credential in 2 years. Candidates learn to teach in a high need urban school setting alongside master teachers in a 2-year clinical placement model. |
| Dominican University | Dual Teacher Preparation Program | Ed Sp (M/M) + MS or SS | 4 semesters, 65 units | <ul style="list-style-type: none"> • Fall intensive courses begin and end in the summer • Classes held in late afternoon or evening • Fieldwork in the schools takes place during the regular school day • Student teaching option, though intern option is available • Program culminates in a MS in Education, Teacher Leadership degree |

Examples of Integrated & Dual Programs (Undergraduate Pathway to Dual Credentials)

| Institution | Program | Degree/Credentials Earned | Program Length & Units | Program Description |
|----------------|---|---|--|--|
| Pacific Oaks | B.A. Early Childhood Education, Dual Credential | B.A. + MS Credential + Ed Sp (M/M) | 136 credits | Students in the early childhood education bachelor's-completion program who complete the dual credential are qualified to teach both general education students as well as students with mild or moderate disabilities in grades K-12. Pacific Oaks' B.A. in Early Childhood Education is designed to equip graduates with the skills and teaching methodology they need to create and implement optimal learning environments for children birth through age eight. |
| CSU Long Beach | Integrated Teacher Education Program (ITEP), Urban Dual | B.A. + MS Credential + Ed Sp (M/M or M/S) | 5-6 year program; 135 units total (84 units Liberal) | The ITEP Education Specialist Option has been created to enable Undergraduate Liberal Studies Major students to obtain both a Multiple Subject teaching credential and an Education Specialist credential to be |

| Institution | Program | Degree/Credentials Earned | Program Length & Units | Program Description |
|-------------|---|---------------------------|--|--|
| | Credential Program (UDCP) | | Studies Core, 39 units Core Credential Coursework, 12 units student teaching) | prepared to teach diverse learners in public school settings. Students entering this program are Freshmen or Junior transfer students who have declared the Liberal Studies major at CSULB. UDCP courses offered at school site Clinical Practice beginning in the fourth year Student teaching in the 5th year; One semester in a general education setting and one semester in a special education setting |

Examples of Teacher Residencies

| Name | Program Length | Structure of Residency | Credentials/Degrees | Funding & Financial Agreements | Cohort Structure |
|---|----------------|---|---|---|------------------|
| Boston Teacher Residency (BTR) | 14 months | Yearlong classroom apprenticeship in Boston Public Schools (BPS). Teacher Residents spend a full school year working with a skilled and experienced Mentor (who is also trained and supported by BTR) in a classroom 4 days each week. Coursework takes place on Fridays, after school, and in summer session before/after the school year. | Residents earn a Massachusetts initial teacher license in their primary academic content area, a master's degree in education from UMass/Boston, and partial credit towards dual licensure in special education or English as a Second Language (completed the following year). | Residents receive a \$12,500 stipend, health insurance, and an Education Award upon successful completion of the program. No cost for the degree or license; in return residents commit to teach for at least 3 years in the BPS (residents continue to receive support from BTR during induction period) | Yes |
| San Francisco Teacher Residency | 1 year | Yearlong residency in SFUSD (25 hours/week), placed in teacher ed program at USF or Stanford (courses 3x/wk), | MS Credential or SS Credential in math or science, possibility for bilingual education authorization, MA | \$12,500 stipend, \$2000 food vouchers, health insurance, tuition remission at USF, | No |

| Name | Program Length | Structure of Residency | Credentials/Degrees | Funding & Financial Agreements | Cohort Structure |
|--|---|---|---|---|------------------|
| | | emphasis on SF context and needs specific to SFUSD students | | commitment to teach for at least 3 years in the SFUSD, Continue receiving induction support for 3 years (no cost to resident) | |
| <u>Richmond Teacher Residency</u> | 14 months (Middle School STEM, secondary, elem) 16 months (Special/Exceptional Ed) | Yearlong placement in Richmond Public Schools (RPS). Teacher Residents co-teach alongside RPS teacher 4 days each week. Coursework takes place on Fridays, after school, and in summer session before the school year. Summer (21 credits) Fall (12 credits) Spring (11 credits) | Residents earn a initial teacher license and a Master of Teaching (MT) or Master of Education (M.Ed) from Virginia Commonwealth | Residents receive a \$24,000 stipend (additional \$4K for math science majors in secondary and MS STEM tracks); commitment to teach for at least 3 years in the RPS | Yes |
| <u>FresnoTeacher Residency</u> (FUSD + Fresno State) | 18 months (56 units) | 2-week planning period with mentor before start of school year, year long co-teaching in FUSD classroom | MS or SS Credential, Foundational Level Math and/or Science supplemental, and MA in Curriculum and Instruction | \$11,500 stipend, laptop/tablet, commitment to teach for at least 3 years in FUSD | Yes |
| <u>Teaching Residents at Teachers College</u> (TRs@TC2) | 18 months (January – May) | Prepares secondary-level teachers to teaching in high need NY City schools in 5 areas: Teaching Students with Disabilities (TSWB), Teaching English to Speakers of Other Languages (TESOL), Science Education (Biology, Chemistry, or Earth Science). | NY State teacher certification and Masters Degree from Columbia University. | \$30,000 stipend, “substantial” scholarship, health insurance assistance. Residents commit to teach for at least 3 years in NYC Public Schools. Continue receiving | Yes |

| Name | Program Length | Structure of Residency | Credentials/Degrees | Funding & Financial Agreements | Cohort Structure |
|--|------------------------------------|---|--|--|------------------|
| | | <p>Courses begin in January and continue through the following academic year (Summer, Fall, Spring). The residency begins in Fall, eight months into master's program. Residents paired with mentor teacher in a high need NY public school. Jan – Sept (coursework only) Sept-May (residency + coursework)</p> | | <p>induction support for first 2 years</p> | |
| <p>UCLA Impact Urban Teacher Residency Program</p> | <p>18 months (begin in summer)</p> | <p>Candidates (called apprentices) engage in summer foundational coursework followed by a year-long residency with a mentor teacher in a STEM-focused school within the Los Angeles Unified School District (LAUSD)</p> | <p>MS or SS Credential in Math or Science and MA</p> | <p>\$20,000 fellowship to support tuition and fees, field support for first two years of teaching, Residents do not make a commitment to teach in LAUSD and are not guaranteed a position upon program completion.</p> | <p>No</p> |