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Action

Educator Preparation Committee

Proposed Revisions to the Preconditions for Subject Matter Proficiency Requirements Applicable to Candidates in Undergraduate Integrated Teacher Preparation Programs

Executive Summary: This agenda item presents proposed revisions to the Preconditions for Preliminary Multiple Subject, Single Subject, and Education Specialist programs for subject matter proficiency requirements applicable to candidates in integrated undergraduate teacher preparation programs.

Recommended Action: That the Commission adopt the proposed revised preconditions.

Presenters: Hart Boyd, Program Analyst, and Miranda Gutierrez, Assistant Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) 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.

February 2017

Proposed Revisions to the Preconditions for Subject Matter Proficiency Requirements Applicable to Candidates in Integrated Undergraduate Teacher Preparation Programs

Introduction

As of April 1, 2017, newly-approved Title 5 regulations will allow candidates for the Preliminary Multiple Subject and the Education Specialist credential to complete a Commission-approved subject matter preparation program as one means of satisfying the subject matter competency requirement. Single Subject candidates in integrated teacher preparation have had this option for many years. Because candidates in an undergraduate integrated teacher preparation program, in which subject matter preparation and pedagogical preparation occur simultaneously, may not yet have completed their subject matter preparation prior to fieldwork and/or solo (i.e. student) teaching, staff is presenting revised Preconditions to specify the subject matter requirements for these candidates for the Commission's consideration and possible adoption.

Background

Preconditions are based in statute as well as in Commission policy. The Commission's Preconditions include requiring candidates to demonstrate subject matter proficiency prior to solo (i.e. student) teaching or prior to becoming the teacher of record, if the candidate is an intern. Candidates in traditional fifth-year post baccalaureate level student teaching-based teacher preparation programs must meet the subject matter competency requirement prior to solo (i.e., student) teaching. These candidates would typically have completed their undergraduate subject matter preparation, either through completion of a Commission approved subject matter program or passage of the appropriate CSET examination, prior to enrolling in the post baccalaureate level teacher preparation program. However, candidates in an undergraduate four-year integrated program are expected to have early, extensive field experiences while still undergraduates and may not yet have completed their subject matter coursework and preparation prior to participating in these experiences.

Historically there had been an approach to establishing subject matter competency for all candidates using the program option to verify subject matter competency that was based on completion of four-fifths of the subject matter preparation program. Currently, this four-fifths completion option applies only to single subject candidates in undergraduate integrated teacher preparation programs. This option, however, could also be extended to all preliminary credential candidates in undergraduate integrated preparation programs, given the updated Title 5 regulations that allow candidates to once again complete an elementary subject matter preparation program as a means to meet the subject matter requirement.

To this end, staff is presenting revised Precondition language for the Commission's consideration to incorporate the four-fifths completion option for the subject matter requirement for all candidates in undergraduate integrated teacher preparation programs. If adopted by the Commission, the revised Preconditions would allow these candidates to advance to fieldwork experiences and to solo teaching prior to fully completing the subject matter requirement.

Proposed Preconditions Language

(Note: proposed new language is indicated by italics)

Preliminary MS/SS Program Precondition 6: Subject Matter Proficiency

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school.

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- *For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter knowledge both prior to beginning and during field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo teaching.*

Preliminary Education Specialist Precondition 3

The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
2. Complete a Commission-approved subject matter program in Art, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo teaching.

3. Hold a California general education teaching credential in any subject.

Fiscal Implications of Adopting Revised Preconditions for Preliminary Multiple and Single Subject Programs and Preliminary Education Specialist Programs

There will be minor, absorbable costs incurred with this action.

Staff Recommendation

Staff recommends that the Commission adopt the proposed revision to Preliminary Multiple Subject and Single Subject Program Precondition 6 and Education Specialist Program Precondition 3 as it relates to subject matter proficiency for integrated undergraduate programs.

Next Steps

If the Commission adopts the revised Preliminary Multiple and Single Subject Program Precondition and Preliminary Education Specialist Program Precondition for subject matter proficiency, staff would make the appropriate revisions to precondition documents and issue a Program Sponsor Alert which would notify the field of the Commission adoption of the revised preconditions for subject matter proficiency.

Appendix A

Adopted Preconditions for Subject Matter Proficiency Preliminary Multiple, Single Subject, and Education Specialist Programs

Preliminary Multiple Subject and Single Subject Program Precondition 6: Subject Matter Proficiency

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school.

- For Multiple Subject programs (traditional, intern, and/or integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s). When the regulatory process has been completed, Commission-approved subject matter preparation programs will also be able to verify subject matter.
- For Single Subject programs (traditional, intern, and/or integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

Preliminary Education Specialist Precondition 3: Subject Matter Proficiency

The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall

1. Pass the Commission-approved Multiple Subject subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.