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Action

General Session

Approval of the June 2017 Consent Calendar

AGENDA INSERT

Executive Summary: The Executive Director recommends that the Commission approve the June 2017 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Recommended Action: Approve the June 2017 Consent Calendar.

Presenter: None

Strategic Plan Goal

III. Communication and Engagement

- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

June 2017

Addition of Item on the Consent Calendar

Program Approval

Introduction

This agenda item presents one subject matter program submitted by an institution of higher education for approval.

Background

The Commission regularly receives recommendations for program approval from subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

Subject Matter Program Review Procedures

Following are the general procedures for the review of 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 team work.
2. Preconditions Review – After the program proposal is received, subject matter educators review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and 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 subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained

in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also 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 is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers).

This report presents one subject matter program that has been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by an appropriate review panel and is recommended to the Commission for approval. The program brought forward to the Commission for approval at this time is: San Jose State University Elementary Subject Matter.

Summary Information on the Proposed Elementary Subject Matter Program

Effective April 1, 2017, successful completion of a Commission approved Elementary Subject Matter (ESM) program will waive the CSET Multiple Subjects exam for candidates and serve as demonstration of subject matter competency for the purpose of earning a credential. The preconditions for the ESM program require that there be a minimum of 84 semester units, or equivalent quarter units, including, but not limited to, language studies and literature; mathematics; science; social science, history, and humanities; visual and performing arts; physical education; and human development. In addition, there must be a concentration of a minimum of 12 semester units in one of the identified content areas.

It is important to note that ESM programs are embedded within a variety of majors. The Commission's authority extends only to those parts of the academic study that address the ESM requirements. Any remaining number of units required for a given major, the course requirements for those units, and the specific name of the major are institutional level decisions.

San Jose State University Elementary Subject Matter

San José State University's (SJSU) Multiple Subject Preparation Program (MSPP) allows students to follow their interests in TK-8th grade teaching in one of four majors which share a core curriculum designed to meet California's elementary subject matter requirements. From this core curriculum, any of the majors may be used to complete subject matter preparation appropriate for participation in a teacher credentialing program and in a subsequent teaching career. The four majors are Child and Adolescent Development, Environmental Studies, Liberal Studies and Social Sciences. Candidates for the MSPP fulfill the core curriculum requirements plus a fieldwork course, a capstone course, and a twelve-unit Area of Specialization. Underlying the MSPP core curriculum is the belief that subject matter preparation is not simply a collection of separate areas of learning and the acquisition of unrelated facts, issues, experiences, and ideas. Rather, the MSPP values the integration of curriculum across the various content areas to guarantee that prospective educators acquire the knowledge, skills, dispositions and ethics that will ensure equity and excellence for all students in a culturally diverse, technologically complex, global community. The degree to which candidates achieve the goals outlined in each program's learning objectives is assessed at program completion through capstone courses in the major. The effectiveness of individual courses and the program in meeting its goals is assessed annually through University assessment of the General Education courses embedded in the major and program assessment completed at the department level.

From its founding as Minn's Normal School over 150 years ago, SJSU has been engaged in preparation of teachers designed to meet the diverse needs of what is now called Silicon Valley. The University understands the need for and supports an integrated approach to teacher education that begins with outreach to high schools and community colleges; that continues at SJSU through collaboration across departments and the four MSPP coordinators to ensure a comprehensive design and improvement in teacher education curricula; and that extends to a complex series of partnerships with school districts with TK-8 students within the SJSU service area. All teacher preparation students have advisors at college level, located in Student Success Centers, and academic advisors in the major (faculty located in the major departments). The SJSU Center for Faculty Development and Support provides a variety of support for faculty who wish to work on courses or teaching techniques, develop course materials and conduct research on teaching and learning. Students graduating from SJSU's MSPP enter credential programs with the knowledge and skills to teach subjects taught in culturally diverse TK-8th grade classrooms.