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Information/Action

Educator Preparation Committee

A Proposal to Streamline the Single Subject Matter Program Standards and Review Process

Executive Summary: This agenda item presents a proposal to streamline the program standards and review process for Single Subject Matter programs. The streamlining would bring the Single Subject Matter program standards and review process into alignment with the more recently adopted Elementary Subject Matter program standards and review process.

Recommended Action: That the Commission discuss and take action to approve the streamlined process for Single Subject Matter program approval.

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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.

A Proposal to Streamline the Single Subject Matter Program Standards and Review Process

Introduction

This agenda item presents a proposal to streamline the program standards and review process for the Single Subject Matter (SSM) programs. The streamlining would bring the SSM program standards and review process into alignment with the more recently adopted Elementary Subject Matter (ESM) program standards and review process.

Background

In [October 2009](#), staff recommended to the Commission a plan to convene a Subject Matter Advisory Panel to review the *Standards Common to All* – a set of ten program standards that were applicable across all SSM programs, which addressed issues of program design and program quality. The Subject Matter Advisory Panel convened in 2010 and was comprised of a range of stakeholders, including appointed representatives from the California State University system, the University of California system, the California Department of Education, the Association of Independent California Colleges and Universities, the California County of Superintendents Educational Services Association, the Association of California School Administrators, and the California Teachers Association. The advisory panel was charged with considering the role of the *Standards Common to All* in the SSM programs.

In [June 2010](#), staff brought recommendations to the Commission from the Subject Matter Advisory Panel to reduce the *Standards Common to All* from ten to two standards to streamline the process for review and approval. At the [August 2010](#) meeting, the Commission adopted two *Standards Common to All* for the Single Subject Matter programs ([Appendix A](#)). In addition to the 10 *Standards Common to All* programs, there were additional program standards for each content area. These standards were not modified in 2010.

A recent staff review of the Single Subject Matter (SSM) program standards and review process identified additional areas that could streamline the review and approval process. Currently, prospective SSM programs are required to submit the following:

1. Response to the content-specific preconditions;
2. Response to the two *Standards Common to All*;
3. Response to additional program standards (response limited to 1-2 pages per standard); and
4. Completed content-specific matrix addressing all Subject Matter Requirements (SMR).

The program standards, #3 above, vary among the statutory Single Subject content areas — the majority of the program standards align closely to the K-12 academic content standards and SMRs for each content area; however, some Single Subject content areas have program standards that incorporate field experiences and teacher preparation concepts which go

beyond the scope of the content-specific SMRs and corresponding California Subject Examinations for Teachers (CSETs). Not only do expectations vary between different SSM programs depending on content (a side-by-side comparison of the SMRs and program standards for each SSM program can be found in [Appendix C](#)), but SSM programs have significantly more evidence to provide during the initial review process than their ESM counterparts, as is identified in the following:

Submission Requirements	
Elementary Subject Matter Programs	Single Subject Matter Programs
<ol style="list-style-type: none"> 1. Preconditions 2. Course scope and sequence 3. Two program standards, response limited to 5 pages per standard (Appendix B) 4. Course matrix 	<ol style="list-style-type: none"> 1. Preconditions 2. Two <i>Standards Common to All</i> (limited response) 3. Content-specific program standards, aligned with the SMRs (Appendix C) 4. Fieldwork and teacher preparation concept (e.g. teaching, learning, and assessment strategies) program standards* 5. Content-specific course matrix <p style="text-align: right; font-size: small;"><i>*Not required of all SSM programs</i></p>

Alignment Between the Process for Review and Approval of Single Subject Matter Programs and Elementary Subject Matter Programs

A recent review of the SSM program standards identified areas that could be streamlined and brought into alignment with the ESM submission and review process. As noted in the table above, SSM programs are required to provide narrative responses to program standards that oftentimes align with the SMRs that are also addressed in the content-specific course matrix—this, in turn, creates a redundancy in the review process. Furthermore, some SSM programs are required to provide additional narrative responses to program standards that are outside the scope of the content-specific SMRs and corresponding CSETs. Not only does this reveal an inequity regarding the expectations for the different SSM programs, but it also highlights SSM program submission requirements that are redundant and excessive when compared to what is currently required of ESM programs.

To create parity amongst all subject matter programs and to focus on the SMRs, staff proposes that the requirements for SSM programs be aligned to the process that was adopted in [October 2016](#) for ESM program submissions.

Staff Recommendation

Staff recommends that the Commission discuss and take action to approve the streamlined process for SSM program approval:

1. Demonstrate compliance with Preconditions;
2. Provide a course scope and sequence showing required coursework and the sequence in which it is to be completed;

3. Respond to the two *Standards Common to All* (response limited to 5 pages per standard); and
4. Submit a completed content-specific course matrix with evidence addressing all SSM SMRs.

Additionally, staff recommends that prospective SSM programs no longer be required to respond beyond the two *Standards Common to All* and that *Standards Common to All* be retitled as *SSM Program Standards*.

Next Steps

If the Commission takes action to approve the streamlined process, staff will notify the field of this process via a Program Sponsor Alert. Staff will also immediately replace the prior process with this new streamlined process.

Appendix A

Adopted Single Subject Matter Preparation Program *Standards Common to All*

Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

Appendix B

Adopted Elementary Subject Matter Program Standards

Standard 1: Program Design

Elementary Subject Matter programs are based on an explicit statement expressing the purpose, design, and learning outcomes of the program within the context of the university or college. The program curriculum builds on the TK-8 state-adopted content standards, with candidate outcomes and assessments aligned to Commission-adopted subject matter requirements, including the required depth of study concentration. The program provides prospective teachers with conceptual knowledge of the defined subject matter, develops academic literacy and discipline-based fluency, uses technology to enhance learning, offers opportunities to consider issues of equity and diversity across disciplines, and exposes candidates to a variety of learning experiences including field experiences with TK-8 public school students. The program will only verify subject matter competence for candidates who have passing grades in the courses in the Elementary Subject Matter program.

Standard 2: Program Resources and Support

The program sponsor allocates sufficient human, fiscal and physical resources to support effective leadership, planning, direction, implementation, and coordination of the program; to advise students, to facilitate collaboration among stakeholders. A coordinator ensures that the coursework across the departments, schools, or colleges addresses the Commission's adopted Subject Matter Requirements (SMRs). Ongoing review processes use data from candidate assessments and a variety of data such as input from stakeholders and other appropriate sources for review and continuous improvement of the subject matter program.