

COMMISSION ON TEACHER CREDENTIALING

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**OFFICE OF THE EXECUTIVE DIRECTOR**

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To: All Individuals and Groups Interested in the Activities of the Commission On Teacher Credentialing

From: Sam W. Swofford, Ed.D.
Executive Director

Subject: Early Completion of an Internship Option for Multiple and Single Subject Teaching Credentials per Senate Bill 57 (Scott)

On September 8, 2001, Senate Bill 57, (Chapter 269, Scott) was signed by Governor Davis adding Section 44468 (a), (b), (c) and (d) to the Education Code. This section was enacted to provide an alternative route to credentialing for highly qualified individuals. The provisions contained in this new law enable persons who successfully pass a Commission-adopted written assessment to complete a Commission-approved internship program at a faster pace. All internship programs must offer the early completion option to eligible candidates. This legislation does not place new requirements on the Pre-Intern Program.

Written Examination

The new assessment-based credential option under Education Code §44468 allows individuals to demonstrate that their skills, knowledge and abilities are equivalent to those acquired in a Multiple or Single Subject teacher preparation program through successful completion of both a written examination of education foundations and pedagogy and the Teaching Performance Assessment. The alignment of the written examination to California's K-12 student content standards was just recently completed. The first administration of the examination, the Teaching Foundations, will be on September 21, 2002. Educational Testing Service (ETS) will serve as the test administrator.

Initial administrations of this examination will be available for candidates seeking to satisfy the requirements for a Multiple Subject Credential and for the following Single Subject Credentials: English, mathematics, science and social science. Examinations in additional Single Subject subject-matter areas will be developed and offered at subsequent administrations, as they become available. Additional information on how to register for the

examination, test times and locations is attached to this correspondence and will be posted on the Commission's web-site at www.ctc.ca.gov

Teaching Performance Assessment

Under SB 2042 (Alpert/Mazzoni,1998), all teacher credential candidates will be required to pass the Teaching Performance Assessment prior to being recommended for a preliminary Multiple or Single Subject Teaching Credential. Pending implementation of the Teaching Performance Assessment, candidates must demonstrate competence of the field experience component required by the internship program in which they are enrolled. Candidates who successfully complete these assessments and other statutory requirements will bypass the coursework and fieldwork components of the internship program.

The following pages outline definitions and criteria the Commission will use to issue a five-year preliminary Multiple or Single Subject Teaching Credential based on the SB 57 early program completion option.

Internship Program Early Completion Option

Education Code §44468 (a) and (b) allows individuals to bypass teacher preparation coursework by passing the Teaching Foundations and the fieldwork requirements by passing the Teaching Performance Assessment. To be eligible to participate in the early completion option, an individual must be accepted into a Commission-approved internship program and have an offer of employment from a school district.

The following outlines the requirements for eligibility to participate in an internship program:

- Bachelor's degree from a regionally accredited college or university
- A passing score on the California Basic Education Skills Test (CBEST)
- A passing score on the Reading Instruction Competence Assessment (RICA) for Multiple Subject Credentials (if required for acceptance to internship program)
- Knowledge of the U.S. Constitution (via examination or coursework)
- Subject Matter Competence (via examination or coursework)
- Professional Fitness Requirements (may not be required for acceptance but will be required prior to working in the classroom depending on the program)

For more information on internship programs visit the Commission's website at www.ctc.ca.gov/credentialinfo/topics/internships.html.

Candidates who are not successful on the Teaching Foundations but who are accepted into an internship program and have an offer of employment will be allowed to complete the full internship program. Diagnostic data from this assessment will be used by the internship program to individualize the program for such candidates in an effort to focus on areas where the candidate requires additional preparation and to waive preparation in areas where the candidate has demonstrated competence. ETS will provide a score report to the candidate. Candidates will be responsible for providing this information to the internship program.

Candidates who are successful on the Teaching Foundations will receive individualized support within a common cohort of the internship program to prepare to take the Teaching Performance Assessment. Candidates can take the Teaching Performance Assessment one time only as part of the early completion option. Candidates who are not successful on the Teaching Performance Assessment will be allowed to retake the Teaching Performance Assessment after additional participation in the internship program. Again, all Multiple or Single Subject Teaching Credential candidates are required to pass the Teaching Performance Assessment prior to being recommended for a preliminary credential.

General Information

Provisions in Education Code §44468 are only applicable to teacher preparation program requirements for Multiple or Single Subject Teaching Credentials. While internship programs are given the authority to recommend candidates for a preliminary credential who pass the Teaching Foundations and the Teaching Performance, the statutory requirements listed below were not waived and must be met at the time of recommendation by the internship program for the five-year preliminary teaching credential:

- Reading Instruction Competence Assessment (RICA) for Multiple Subject Credentials (if not required for acceptance to internship program)
- Computer Technology (complete one of the following requirements):
 - a. Complete computer technology work which includes general and specialized skills in the use of computers in educational settings
 - b. Achieve a passing score on the Preliminary Education Technology test (Information about the test can be found in Examinations for Teacher Certification in California, leaflet CL-818 on the Commission's website at www.ctc.ca.gov/credentialinfo/leaflets/cl818.htm).

If you have questions regarding the internship early completion option to satisfy teacher preparation coursework and field work requirements, please contact Information Services at (888) 921-2682 between the hours of 8 a.m. and 5 p.m. or by e-mail at credentials@ctc.ca.gov.

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TEST SPECIFICATIONS

TEACHING FOUNDATIONS: MULTIPLE SUBJECTS

Test Code: 0528

50 Multiple-Choice Questions

4 Constructed-Response Questions

Time: 4 Hours

TEST DESCRIPTION

The Teaching Foundations: Multiple Subjects test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching in the subject fields.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The four constructed-response questions address teaching strategies in the four main subject areas—mathematics, English-language arts, science, and Social Science. Each of the four questions has several parts that require the examinee to identify and describe appropriate teaching strategies for particular student learning goals at particular grade levels. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for assisting students in achieving the learning goals. A wide range of grade levels is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching strategies appropriate for the range of grade levels covered by the Multiple Subjects credential.

The test is designed to reflect the requirements of California Senate Bill 57, supported by the *Content Standards for California Public Schools* and the *California Teaching Performance Expectations*.

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TEST SPECIFICATIONS

TEACHING FOUNDATIONS: ENGLISH

Test Code: 0048

50 Multiple-Choice Questions

2 Constructed-Response Questions

Time: 4 Hours

TEST DESCRIPTION

The Teaching Foundations: English test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching methods in English.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The two constructed-response questions address teaching methods in English. Each question has several parts that require the examinee to identify and describe appropriate teaching methods and instructional sequences for particular student learning goals at particular grade levels and to explain why the approaches are appropriate. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for assisting students in achieving the learning goals. A wide range of grade levels, from grade 7 through grade 12, is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching methods appropriate for the range of grade levels covered by the secondary credential.

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TEST SPECIFICATIONS

TEACHING FOUNDATIONS: MATHEMATICS

Test Code: 0068

50 Multiple-Choice Questions

2 Constructed-Response Questions

Time: 4 Hours

TEST DESCRIPTION

The Teaching Foundations: Mathematics test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching methods in mathematics.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The two constructed-response questions address teaching methods in mathematics. Each question has several parts that require the examinee to identify and describe appropriate teaching methods and instructional sequences for particular student learning goals at particular grade levels and to explain why the approaches are appropriate. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for assisting students in achieving the learning goals. A wide range of grade levels, from grade 7 through grade 12, is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching methods appropriate for the range of grade levels covered by the secondary credential. Calculators are not needed or allowed on this test.

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TEST SPECIFICATIONS

TEACHING FOUNDATIONS: SCIENCE

Test Code: 0438

50 Multiple-Choice Questions

2 Constructed-Response Questions

Time: 4 Hours

TEST DESCRIPTION

The Teaching Foundations: Science test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching methods in science.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The two constructed-response questions address teaching methods in science. Each question has several parts that require the examinee to identify and describe appropriate teaching methods and instructional sequences for particular student learning goals at particular grade levels and to explain why the approaches are appropriate. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for assisting students in achieving the learning goals. A wide range of grade levels, from grade 7 through grade 12, is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching methods appropriate for the range of grade levels covered by the secondary credential. Calculators are not needed or allowed on this test.

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TEST SPECIFICATIONS

TEACHING FOUNDATIONS: SOCIAL SCIENCE

Test Code: 0088

50 Multiple-Choice Questions

2 Constructed-Response Questions

Time: 4 Hours

TEST DESCRIPTION

The Teaching Foundations: Social Science test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching methods in Social Science.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The two constructed-response questions address teaching methods in Social Science. Each question has several parts that require the examinee to identify and describe appropriate teaching methods and instructional sequences for particular student learning goals at particular grade levels and to explain why the approaches are appropriate. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for assisting students in achieving the learning goals. A wide range of grade levels, from grade 7 through grade 12, is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching methods appropriate for the range of grade levels covered by the secondary credential.

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