



CODED CORRESPONDENCE

DATE: December 12, 2007	NUMBER: 07-20
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Additional Program Standards for the Clear Credential Programs (Fifth Year of Study)	

Summary:

At the November 2007 Commission Meeting, the Commission adopted two modified standards to the Clear Credential (Fifth Year of Study) Program Standards with an implementation timeline of July 1, 2009. The two new standards are:

- Program Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy
- Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

The Commission added the new standards to the clear credential program standards (<http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>) to ensure the comparability between the two routes that lead to the Clear Multiple or Single Subject Teaching Credential: Induction Programs and Clear Credential (Fifth Year of Study) Programs.

Important Dates and Key Provisions:

<i>Date</i>	<i>Activity</i>
December 2007	Notification to all clear credential (fifth year of study) programs of the addition of the two additional program standards
Beginning January 2008	Technical assistance provided to sponsors of clear credential (fifth year of study) programs
Beginning Summer 2008	Staff receives addendums and reviews the documents.
July 1, 2009	All clear credential (fifth year of study) programs must meet all six adopted program standards in addition to the Common Standards



<i>Date</i>	<i>Activity</i>
Varies by accreditation cohort	As part of the routine accreditation activities, the program document will be updated during the Program Assessment process

Background

The purpose of SB 2042 (Chap. 548, Stats. 1998), based on the recommendations of the precursor SB 1422 (Chap. 1245, Stats. 1992) panel, was to re-conceptualize learning to teach as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. Then the two year induction period would be the time when the beginning teacher, under the guidance of a trained support provider, puts pedagogical theories and content knowledge into practice in an actual classroom. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students. The adopted Induction Standards are framed on the paradigm that the newly credentialed individual is teaching students in a classroom and is able to demonstrate the requisite knowledge and skills through his/her teaching practice. AB 2210 (Chap. 343, Stats. 2004) clarified that induction is the required route to earn the clear credential unless an eligible employer verifies that induction is not available or the new teacher has requirements to meet related to being highly qualified as required by the federal No Child Left Behind Act of 2001 (NCLB) (20 U.S.C. Sec. 6301 et seq.).

At the June 2007 Commission Meeting, staff presented a policy question related to the professional level of teacher preparation (i.e., preparation leading to a Multiple or Single Subject Clear Teaching Credential):

- What is the current level of comparability of the standards for currently adopted standards between the two routes that lead to the Clear Multiple or Single Subject Teaching Credential, and how can any disparities best be addressed?

The policy issue pointed out the inequity of the currently adopted standards between the two routes that lead to the Clear Multiple or Single Subject Teaching Credential. Following the June Commission Meeting a group of stakeholders from the induction and university fifth year of study communities met to review the two sets of standards and discuss the issues related to both induction and the clear credential (fifth year of study) programs. This group recommended that that the clear credential (fifth year of study) programs should be required to address Induction Program Standards 15: *K-12 Core Academic Content and Subject Specific Pedagogy* and 17: *Supporting Equity, Diversity and Access to the Core Curriculum* in addition to the currently adopted Fifth Year of Study Standards.

Implementation of the two additional program standards in approved clear credential (fifth year of study) programs would be accomplished by each currently approved clear credential (fifth year of study) program submitting an addendum addressing the two new program standards.

As part of SB 1209 (Chap. 517, Stats. 2006) the Induction Program Standards are to be reviewed and revised by July 1, 2008. The Clear Credential (Fifth Year of Study) Program Standards are based on the adopted Induction Program Standards and as the Induction Standards are reviewed and revised, the Clear Credential (Fifth Year of Study) Program Standards will be modified in a similar manner.

Source:

SB 2042 (Chap. 548, Stats. 1998)

AB 2210 (Chap. 343, Stats. 2004)

SB 1209 (Chap. 517, Stats. 2006)

References:

<http://www.ctc.ca.gov/commission/agendas/2007-11/2007-11-3B.pdf>

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Program Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy

Each candidate grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each candidate also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each candidate delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each candidate demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

Program Elements for Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy

- (a) Formative assessments document each candidate's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- (b) Throughout the program each candidate learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- (c) Each candidate communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learns, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- (d) Each candidate demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).
- (e) Each candidate demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.
- (f) Each candidate demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- (g) Each candidate demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.

- (h) Each candidate takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

In the professional teacher induction program each candidate builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Candidates identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each candidate to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1. Each candidate examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

Program Elements for Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

- (a) Each candidate develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- (b) Each candidate systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.
- (c) Each candidate assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- (d) Each candidate includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- (e) Each candidate examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- (f) Each candidate recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- (g) Each candidate recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.