

COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE DIRECTOR
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01-0019

DATE: November 28, 2001

TO: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

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

SUBJECT: Implementation of Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs, Standards of Quality and Effectiveness for Multiple and Single Subject Teacher Preparation Programs, and Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation, adopted pursuant to SB 2042

New Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs and for Multiple and Single Subject Teacher Preparation Programs were adopted by the Commission on September 6, 2001, and new standards for Blended Programs of Undergraduate Teacher Preparation were adopted by the Commission on October 4, 2001. The Commission also adopted a two-year Implementation Plan for the transition of all approved Elementary Subject Matter Preparation Programs and all Professional Teacher Preparation Programs, including Blended Programs, to these new standards within the time frame specified by law.

During the two-year implementation period from 2001 to 2003, all currently-accredited Elementary Subject Matter Preparation Programs and all currently-accredited Multiple and Single Subject Teacher Preparation Programs, including Blended Programs, will be required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. In order to assist currently-accredited programs to meet this timeline, the Commission will be providing technical assistance during the transition phase.

A. Transition Guidelines

The Commission has developed the technical guidelines provided below that outline the timelines for accepting candidates into currently-accredited Elementary Subject Matter Preparation Programs, Multiple and Single Subject Teacher Preparation Programs, and Blended Programs, as well as for candidates to complete these preparation programs, and

for making the transition within the period allowable by law from the currently-accredited programs to programs that meet the new standards under SB 2042.

Timelines for Elementary Subject Matter Preparation Program Accreditation

The beginning date for the earliest program accreditation under the new standards will be July, 2002.

Program Event

- Once the program is accredited under the SB 2042 standards, no new admissions are made to the "old" program
- For programs not yet accredited under the SB 2042 standards, the last date to admit candidates to the "old" program is 12/31/03

Candidate Options

- Candidates are admitted to the new program only
- Candidates may be admitted to the "old" program until 12/31/03
- Candidates must complete an "old" program by 12/31/07

Timelines for Multiple and Single Subject Teacher Preparation Program Accreditation

The beginning date for the earliest program accreditation under the new standards will be July, 2002.

Program Event

- Once the program is accredited under the SB 2042 standards, no new admissions are made to the "old" program
- For programs not yet accredited under the SB 2042 standards, the last date to admit candidates to the "old" program is 12/31/03

Candidate Options

- Candidates are admitted to the new program only
- Candidates may be admitted to the "old" program until 12/31/03
- Candidates must complete an "old" program by 12/31/05

Timelines for Blended Program Accreditation

The beginning date for the earliest program accreditation under the new standards will be July, 2002. The program must meet the new Elementary Subject Matter, Professional Teacher Preparation, and the Blended Program Standards, inclusive.

Program Event

- Once the program is accredited under the SB 2042 standards, no new admissions are made to the "old" program.

Candidate Options

- New candidates are admitted to the new program only.
- Continuing candidates may stay in the "old" program or transfer to the SB 2042 program (note: in this instance, the program will be expected to provide appropriate transitions for students)

- For programs not yet accredited under the SB 2042 standards, the last date to admit candidates to the "old" program is 12/31/03
- Candidates may be admitted to the "old" program until 12/31/03
- Enrolled candidates must complete an "old" program by 12/31/08

Emphasis Programs

The new standards do not yet provide for Emphasis programs (Early Childhood Education, Middle Grades, CLAD/BCLAD). Emphasis programs will be reexamined in relation to the new standards. It is expected that the Early Childhood Education and the Middle Grades Emphasis programs will continue, and their content will be integrated into program elements of the applicable new standards.

CLAD and BCLAD programs will need to be reconfigured to conform to recent changes in applicable law. CLAD Emphasis programs will end at the same time as currently-accredited programs. All Multiple and Single Subject programs that receive SB 2042 approval will automatically include AB 1059 authorization in the subjects of the basic credential authorization. AB 1059 authorizes the teaching of English Learners in the general education classroom.

Any currently-accredited CLAD Emphasis program that receives SB 2042 approval may also seek approval for a "2042 plus" program that provides the additional course work to allow candidates to earn a preliminary credential (including a 1059 authorization) and a CLAD Certificate. The CLAD Certificate authorizes the teaching of English Learners in specialized classroom settings. This provision will end on 12/31/03 or at the time the Commission adopts and implements a new English Learner Certificate.

B. Submission Dates and Submission Guidelines for Program Documents Responding to the new Standards under SB 2042

The Commission has established a series of dates spanning the two-year implementation period from 2001-2003 for the submission of program documents. Program sponsors may request the submission date that best fits their individual situations. While the Commission will make every effort to accommodate program sponsors' preferred submission date, some submission dates may need to be adjusted in order to facilitate the document review process. The document submission dates are:

April 1, 2002
 September 2, 2002
 November 1, 2002
 February 3, 2003
 April 1, 2003
 August 1, 2003
 September 1, 2003

Program sponsors should note that submission of program documents does not in and of itself constitute program accreditation. Once program documents are submitted, the documents will be reviewed by a panel of qualified peer readers. The normal turnaround time for completion of a document review process is approximately three to four months.

Program sponsors should also note that regardless of the date that program documents are submitted to the Commission, the timelines for program implementation provided in paragraph (A) above will remain the same. Program sponsors should be advised that waiting until the last possible submission date could potentially result in a temporary loss of program accreditation if the program document should need substantial revisions. The latest date for implementing a new program under the SB 2042 standards is January 1, 2004.

Attached to this coded correspondence are the Submission Guidelines for preparing and submitting new program documents to the Commission.

C. Regional Technical Assistance

The Commission is providing regional technical assistance across the state to program sponsors of Elementary Subject Matter Preparation Programs and of Multiple and Single Subject Teacher Preparation Programs, including Blended Programs, during the period of January-March, 2002, and subsequently as needed by regional program sponsors. This technical assistance includes training on how to develop high quality program responses to the new standards under SB 2042. The list of the Regional Technical Assistance Teams is provided in Attachment A. The Regional Technical Assistance Teams will be contacting all program sponsors in their regions to advise them of the dates, times, locations, and agenda of each of the planned technical assistance days.

D. Training for the Board of Institutional Reviewers (Accreditation Team Members)

The Commission will be providing specialized training on the new standards under SB 2042 to accreditation team members in order to facilitate the transition from current standards to the new standards. This training will be provided in the context of each on-site accreditation team visit.

E. Establishing the Pool of Qualified Reviewers of Program Responses

The Commission will be soliciting qualified reviewers to review the program documents submitted by all of the currently-accredited program sponsors. A letter inviting nominations for reviewers will be sent out during December, 2001, and will be posted on the Commission's web site at www.ctc.ca.gov. The selection of reviewers will be completed by March 1, 2002.

Questions

If you have questions concerning the implementation of new Standards under SB 2042, please call Dr. Margaret Olebe of the Commission's Professional Services Division between 8 AM and 5 PM Monday through Friday at (916) 322-6254. You may also email your questions to molebe@ctc.ca.gov.

Attachment A

Regional Technical Assistance Contacts

REGION	CONTACT
Region 1	Karen Sacramento Ksacramento@ctc.ca.gov (916) 322-9464
Region 2	Phyllis Bravinder Pbravind@nUSD.k12.ca.us (510) 818-4170
Region 3	Teri Clark Tclark@ctc.ca.gov (916) 323-5917
Region 4	LaRie Colosimo l_colosimo@hotmail.com (909) 398-0651
Region 5	Loren Tarantino loren.tarantino@suhsd.k12.ca.us (619) 691-5433

SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission On Teacher Credentialing

Pursuant To SB 2042

FOR PROGRAMS OF

Elementary Subject Matter Preparation

Preliminary Multiple Subject Teaching Credential Preparation

Preliminary Single Subject Teaching Credential Preparation

Blended Programs of Undergraduate Teacher Preparation

November 15, 2001

**California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814**

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Introduction

In September 2001 the California Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. In addition, it adopted an Implementation Plan for transitioning to the new standards. The implementation plan sets out timelines and processes for program document submissions and technical assistance. This document is intended to supplement that plan by providing specific information to program sponsors on how to submit documents for review and approval.

Program sponsors have approximately two years to transition from current to new standards of quality and effectiveness for Elementary Subject Matter and Professional Teacher Preparation Programs. Each sponsor is being asked to select from among seven submission deadlines during the period April 2002 through September 2003. This must be done in writing by January 30, 2002 on forms provided by the CCTC. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and IHE professional educators. The statewide review process is scheduled to end on December 31, 2003.

It should be noted that each program of Professional Teacher Preparation for the Multiple and Single Subject Preliminary Credentials, as well as each programs of Elementary Subject Matter Preparation for the Multiple Subject Credential must be submitted for review by the statewide panel. This process is separate from on-site unit accreditation by the Committee on Accreditation. Institutions undergoing accreditation reviews during 2001-02, 2002-03 and 2003-04 may use a single self-study document for both purposes.

Technical assistance will be provided to program sponsors during the transition. Five regional technical assistance teams consisting of CTC, CDE and BTSA staff have been formed. These teams will provide technical assistance training in at least five locations across the state during late January and February 2002. In addition, team members will be individually assigned to program sponsors to provide ongoing support throughout the program approval process. Program sponsors will be contacted with specific information about initial training dates and locations in their region early in December, 2001.

Information about transition timelines for candidates, sunset dates for currently approved programs, preconditions, emphasis programs, and the introduction of the Teaching Performance Assessment will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website, www.ctc.ca.gov, frequently for updates.

SUBMISSION GUIDELINES FOR SB 2042 PROGRAM DOCUMENTS

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **five printed copies** of their proposal(s), **including one unbound copy** (to facilitate the making of additional copies if necessary) to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Phyllis Jacobson

In addition, **one electronic copy of the proposal text** (not including supporting evidence) should be submitted to:

Phyllis Jacobson: pjacobson@ctc.ca.gov

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCBlendeddocument.doc).

Submittal Deadlines

There will be seven opportunities during to submit proposals for review and approval. The submittal deadlines are:

April 1, 2002*
September 2, 2002
November 1, 2002

February 3, 2003
April 1, 2003
August 1, 2003
September 1, 2003

*Please note that for Multiple and Single Subject Preliminary Credential Programs, the April 1, 2002 date is fully subscribed with "early adopters."

Additional materials and specific instructions on selecting submission dates are included as an appendix. *Submission preferences must be received by January 30, 2002.*

Transmittal Documents

Sponsoring agencies should send the SB 2042 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s).

In addition, each of the five copies of each proposal should begin with completed copies of the SB 2042 Sponsoring Organization Transmittal Cover Sheet.

A blank copy of this form is included in this mailing.

Proposal Organization

Program sponsors may elect to prepare separate responses for multiple and single subject programs or a combined response. The following criteria should be used to guide these decisions:

1. When multiple and single subject programs are administered under a single organizational structure, sharing faculty and courses, as is often the case when there is a relatively small number of candidates, a combined proposal is suitable.
2. When multiple and single subject programs are administered and delivered separately within an organization, as often found in medium and large size programs, then separate proposals are suitable.
3. When program sponsors offer both a student teaching and internship model, there should be a single response for both models. The new standards are intended for both types of programs. The standards clearly indicate when separate information is required for a specific program type.

Blended Program sponsors are reminded that they must have an approved Subject Matter Preparation Program for the Multiple and/or Single Subject Preliminary Credential and an approved Professional Teacher Preparation Program for the Multiple and/or Single Subject Preliminary Credential in order to apply for approval for a Blended Program. Program sponsors may submit a Blended Program proposal at the same time as other new program submissions.

Each proposal must be organized in the following order:

1. Transmittal Cover Sheet
2. Table of Contents
3. Responses to Each Standard, including the Common Standards.

The responses to each standard must:

- be tabbed/labeled to help guide the reviewers
- have numbered pages
- provide supporting evidence, included after each response or organized into appendices. Evidence should be cross-referenced in the response and appendices *must* be tabbed for easy access by reviewers.

Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. *Responses that do not address each standard and its required elements will be considered incomplete.*

During an accreditation team visit, a program's failure to address all required elements of a standard will result in that standard being deemed "Not Met."

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard. Commission staff are developing materials on key concepts within the standards and lines of evidence for use by program sponsors preparing for initial submission of program documents, and for unit accreditation. These materials will be distributed to program sponsors as soon as they become available.

Transition Issues

During the transition from the current to the new standards, interim measures will be in place to guide program sponsors until new policies and procedures are established by the Commission. Guidelines for program sponsors in some of these areas are described below. The program contact identified on the Transmittal Cover Sheet will be informed electronically and by mail as changes occur.

Preconditions. The Commission has not yet adopted new Preconditions for Elementary Subject Matter and Multiple and Single Subject Preparation Programs for the Preliminary Credential. Until such time as new preconditions are adopted, program sponsors should respond to the preconditions currently in place.

Common Standards Responses. The Common Standards do not have required elements; they have 'Questions to Consider.' Responses to the Common Standards should follow this format. Information related to credentialing programs other than those being addressed in the document need not be included in your response.

Technology Standard 20.5. It is not necessary to prepare a new response to Standard 9, Using Computer-Based Technology in the Classroom, if your program has already been approved for Program Standard 20.5, Level 1. If your program has been approved for Level 2 as well, this option for candidates will continue to apply for completion of the computer-based technology requirement for the Professional Clear Credential.

APPENDICES

SB 2042 Program Sponsor - Transmittal Cover Sheet

Page 1 of 2

1) Sponsoring Organization:

Name _____

2) **Submission Type(s)** Place a check mark in the appropriate box.

Elementary Subject Matter Preparation	
Multiple Subject	
Multiple Subject Intern	
Single Subject	
Single Subject Intern	
Blended Program – Multiple Subject	
Blended Program – Single Subject	

3) **Program Contacts:**

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

SB 2042 Program Sponsor - Transmittal Cover Sheet

Page 2 of 2

2. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

4) Chief Executive Officer (President or Provost; Superintendent):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date _____