
Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature



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- Awards credentials to candidates who have fulfilled all the requirements of the credential.
- Develops and adopts standards to govern the structure and content of educator programs.
- Oversees teacher-licensing examinations in California administered by contracts with professional testing companies.
- Administers local assistance grant programs that support prospective teachers in completing the requirements for a teaching credential.
- Reviews allegations of misconduct against a credential holder or applicant and, when necessary, disciplines educators.

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Executive Summary: Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature

This report is provided pursuant to Education Code Section 44252.1(e)(5), which requires the California Commission on Teacher Credentialing (Commission) to provide information to the Legislature on the success of integrated/blended programs of professional preparation. Assembly Bill 1307 (Goldberg, Chap. 565, Stats. of 2001) requires the Commission to report on the number of students who have been admitted to, taken coursework in, and graduated from integrated (blended) programs, and established a deadline for the report of June 30, 2004. This legislation also requires that the Commission allow candidates extended time periods to complete credential requirements, and this report presents data on the number of extensions requested and granted in blended programs.

Although undergraduate teacher preparation programs have been available for as long as there has been a teacher certification agency in California, SB 2042 (Alpert, Mazzoni, Chap. 548, Stats. of 1998) gave new prominence and attention to programs that combine subject matter preparation and pedagogical preparation into a single program. A Blended Program of Undergraduate Teacher Preparation *blends* subject matter preparation and teacher preparation by offering coursework in both areas *concurrently* and in a *connected* manner during the undergraduate years, in accordance with the Commission's standards. The blended teacher preparation model is specifically designed for undergraduates who have decided relatively early that they want to be teachers.

On March 22, 2004, the Commission sent a survey to the colleges and universities that have been approved as blended programs since the inception of approved blended program in 1999. The data received from the 38 Commission approved Blended Teacher Preparation Programs show over the past five years more than 6,700 teacher candidates have been enrolled in approved blended teacher preparation programs and the number continues to grow. In 2003-04, more than 2,700 candidates enrolled in Blended Programs. Most of these are elementary teachers matriculating through the California State University System. Nearly all who choose this route are admitted and those who need extensions of time to complete requirements receive this assistance.

Two programs have been selected to illustrate the successful implementation of the blended program model examining these four attributes. One is a multiple subject program offered at Dominican University of San Rafael, and the other is the Single Subject Blended Teacher Preparation Program in Kinesiology (Physical Education) at California State University, Sacramento. Each of these programs received grants from the Commission to develop or refine a Blended Teacher Preparation Program. Each has provided five years of data about their candidates.

These case studies illustrate four of the common themes that underlie successful blended programs: continuous student advisement, collaboration in program design and implementation, connected and concurrent curriculum, and extensive field experiences. The Blended Teacher Preparation Programs approved by the California Commission on Teacher Credentialing tend to

be tightly structured programs that require frequent and accurate candidate advisement to be successful. Blended programs are an important form of teacher preparation especially for multiple subject candidates, and offer a clearly defined pathway for those who make the decision to teach early in their collegiate years.

This study has found that for blended programs to be successful, systemic collaboration among all parties responsible for the education of teachers (including but not limited to faculty from schools of Arts and Sciences, Education, and other disciplines; faculty from community colleges; K-12 teachers and administrators, and others) is required at an intensive level. In addition, candidate advisement at each step of the way is similarly critical to successful program outcomes. Since blended programs compress subject matter and teacher preparation in specific periods of time and within a prescribed curriculum sequence, it is vital that candidates make few errors in course selection, that they have opportunities to try out their learning and their understanding in extensive field placements, and that they have opportunities for focused discussions within integrated seminars. The best blended programs exemplify all of these characteristics.

Analysis of all the approved blended programs, however, shows that program quality is uneven, and the findings suggest areas that warrant further exploration. Although there are programs such as the two exemplified in the case study that truly blend subject matter preparation with pedagogical preparation, there are also blended programs that essentially "stack" teacher preparation on top of subject matter preparation. More technical assistance along with additional resources in the planning phase might help institutions develop stronger, high quality blended programs.

The data from this study also documents several difficulties in collecting accurate data about program participants. Because candidates can enroll in a blended program at several points (e.g., as four-year institution freshmen, sophomores or juniors; as two-year freshmen or sophomores; or as a transferring two-year junior at a four-year institution), it is difficult to establish exactly how many candidates are actually "in" a blended program at any given time.

The data from this study also point out the considerable time, effort and resources necessary to establish a blended program. Faculty from Arts and Sciences as well as faculty from Education need to have the interest and energy in this type of blended preparation in order to sustain a program. Consistent, accurate candidate advisement also requires resources that may not be constantly available. It also takes time and personnel to identify and arrange quality field experiences for candidates over a four to five year blended program sequence, and it takes even more time to supervise candidates and debrief these field experiences. At this time of limited resources, it may be appropriate to question whether or not there continues to be a need for the formal approval process for blended programs. However, the growth in numbers of students enrolled in approved blended programs shows that interest in this mode of preparation is higher than ever and seems to support the continuation of technical assistance and provision for a formal approval process.

Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature

Introduction

Mandate for the study

This report is provided pursuant to Education Code Section 44252.1(e)(5), which requires the California Commission on Teacher Credentialing (Commission) to provide information to the Legislature on the success of integrated/blended programs of professional preparation. Assembly Bill 1307 (Goldberg, Chap. 565, Stats. of 2001) requires the Commission to report on the number of students who have been admitted to, taken coursework in, and graduated from integrated (blended) programs, and established a deadline for the report of June 30, 2004. This legislation also requires that the Commission allow candidates extended time periods to complete credential requirements, and this report presents data on the number of extensions requested and granted in blended programs.

This report provides data on the approved Multiple Subject, Single Subject, and Education Specialist Credentials blended credential programs at the California State University (CSU), University of California (UC), and private and independent colleges and universities.

History of Blended Programs

Although undergraduate teacher preparation programs have been available for as long as there has been a teacher certification agency in California, SB 2042 (Alpert, Mazzoni, Chap. 548, Stats. of 1998) gave new prominence and attention to programs that combine subject matter preparation and pedagogical preparation into a single program. Since the 1960's, California statutes have prohibited an "Education Major" requiring instead all candidates for teaching credentials to complete a major in a subject area, usually a subject commonly taught in a K-12 public school.

Most persons who are prepared as teachers in California complete one of three types of programs:

1. a postbaccalaureate program of professional teacher preparation that follow undergraduate preparation;
2. an internship program where an individual is employed in the classroom while completing teacher preparation; or
3. a blended (integrated) undergraduate teacher preparation program.

The postbaccalaureate program, commonly called the "fifth year" of teacher preparation, has been the dominant form of teacher preparation in California for the past 30 years. In this model, candidates either complete subject matter coursework as part of an undergraduate major in a field other than professional education for the bachelor's degree or pass an equivalent examination. Once the candidate has earned a bachelor's degree, that individual then completes a program of preparation in professional education in order to earn a California teaching credential.

Candidates choosing the internship teacher-preparation model have already completed a baccalaureate degree and have documented their subject matter competence. This model is designed to help districts meet particular needs for teachers and to provide an option for persons who might otherwise not enter teaching, such as more experienced persons who want to make a career change into teaching.

The blended teacher preparation model is specifically designed for undergraduates who decide relatively early that they want to be teachers. These programs tend to be tightly structured and provide advisement to candidates early and often in order to be successful.

Even prior to the passage of SB 2042, campuses with approved subject matter programs and approved teacher preparation programs were able to operate an integrated program of teacher preparation (or “blended” programs, as these became known under SB 2042) without seeking approval from the Commission. The integrated program model was quite common at private and independent colleges and universities where, primarily because of cost issues, it was important for candidates to have a way to complete teacher preparation in as compact a program as possible. For the purposes of this report, the terms “blended” and “integrated” programs will be used interchangeably.

From 1994-97, the Commission sponsored a comprehensive review of the requirements for earning and renewing Multiple and Single Subject Teaching Credentials, pursuant to SB 1422 (Bergeson, Chap. 1245, Stats. of 1992). The review was conducted by an advisory panel, appointed by the Commission, that examined all facets of the current credentialing system and developed a series of recommendations aimed at improving the recruitment, preparation, induction and ongoing development of public school teachers.

The Commission invited thousands of California educators and other public citizens to examine all teaching credential requirements in relation to what is known about the learning-to-teach process. Certification policies at every stage were examined, not in isolation but in conjunction with each other and in relation to changes that were taking place in California’s student populations, class sizes, school curricula, teacher roles and professionalism, and economic development.

Among its many recommendations, the SB 1422 Advisory Panel called for the Commission to encourage colleges and universities to establish blended programs of subject matter and professional preparation for teacher candidates who decide early in their education that they would like to be teachers. While colleges and universities were not prohibited from developing such programs in the past, there were wide differences in understanding within the teacher education community about what the law specifically allowed with regard to undergraduate teacher preparation. The SB 2042 legislation enacted in 1998 formally established the blending of subject matter and professional preparation at the undergraduate level as one of the three modes of professional teacher preparation (Education Code Section 44259(b)(3)). This section of the Education Code as well as others that relate to blended programs may be found in Appendix B.

Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation

In spring 1998, the Commission brought together a task force to develop a set of *Interim Standards for Blended Programs of Undergraduate Teacher Preparation*. New standards of program quality were developed to provide guidance on how to explicitly blend subject matter and pedagogy. The standards for blended programs dealt with the processes of integrating subject matter and pedagogical preparation since the programs were based on previously approved subject matter and professional preparation programs. These Standards were adopted in August 1998. The Commission set up a process to approve blended programs, including a method to receive accelerated approval.

The 1998-99 Commission budget included \$350,000 from the General Fund to provide grants to public colleges and universities seeking to develop blended programs of undergraduate teacher preparation. The Commission received 15 responses from California State University (CSU) and University of California (UC) campuses. The Commission awarded grants to seven campuses for \$50,000 each. From 1999 to 2001, 20 additional \$50,000 grants were made available through California's federal Title II Teacher Quality Enhancement State Grant. These grants included 12 CSU, six private and independent and two UC grants. In addition to grants from the Commission, four programs received grants from the Stuart Foundation during 1998-99.

The funds were used primarily to support faculty release time to plan programs that would meet the Blended Standards. Members of the faculty from the colleges/schools of letters, arts, and sciences and colleges/schools of education were brought together to collaboratively plan and develop a program. Funds were also used to involve K-12 school practitioners and community college representatives in program planning and development. All 27 of the programs receiving grants submitted proposals, and 22 of the programs were eventually approved under the Interim Standards.

In 2000, pursuant to the standards development already underway in response to SB 2042, the Commission's *"Interim Standards for Blended Programs of Undergraduate Teacher Preparation"* were reviewed and revised to reflect changes in the corresponding SB 2042 subject matter and teacher preparation standards. The revised *"Standards for Blended Programs of Undergraduate Teacher Preparation"* were adopted by the Commission in 2001. The text of these standards may be found in Appendix A. In order for an institution to gain Commission approval for a blended program, the institution must have an approved subject matter preparation program and an approved professional teacher preparation program in place. Following an initial round of technical assistance to potential blended/integrated program sponsors, the earliest new blended program applications under the new SB 2042 Blended Program Standards were submitted in September 2002 for Commission review and approval.

Of the original 27 funded blended/integrated programs, nine have been approved under the six new SB 2042 Blended Program Standards. Another 11 are still in the review process, and seven programs have chosen not to resubmit their programs for review. An institution could only receive funding once, but many institutions have sponsored more than one blended program—a multiple subject program and a single subject program for example.

This report includes those programs that were approved under the original "Interim Standards" and those programs approved under the SB 2042 Blended Program Standards. Some of the programs included in this report that were approved originally under the "Interim Standards" have chosen not to submit new program documents under the SB 2042 Blended Program Standards and thus will cease operation after their current candidates have completed the program. There are currently a total of 38 approved programs.

A blended program of undergraduate teacher preparation *blends* subject matter preparation and teacher preparation by offering coursework in both areas *concurrently* and in a *connected* manner during the undergraduate years, in accordance with the Commission's standards. Blending these two important domains of teacher preparation does not mean that a mathematics class, for example, that counts towards a prospective candidate's subject matter preparation will substitute for a math methods course, nor that a math methods course that counts toward a prospective teacher's credential requirements will substitute for a mathematics course. Rather, it means that both courses uniquely contribute to the preparation of the teacher and the knowledge gained in each is systematically linked.

In developing the standards, the Commission was committed to maintaining the strength of both the content preparation and the pedagogical preparation that a prospective teacher receives. *Blending* preparation in content and in pedagogy that a prospective teacher receives without reducing quality in either aspect of preparation is the challenge these programs face. *Blending* preparation in content and pedagogy will also require institutions to *connect* these two domains over a four- or five-year period. Maintaining the essence of both subject matter and professional teacher preparation is a critical element of a blended program of undergraduate teacher preparation.

The blended programs may begin at a four-year university during the freshman year or may begin at a feeder community college. Commission standards require that all approved subject matter programs have articulation agreements with their feeder community colleges. Blended programs allow teachers to integrate these two types of preparation to allow both efficient and connected teacher preparation.

In summary, blended programs must show they have developed a curriculum that includes both connected and concurrent subject matter and pedagogical coursework. The curriculum must be consistent with the state's adopted K-12 Student Academic Content Standards, and must be interdisciplinary. There must be a developmental emphasis, along with early and continuous advising. There must be explicit and supported mechanisms for collaboration both within and among the university, participating community colleges and public schools in design, leadership and delivery. Field experiences must be provided early in the curriculum for career exploration, and continue throughout the program culminating in significant experiences where candidates can demonstrate their abilities in the Teaching Performance Expectations.

Survey of Approved Blended Programs

On March 22, 2004, the Commission sent a survey to the colleges and universities that have been approved as blended programs since the inception of approved blended program in 1999. A copy of the Survey Form may be found in Appendix C. Thirty-eight programs were identified as having been approved either by the Interim Blended Standards or the SB 2042 Blended Standards. All 38 programs from 26 universities (see Appendix D) provided a response to the questionnaire. Table 1 provides a summary of the types of programs and the number of programs in each of the California university systems. This chart displays the number of programs approved by the Commission.

Table 1
Approved Blended Programs of Teacher Preparation

	Multiple Subject	Single Subject	Education Specialist	Totals
California State University	20	5	5	30
University of California	1	2	0	3
Independent & Private Colleges and Universities	4	1	0	5
Totals	25	8	5	38

Although there is currently a total of 38 blended programs, several recent policy actions have begun to affect the number of blended programs submitting program documents to the Commission for approval. In order to align credential requirements with the requirements of the federal No Child Left Behind Act (NCLB), at its August 2003 meeting the Commission took action that found current approved multiple subject matter preparation programs would no longer be eligible for an examination waiver in light of the enactment of NCLB and the regulations of the State Board of Education.

At the current time, many institutions with elementary subject matter programs still in the review process have not resubmitted responses to feedback received from program document review teams. Since the subject matter programs have not yet been approved, the Blended Multiple Subject Program sponsors at these institutions are unable to gain program approval. Current Commission policy requires a blended program sponsor must have an approved subject matter preparation program as well as an approved professional teacher preparation program in order to offer an approved "blended" program.

In addition, Senate Bill 81 (Alpert, Chap. 896, Stats. of 2003) amended Education Code Section 44259.1 to institute specific requirements for integrated programs within the California State University system. The legislation requires that an integrated program must be completed within specified unit limits. As a result of this legislation, many of the CSU blended/integrated programs are currently being revised to address these new requirements. In the interim, institutions may still offer the coursework of the blended program and candidates may informally complete both the requirements for a bachelor's degree and a teaching credential simultaneously.

Thirteen of the 38 programs were able to provide data for five years, another three could provide four years of data, and four provided three years of data. Fourteen programs provided two years of data, and two provide one year of data. Two programs have had no persons enrolled in their programs because they have just been newly approved.

Two-thirds of the approved blended programs prepare teachers for multiple subject credentials. The remaining programs are equally divided between preparation for single subjects and preparation for special education credentials.

Tables 2 and 3 provide data related to the status of candidates who have enrolled in approved programs, including information about enrollment, program completion and extensions of time in blended programs.

Table 2
Status of Teacher Candidates Enrolled in Blended Teacher Preparation Programs, by University System

	Enrolled in Blended Program	Denied enrollment in Blended Program	Completed the Blended Program ¹	Applied for a credential ²	Requested an Extension	Received an Extension
California State University	6221	102	998	504	14	13
University of California	29	0	21	20	0	0
Independent & Private Colleges and Universities	487	6	59	44	2	2
Totals	6737	108	1078	568	16	15

¹ Estimates for 2003-2004 since the spring semester/quarter is not yet finished

² Many institutions were unable to confirm how many program participants actually applied for a credential after completing the program and further, program completers from spring 2004 have not yet applied for credentials

Since 1999, when the approved program process for blended programs began, nearly 7,000 candidates have been enrolled in these programs. Ninety-two percent of those in approved blended programs are being prepared at California State University campuses. Nearly all who

have completed the participating university's admission process have been admitted to the program. According to the data provided by the 38 approved programs, less than 2% have been denied admission to a blended program. Since blended programs may take four to five years to complete, there is a significant number of candidates still in process.

Table 3
Status of Teacher Candidates Enrolled in Blended Teacher Preparation Programs, by Type of Credential Sought

	Enrolled in Blended Program	Denied enrollment in Blended Program	Completed the Blended Program ¹	Applied for a credential ²	Requested an Extension	Received an Extension
Multiple Subject	6597	107	1026	532	15	14
Single Subject	91	1	23	16	1	1
Education Specialist	49	0	29	20	0	0
Totals	6737	108	1078	568	16	15

¹ Estimates for 2003-2004 since the spring semester/quarter is not yet finished

² Many institutions were unable to confirm how many program participants actually applied for a credential after completing the program and further, program completers from spring 2004 have not yet applied for credentials

More than 1,000 candidates have completed approved blended programs. This is about 16% of the total who have enrolled. Very few candidates (less than .2%) have requested extensions of time to complete the requirements of the blended credential programs that they were enrolled in. All but one of those who made such a request was granted an extension of time to complete requirements. No information is available on the other candidate.

Ninety-eight percent of the candidates in approved blended programs are seeking multiple subject credentials. Single subject candidates constitute slightly more than 1% with special education credential candidates providing the remainder of the candidate pool. The percentage of candidates who complete multiple subject programs and who request extensions of time is very low, and those who make such requests are granted extra time.

Blended programs of teacher preparation have grown considerably since the first approved programs in 1999 (see Table 4). Multiple Subject Credential programs have grown from 412 candidates in approved programs to more than 2,600 in programs in 2003-04. Although still quite small, single subject programs have increased nine fold, and discussions with program leaders indicate that these are likely to continue their growth. Education Specialist programs have begun to grow in the past two years.

Table 4
Growth in Enrollment in Blended Programs of Teacher Preparation

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Multiple Subject	412	658	995	1898	2634
Single Subject	5	3	7	32	44
Education Specialist	1	0	0	18	30
Total Enrollment	418	661	1002	1948	2708

Case Studies of Two Blended Programs

There are four attributes of blended programs that are defined in Education Code Section 44259.1. These attributes are also the major concepts in the Commission's Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation. These attributes are advisement, collaboration, curriculum and field experiences.

Two programs have been selected to illustrate the successful implementation of the blended program model:

1. A multiple subject program offered at Dominican University of San Rafael.
2. The Single Subject Blended Teacher Preparation Program in Kinesiology (Physical Education) at California State University, Sacramento (CSUS).

Both of these programs received Commission grants to develop or refine a Blended Teacher Preparation Program, and each has provided five years of data about their candidates.

California State University, Sacramento was one of the seven institutions funded to develop Blended Teacher Preparation Programs in fall 1998. CSUS developed a multiple subject blended program, and two single subject blended programs, one in Mathematics and one in Kinesiology.

In the spring of 2000, Dominican University of San Rafael was one of 10 institutions funded to develop a Blended Teacher Preparation Program after having received accelerated approval in 1999. Dominican University developed a multiple subjects blended program of teacher preparation.

These case studies illustrate four of the common themes that underlie successful blended programs: continuous student advisement, collaboration in program design and implementation, connected and concurrent curriculum, and extensive field experiences. To provide a full picture of these programs, the candidate data submitted by the programs were examined, the program documents responding to the Commission's blended program standards were reviewed, and program administrators from both institutions were interviewed.

Common Theme: Advisement

Early advisement of candidates is a key component of a successful blended program of teacher preparation. The candidate is working to complete a baccalaureate degree and a teacher preparation program within four to five years. Typically, completing just the baccalaureate degree takes more than four years and the teacher preparation program may take an additional one to two years once a person has completed the baccalaureate and satisfied the subject matter requirements. In a blended program of undergraduate and teacher preparation, the candidate completes the work for the bachelor's degree, satisfies the subject matter requirement for a credential, and completes teacher preparation.

Dominican University has designed a program that advises candidates from their freshman year or when they first enroll in the program. This early, coordinated advisement can preclude candidates transferring in from the community college system from having to repeat coursework at Dominican. The following information is provided by Dominican University in its program materials:

- The Blended LS/TE Department is housed with the School of Education, both administratively and physically. This design facilitates communication and program coordination providing a coordinated effort, continuity, and personalized support for each student from their freshman year through graduation.
- The Academic Counselor, working closely with Admissions personnel and the Chair of the Blended LS/TE Program, provides coordinated advising for candidates from the moment of their decision to enter Dominican, including planning coursework at their community colleges.

At CSU Sacramento, the advisement for blended program participants is frequent and focused, allowing the candidates to receive individual attention and accurate information. The following information is provided by CSUS in its program materials:

- The University as well as the Department of Kinesiology website has information regarding teaching careers. In new student orientation, students are provided information about the university's extensive offerings for prospective teachers. The Department uses its introductory KINS 138 course (Strategies in Physical Education) to ensure that each student in the teaching option has a designated advisor and that he/she meets with the advisor a minimum of once a semester.

Common Theme: Collaboration

Collaboration is key for a successful blended program of teacher preparation. Within the university, subject matter departments must work with the education department. The university must collaborate with the community colleges since students may complete two years at a community college prior to the two years at the four-year institution. The education department must collaborate with the public schools in the area for both the early field experiences and the student teaching placements.

At Dominican University, collaboration across all stakeholders has been a prominent feature of the program development process. Dominican's document provides numerous instances of the rich and varied collaboration:

- Faculty representatives from each curriculum area meet in Curriculum Planning Teams to revise or design course syllabi to reflect the blending of pedagogy and content within the context of these individual courses.
- Dominican is a small campus of 1500 students, 1000 of whom are undergraduate. There are 50 full time and 135 part-time faculty. There is a commitment to ensure quality programs for all candidates. The faculty has a long history of working together within programs and across schools.
- The entire University Community is committed to providing the finest education possible for our future teachers. The academic units that have contributed to the design and implementation of the Blended LS/TE Program include:
 - School of Education
 - School of Arts & Sciences
 - School of Business and International Studies
 - Curriculum and Academic Policy Committee
 - General Education Committee
 - Faculty Assembly
- Ongoing consultation and communication among the academic units has been essential to the development of this program. Communication among members of these units includes regularly scheduled as well as ad hoc meetings, email, telephone calls, and memos. Collaboration is evident in all areas of planning including: course design; class scheduling; General Education requirements; student services; financial aid; and athletics.
- The Leadership Team, which includes representatives from the Dominican academic units, public school administrators, and classroom teachers . . . has the responsibility of determining policy and program direction.

Although the institution may be quite large, CSUS also provides examples of collaboration between the subject matter and the education departments:

- Planning for the blended program has been done by the joint effort of both the physical education faculty and the Teacher Preparation program faculty. Moreover, the final decision to pursue this blended program was approved unanimously by the College of Education's Teacher Preparation Program faculty and the CSUS University Teaching Education Committee (UTECE).

In a conversation with a CSUS program leader, it became clear that revising the original blended program to meet the SB 2042 standards was a process that took over one and one half years. Due to stipends from the university, a subgroup of five faculty members was able to focus concentrated time on the redesign work over the summer of 2003. Through the collaboration of faculty from the Physical Education Department, the Teacher Education Department and general education faculty, the newly approved SB 2042 blended program meets the unit requirements for blended programs. It became clear to the program designers that separate courses were not needed to meet the requirements in subject matter standards, the teacher preparation standards

and even some of the student's general education requirements. By integrating the coursework in specially designed courses for the blended candidates, the program meets all standards and does not exceed the unit requirement.

A specific component of collaboration that is illustrated especially well by Dominican University is coordination with the local community colleges. Dominican University was able to provide significant evidence of a cohesive blended program, including data on the number of community college transfers:

- The Chair of Blended LS/TE Program has worked closely with the Articulation Officer at Dominican University to update articulation agreements with the community colleges in order to ensure a smooth transition to early decider transfers as well as traditional transfers.
- Students at the community college are provided with a list of transferable courses that meet the requirements of the Blended LS/TE Program at Dominican. This ensures that transfers do not lose units in the transfer process.
- Through the partnership, Dominican and Sonoma State University faculty have worked alongside College of Marin faculty to design and implement content area courses and to coordinate appropriate courses to be taken at College of Marin.
- Using what we have learned from working with College of Marin, it is our goal to extend the benefits of closer articulation to our other feeder colleges.

Common Theme: Curriculum Design

Sequencing of coursework is crucial for a blended candidate to be able to complete all subject matter requirements for the bachelor's degree, gain the experience in the public schools needed by a beginning teacher, and complete all the requirements of the teacher preparation program. Within CSU Sacramento's single subject blended program, the candidates are simultaneously gaining the content of a bachelor's degree in kinesiology and the pedagogical knowledge of how to teach physical education:

- The blending of both the single subject certification program and the existing physical education curriculum has created a strong and viable program that unquestioningly prepares students to become qualified and effective teachers. Additionally, coursework and sequencing of content within classes was developed in conjunction with the National Association for Sport and Physical Education (NASPE) concept of a well prepared teacher, the California Physical Education Framework, and the CSUS Strategic Plan.

At Dominican University, the blended candidate completes subject matter and professional preparation coursework at the same time. In addition, each candidate participates in an Integrative Seminar each semester that he or she is in the blended program. The purpose of the seminar is to support candidates in both the subject matter and professional preparation coursework, and to provide an avenue for discussion regarding candidates' experiences in working with students in public schools:

- The Blended Liberal Studies/Teacher Education (LS/TE) Program is designed so that upper and lower division candidates may complete subject matter and professional preparation simultaneously by taking subject matter and professional preparation courses throughout the four-year sequence. In addition, all candidates will take an Integrative Seminar each semester for a total of eight units.
- The Integrative Seminars are the connecting point for all courses in the Blended Liberal Studies/Teacher Education (LS/TE) program. The seminars provide opportunities from the very first year for candidates to make connections between what they are learning and what they will be teaching . . . (the) Integrative Seminar provides a forum for reflecting upon the connections between subject matter and professional preparation.

At Dominican University there are five courses where pedagogical and content studies are specifically integrated. These courses, in the major content areas, were developed by the subgroups that came together through the Title II grant. One of the purposes of these courses is to provide an opportunity for students to become more sensitive to the pedagogical implications of teaching these subjects. Field experiences are embedded in the blended courses.

Common Theme: Sequenced, Spiraled Field Work

Field experiences are occurring during many strategic points in the blended program. There are early experiences that are primarily designed for career exploration or career confirmation for some early deciders. Some programs provide focused opportunities such as tutorial opportunities in content areas that are tied to a particular course. A key component of teacher preparation is student teaching, which is a major capstone experience of a blended program. In addition, blended programs are required to offer early field experiences to their candidates. Dominican University has a cohesive plan for candidates to continually be in the public schools thus building on the experiences from semester to semester that culminates in student teaching:

- Candidates begin early field experiences in the freshman year and continue working in the schools throughout Years One and Two (early field work), Three (field work and action research), and Four (student teaching) of the program.
- The field placements are coordinated through the Integrative Seminars. Within the context of the Integrative Seminars, candidates participate in a variety of activities which help them to explore teaching at a very early stage.
- Assignments and exercises which encourage candidates to reflect upon, write about, and document their observations and experiences in public schools are imbedded in the Integrative Seminars, Blended content courses and the Observation and Preparation for Student Teaching and Student Teaching Seminars.

As part of the performance assessment process in the program at Dominican University candidates are required to display in their portfolio how a particular content area is taught. In this experience both pedagogy and content knowledge is brought together.

At CSU Sacramento, the candidates participate in early field experiences and are in public school settings. According to a CSU Sacramento blended program leader, students take an introductory course to support their field work. Initially the candidates participate in peer teacher, then small

group teaching and finally student teaching. These experiences are during the candidate's junior and senior years:

- The students are required to complete four observations including elementary, middle, secondary, and an adapted physical education setting . . . (each) required course has been designed to have students in the public school setting throughout a semester.

Summary

Over the past five years, more than 6,700 teacher candidates have been enrolled in approved Blended Teacher Preparation Programs and the number continues to grow. In 2003-04 more than 2,700 candidates enrolled in Blended Programs.

The Blended Teacher Preparation Programs approved by the California Commission on Teacher Credentialing tend to be tightly structured programs that require frequent and accurate candidate advisement to be successful. The data show that virtually all the candidates who seek blended programs are enrolled, with relatively few denied entrance. Candidates who need extensions of time to complete requirements are accommodated.

Blended programs are an important form of teacher preparation especially for multiple subject candidates, and offer a clearly defined pathway for those who make the decision to teach early in their collegiate years. Internship preparation programs, postbaccalaureate preparation programs, and blended programs provide a continuum of opportunities that can accommodate a wide range of needs for potential teachers. Blended Teacher Preparation has become an important aspect of teacher preparation in the CSU system, and the data collected in this survey indicate that the program is growing over time.

Putting together and implementing a successful blended program, however, requires levels of collaboration not always seen in California colleges and universities. Programs that received grants for planning purposes substantiated that the grants were critical during "resource challenging" times to allow for faculty from diverse programs and institutions to be able to come together for program design and implementation activities that would otherwise not have taken place. Since approximately two-thirds of students who become teachers begin their collegiate careers in community colleges, it is crucial that extensive and consistent collaboration as well as formal articulation agreements exist between the two-year and the four-year institutions.

But for blended programs in particular, systemic collaboration among all parties responsible for the education of teachers (including but not limited to faculty from schools of Arts and Sciences, Education, and other disciplines; faculty from community colleges; K-12 teachers and administrators and others) is required at an intensive level. In addition, candidate advisement at each step of the way is similarly critical to successful program outcomes. Since blended programs compress subject matter and teacher preparation in specific periods of time and within a prescribed curriculum sequence, it is

vital that candidates make few errors in course selection, that they have opportunities to try out their learning and their understanding in extensive field placements, and that they have opportunities for focused discussions within integrated seminars. The best blended programs exemplify all of these characteristics.

Analysis of all the approved blended programs, however, shows that program quality is uneven. Although there are programs such as the two exemplified in the case study that truly blend subject matter preparation with pedagogical preparation, there are also blended programs that essentially "stack" teacher preparation on top of subject matter preparation. More technical assistance along with additional resources in the planning phase might help institutions develop stronger, high quality blended programs and assist them in developing programs that provide subject matter preparation and professional preparation simultaneously.

The data from this study also documents several difficulties in collecting accurate data about program participants. Because candidates can enroll in a blended program at several points (e.g., as four-year institution freshmen, sophomores or juniors; as two-year freshmen or sophomores; or as a transferring two-year junior at a four-year institution), it is difficult to establish exactly how many candidates are actually "in" a blended program at any given time. For the same reason, it is difficult to track candidate progress in the program. The CSU, for example, does not begin tracking participants until they are classified as juniors. It would be useful to have a common statewide database system for identifying and tracking blended program candidates; however, in an era of limited resources, it may not be possible to accomplish this outcome.

The data from this study also point out the considerable time, effort, and resources necessary to establish a blended program. Faculty from Arts and Sciences as well as faculty from Education need to have the interest and commitment to this type of blended preparation in order to sustain a program. Consistent, accurate candidate advisement also requires resources that may not be constantly available. It also takes time and personnel to identify and arrange quality field experiences for candidates over a four- to five-year blended program sequence, and it takes even more time to supervise candidates and debrief these field experiences. The opportunity for professional teacher preparation courses to be taken during the undergraduate years along with the completion of the subject matter requirement was an important concept of the Ryan Act of 1970. Although there were no specific approval requirements for this mode of program delivery, for the last 30 years many universities have operated "informal" blended programs. A number of these programs have contained many of the features of the more successful blended programs.

Appendix A

Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation

Blended Program Standard 1: Program Philosophy and Goals

A Blended Program of Undergraduate Teacher Preparation provides candidates with a comprehensive and focused experience leading concurrently to the bachelor's degree and a Preliminary Teaching Credential. Within this context, a Blended Program should include an explicit statement describing how its design reflects and incorporates the following features considered central to the conceptual nature of Blended Programs:

- (a) carefully designed curricula involving subject matter and professional preparation that includes both connected and concurrent coursework;
- (b) a clearly developmental emphasis involving early and continuous advising, and early field experiences; and
- (c) explicit and supported mechanisms for collaboration among all involved in the design, leadership and on-going delivery of the program.

As well as addressing the unique aspects of this pathway to teaching, the design and content of a Blended Program will meet the Elementary Subject Matter or Single Subject Standards, the Multiple Subjects and/or Single Subject Professional Teacher Preparation Standards, or the Education Specialist Standards (as appropriate).

Blended Program Standard 2: Developmental Quality of the Program

A central feature of a Blended Program is the developmental quality of experiences related to the candidate's progression from student-learner to teacher-practitioner. A Blended Program will introduce beginning students to the Teaching Performance Expectations as well as to the subject matter content specifications, encouraging discussion, reflection, and ongoing self-assessment in the context of both the university classroom and field experiences. Coursework and fieldwork in the program provide students with subject matter and related pedagogy at gradually more sophisticated levels.

Blended Program Standard 3: Curriculum Design

A Blended Program prepares each candidate for a Multiple Subject or Single Subject Teaching Credential to demonstrate subject matter competence and readiness for a preliminary teaching credential by completing education courses connected with subject matter courses. In connecting subject matter and pedagogical studies, the blended curriculum emphasizes the quality, depth, rigor and scope of these two domains of teacher education. A Blended Program provides opportunities for candidates to learn and connect (a) the major themes, concepts, principles, and ways of knowing of discipline-

based studies and of interdisciplinary studies; and(b) the delivery of content-specific instruction consistent with state-adopted academic content standards for students.

Blended Program Standard 4: Field Experience

A Blended Program includes a developmental sequence of carefully planned, substantive, supervised field experiences, including at least one experience in a public school. By design, this supervised field work sequence: (1) begins in the candidate's first year in the Blended Program; (2) provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools; (3) extends candidates' understandings of major themes, concepts and principles learned in coursework; (4) contributes to candidates' fulfillment of the Teaching Performance Expectations; and (5) contributes to candidates' preparation for a teaching performance assessment.

Blended Program Standard 5: Collaboration

The overall design and implementation of a Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. A Blended Program includes the active involvement of K-12 educators in curriculum development and program implementation. Where appropriate, institution works jointly with selected community colleges to develop a seamless transfer program.

Blended Program Standard 6: Advisement

A Blended Program includes a system for identifying and tracking prospective and participating candidates and provides them with comprehensive and continuing advising that enables candidates to meet all program requirements in a timely way. As part of the advising process, the program informs undergraduate students about alternate routes to teaching and works jointly with community colleges to provide program-specific information to pre-transfer students.

Appendix B
Education Code References to Approved Blended (Integrated)
Programs

§44252.1(e)(5) Time for completion of credential preparation program

By June 30, 2004 the commission shall report to the education policy committees in each house of the Legislature on the success of the integrated program of professional development pursuant to Section 44259.1 toward preparing teacher candidates, including, but not limited to, the number of students admitted to the teacher education component in each program, the number of students who completed all course requirements, including student teaching, and who have applied for a credential, the number of students applying for and receiving an extension pursuant to subdivision (e), and information collected pursuant to subdivision (d).

§44259(b)(3) Minimum requirements for preliminary multiple or single subject teaching credential

Programs that meet this requirement for professional preparation shall include:

- (A) Integrated programs of subject matter preparation and professional preparation pursuant to subdivision (a) of Section 44259.1.
- (B) Posbaccalaureate programs of professional preparation, pursuant to subdivision (b) of section 44259.1.
- (C) Internship programs of professional preparation, pursuant to Section 44321, Article 7.5 (commencing with Section 44325), Article 11 (commencing with Section 44380), and Article 3 (commencing with Section 44450) of Chapter 3.

§44259.1 Integrated Program of Professional Preparation

(a)(1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary institutions. An integrated program shall provide opportunities for candidates to complete intensive field experiences in public elementary schools early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary education and local public elementary school districts.

(2) The commission shall encourage post secondary institutions to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the Commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(b)(1) Commencing with the 2005-2006 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and professional education courses, for both lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for the California Community colleges on matters related to the effective and efficient use of and appropriate role for, lower division coursework in an integrated program.

(c)(1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

(A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework if the California State University.

(B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005-2006 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulations agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) subdivision (b). Approval of one or more of the articulation agreements will enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

Appendix C
Blended/Integrated Teacher Preparation Program Survey

For each Blended Teacher Preparation Program please provide the following information:

_____ Institution MS MS CLAD MS BCLAD
 SS-indicate subject _____ Ed Specialist

For each academic year (July 1 to June 30) that the Blended/Integrated Teacher Preparation Program has operated, please state the number of candidates that who:

	03-04	02-03	01-02	00-01	99-00
1. enrolled in your Blended Teacher Preparation Program					
2. applied to enroll in your Blended Teacher Preparation Program, but were denied enrollment					
3. completed your Blended Teacher Preparation Program					
4. applied for a credential after completing your Blended Teacher Preparation Program					
5. enrolled in your Blended Teacher Preparation Program after completing coursework at a community college—this is a subset of Question 1.					
6. enrolled in your Blended Teacher Preparation Program while enrolled at a community college—this is a subset of Question 1.					

For candidates who are enrolled in, but have not completed your Blended/Integrated Teacher Preparation Program, indicate how many candidates completed each of the following numbers of units:
(These units are the total of community college and 4 year IHE units.)

At the beginning of the school year (July 1) have completed	03-04	02-03	01-02	00-01	99-00
Fewer than 28 semester units					
Between 29 and 56 semester units					
Between 57 and 90 semester units					
More than 90 semester units					
Have completed all required units of the Blended Program					

The authorizing legislation has a provision for an extension of time to complete the program under the statues, standards and requirements in place at the time of enrollment

	03-04	02-03	01-02	00-01	99-00
How many candidates, if any, have					
Applied for an extension					
Received an extension					

Please return by fax by April 23, 2004
 Attention: Teri Clark tclark@ctc.ca.gov 916-327-3165 (fax)

Appendix D
List of Approved Blended and Integrated Teacher Preparation Programs

Institution	Blended Program(s)
CSPU Pomona	BCLAD
CSPU San Luis Obispo	BCLAD
CSU Bakersfield	BCLAD
CSU Chico	Multiple Subjects
CSU Dominguez Hills	Multiple Subjects
CSU Fresno	Multiple Subjects, Education Specialist
CSU Fullerton	CLAD, Education Specialist
CSU Hayward	Multiple Subjects
Humboldt State University	Multiple Subjects*
CSU Long Beach	CLAD
CSU Los Angeles	Multiple Subjects*, Single Subject-Science, Education Specialist
CSU Northridge	CLAD, Single Subject-English*, Single Subject-Math*, Education Specialist
CSU Sacramento	Multiple Subjects*, Single Subject- Math*, Single Subject-Physical Education*
CSU San Bernardino	CLAD
San Diego State University	Multiple Subjects
San Francisco State University	CLAD
CSU San Marcos	Multiple Subjects
Sonoma State University	Multiple Subjects
CSU Stanislaus	Multiple Subjects, Education Specialist
UC Berkeley	Single Subject-Math
UC Riverside	Multiple Subjects, Single Subject-Math*
Alliant International University	BCLAD
Dominican University	Multiple Subjects*
Mt. Saint Mary's College	Multiple Subjects
St. Mary's College	BCLAD
Stanford University	Single Subject-English

*indicates a program approved under the six SB 2042 Standards

CLAD = Multiple Subjects with CLAD emphasis
BCLAD = Multiple Subjects with BCLAD or CLAD emphasis

Recent Commission Reports

The Commission publishes several reports a year as part of its oversight, coordination, reporting, and planning responsibilities. You can obtain a free copy of the report by contacting the Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, California 95814 or by calling (916) 445-0184. These reports are also available on the World Wide Web at <http://www.ctc.ca.gov/>. Recent reports include:

2004

Teacher Supply in California 2002-2003: A Report to the Legislature

2003

California Paraprofessional Teacher Training Program: Report to the Legislature

California Mathematics Initiative for Teaching: Report to the Legislature

2001-2002 Annual Report: Emergency Permits and Credential Waivers

Final Report of the Independent Evaluation of the Beginning Teacher Support and Assessment Program (BTSA)

Teacher Supply in California 2001-2002 -- A Report to the Legislature

Paraprofessional Teacher Training Program--2002 Report to the Legislature

Seventh Annual Accreditation Report to the California Commission on Teacher Credentialing By the Committee on Accreditation

2002

Preliminary Report on Teacher Retention in California

CCTC Annual Report on California Teacher Preparation Programs--Academic Year: 2000-2001

2000-01 Annual Report: Emergency Permits and Credential Waivers

Teacher Supply in California 2000-2001 -- A Report to the Legislature

1999-2000 AB 471 Report