



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHEMATICS
and
CAREER TECHNICAL EDUCATION

A Guide for Program Sponsors





What's New?



Organizations participating in this project may offer educator preparation programs for any science, mathematics, and career technical education credential type...

SBX5 (Steinberg)

Recent changes in California law open up alternative routes to teacher credentialing by establishing the Science, Technology, Engineering, Math (STEM) and Career Technical Education (CTE) Educator Credentialing Program. The goal is to produce more teachers who are able to prepare students for careers or advanced study in these fields.

In addition to universities, the law encourages school districts, county offices of education, community-based organizations and nongovernmental organizations to offer credential programs.

This guide provides an overview of the options available for organizations interested in offering new and innovative programs for teachers of science, mathematics and career technical education.



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The Commission on Teacher Credentialing (CTC) welcomes non-traditional teacher preparation program sponsors. Our goal is to facilitate program flexibility while maintaining high standards for teacher preparation.

A Note to Prospective STEM and CTE Program Sponsors

Thank you for sharing California's commitment to providing effective teachers for today's STEM and CTE classrooms. This brief guide will introduce you to the program accreditation process as it describes program standards, delivery model options and the steps to achieving and maintaining accreditation status.

CTC staff is available to help you along the way.



Starting with Standards

Rather than accrediting teacher preparation programs based on a checklist, California uses a standards-based system. Standards allow program sponsors to meet the unique needs of local communities and teacher candidates while ensuring quality and consistency.

Common Standards cover aspects of program quality like the qualifications of the faculty, student advising and resources.

Program Standards address program quality and effectiveness for specific teacher preparation programs like a single subject credential program (for math or science) or a CTE program.

Experimental Standards can be used instead of traditional standards. They are designed to encourage innovation in educator preparation. These standards can be used for any credential type.

Prospective program sponsors should also know that there are additional program requirements based on state laws, regulations or CTC policy. These are called “preconditions.”

For further information about preconditions, use the following link:

<http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.doc>

For information about standards, use the following links:

Single Subject Program Standards

<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

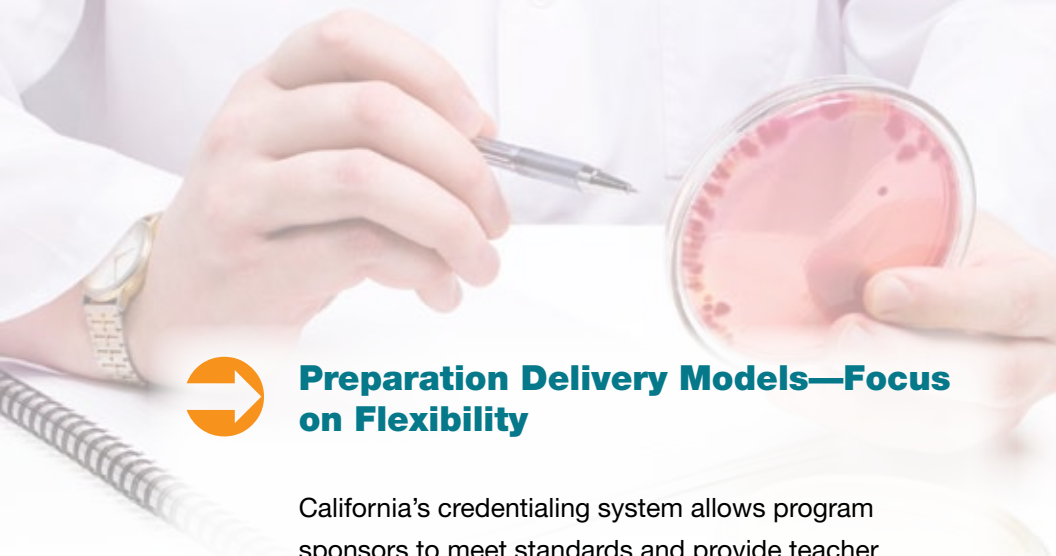
Career Technical Education Program Standards

<http://www.ctc.ca.gov/educator-prep/standards/CTE-Handbook.pdf>

Experimental Program Standards

<http://www.ctc.ca.gov/educator-prep/standards/Experimental-Program.pdf>





Preparation Delivery Models—Focus on Flexibility

California’s credentialing system allows program sponsors to meet standards and provide teacher preparation instruction in a variety of ways. Delivery model options are unlimited. Here are a few examples:

Single Subject Mathematics and Science Credentials

- **Intern Model:*** Candidates receive some initial instruction before becoming teachers responsible for their own classrooms. Over the subsequent one to two years, they continue to take courses and receive supervision and support from the program.
- **Early Completion Intern Model:*** Candidates may choose to bypass the program course work by taking and passing the Teaching Foundations Examination.

** Interns may only be placed when a suitable, credentialed teacher cannot be found.*

- **Student Teaching Model:** Candidates complete a series of courses and field experiences up front before student teaching at a school site. Student teachers are given increasing responsibility in the classroom under the direction of a supervising teacher.
- **Residency Model:** Candidates spend part of their time working at a school site under the direction of a supervising teacher and part of their time taking courses directly related to the school experiences.

Designated Subjects Career Technical Education Credentials

Credential candidates receive an initial credential based on a high school diploma and three years of work experience in their subject field. After an orientation, candidates may teach while they take specialized courses in CTE teaching methods.

Online Programs

All credential programs may offer course work and support activities online.





Steps to Accreditation

Accreditation

Institutions or organizations offering teacher credentialing programs in California must be accredited. Accreditation creates accountability to the public and the education profession regarding the quality of educators in California and supports preparation programs with a focus on continuous improvement.

Institution/Organization Accreditation

An educational institution or organization wishing to offer a teacher preparation program must first meet requirements that provide assurance that they are financially sound and have the capacity to offer credential candidates the educational services promised. This step needs to be completed only once.

<http://www.ctc.ca.gov/educator-prep/SBX5-1.html>

Credential Program Approval

Once an institution or organization receives approval, the specific teacher preparation program proposal addressing the standards must be reviewed and approved by the Commission's Committee on Accreditation. The following links will help new organizations through the step-by-step process:

- *Intent to Submit a New Educator Preparation Program* form
<http://www.ctc.ca.gov/educator-prep/accred-files/intent-to-submit.pdf>
- *Program proposal and supporting documentation*
<http://www.ctc.ca.gov/educator-prep/accred-files/intent-to-submit.pdf>
<http://www.ctc.ca.gov/educator-prep/accred-files/IPR-submission-transmittal.pdf>

Ongoing Accreditation

The accreditation process is a seven-year cycle of data collection and activities composed of a biennial report, program assessment and site visit. Each approved institution or organization is assigned to a cohort that operates on a specific seven-year cycle. The *Accreditation Handbook* provides a detailed explanation of the ongoing accreditation process.

<http://www.ctc.ca.gov/educator-prep/accred-handbook.html>





Ready to Begin?



The STEM and CTE programs were created to encourage and support innovation in preparing teachers of science, technology, engineering, mathematics and career technical education.

School districts, county offices of education, community-based organizations and nongovernmental organizations interested in developing teacher credential programs are encouraged to visit the CTC website or call CTC staff to learn more about the process.

Contact the CTC

To learn more, visit the CTC website at www.ctc.ca.gov or find contact information for CTC staff at <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.

STEM and CTE Program Sponsor Planner

- ➔ What type of credential program(s) will you offer – math, science or CTE?
- ➔ Will your program emphasize engineering or technology?
- ➔ How will you meet the organization and credential program standards?
- ➔ What type of program delivery model(s) will you offer?
- ➔ Are you ready to participate in the accreditation system?



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