


# Commission on Teacher Credentialing

Elementary Subject Matter Program  
Technical Assistance



# Where Are We?

- ▶ Regulations must be approved by the Office Administrative Law before any institution can waive the Elementary subject matter requirement
  - ▶ Anticipated date for programs being authorized to waive the CSET requirement is April 1, 2017
  - ▶ Commission makes final approval for ESM programs meeting standards/SMRs
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# Approval Process

Reactivating ESM Program	New ESM Program
<ul style="list-style-type: none"><li>• Cover page</li><li>• Course scope and sequence</li><li>• <a href="#">ESM Alignment Matrix</a></li><li>• All relevant course syllabi</li></ul>	<ul style="list-style-type: none"><li>• Cover page</li><li>• Course scope and sequence</li><li>• <a href="#">ESM Alignment Matrix</a></li><li>• All relevant course syllabi</li><li>• Response to preconditions and adopted program standards</li><li>• Cost recovery fee</li></ul>

# Components of a Submission

- ▶ Preconditions – related to issues of compliance
  - ▶ Consist of a minimum of 84 total semester units for the program
  - ▶ There must be a concentration of a minimum of 12 semester units (Reading, Language and Literature; History and Social Sciences; Mathematics; Science; Visual and Performing Arts; Physical Education; and Human Development)
- ▶ Program Standards – describes **HOW** the program meets the standard
  - ▶ Program Design
  - ▶ Program Resources
- ▶ Course sequence and scope outlines the courses required to complete the program and a brief course description
- ▶ Alignment matrix provides documentation (course syllabi) for which class and which assignment/lecture/assessment, etc. the subject matter knowledge and skills are taught, used, and assessed

# Components of a Submission

## Example – Alignment Matrix

### Content Domains for Subject Matter Understanding and Skill in Reading, Language, and Literature

Domains Reading, Language, and Literature	Coursework, Assignments, Assessments
<b>Domain 1: Reading, Language, and Literature</b>	
<p><b>1.1 <u>Language Structure and Linguistics.</u></b></p> <p>Candidates for Multiple Subject Teaching Credentials are able to identify and demonstrate an understanding of the fundamental components of human language, including phonology, morphology, syntax, and semantics, as well as the role of pragmatics in using language to communicate. In the context of these components, they reflect on both the potential for differences among languages and the universality of linguistic structures. Candidates can demonstrate knowledge of phonemic awareness (e.g., the processes of rhyming, segmenting, and blending). They apply knowledge of similarities and differences among groups</p>	<p>Syllabi links for corresponding courses: <b>ESM101, ESM102</b></p> <p>This section should include links to the specific key assignments and assessments. Links should take the reviewers to the exact topic in the course syllabi.</p>

# Components of a Submission

## Example – Course Sequence and Scope

Course Sequence provides a list of courses needed to complete the program

Course Scope provides a brief description of the course, usually from the university catalog

Courses in Preparation for the Major (lower division)

Freshman Semester I		Units	Freshman Semester II		Units
MATH-L1	Math 210* Number Systems	3	MATH-L2	Mathematics 211* Geometry	3
MATH-L5	Math Education 212 Children's Math Thinking	1.5	GE	Intermediate Composition*	3
GE	Oral Communication*	3	Sci-1	Geology 104 Earth Science	3
GE	Freshman Composition*	3	SocSci-2	Geography 106 World/Regional Geography	3
SocSci-1	Teacher Ed 170 Child & Adolescent Development	3	Am Inst	Early US History	3
Prep	Music 102 Elements of Music for Teachers	3	Elect.	Teacher Ed 280 Health (prep for cred program)	1
		<b>16.5</b>			<b>16</b>
Sophomore Semester I		Units	Sophomore Semester II		Units
Hum-1	History 100 World History (early)	3	Hum-2	English 220 Literature	3
Sci-2	Biology 100 General Biology	3	Hum-3	Art 157 or Theatre 120 Introduction	3
Sci-3	Biology 100L General Biology Laboratory	1	Hum-4	Foreign Language or Religious Studies	3-4
Am Inst	Recent US History	3	Sci-4	Natural Science 100 Physical Science	3
Prep	Exercise & Nutritional Sciences 241A & 241B PE^	2	Elective		3
Prep	ED 200 Teaching as a Profession (&field experience)	3	**Remember International Experience**		
		<b>15</b>			<b>15+</b>

\*These courses must be completed with a grade of C (CR/NC not allowed) or higher, and students must have a cumulative

Some programs may submit the course sequence in a different format

### MATH 141, Pre-calculus (3)

Prerequisite: Satisfaction of the entry-Level Mathematics requirement.  
Real numbers, inequalities; polynomials; rational, trigonometric, exponential and logarithmic functions; conic sections. Not open to students with credit in Mathematics 105, 121, 124, or 150.

### MATH 150, Calculus I (4)

Prerequisite: Knowledge of algebra, geometry, and trigonometry as demonstrated by either (1) satisfactory completion of Mathematics 141 with a grade of C (2.0) or above; or (2) satisfaction of the Entry-Level mathematics requirement and qualification on the Mathematics Departmental Precalculus Proficiency Examination. Proof of completion of prerequisite required.  
Algebraic and transcendental functions. Continuity and limits. The derivative and its applications. The integral and the fundamental theorem of calculus.

### MATH 210, Numbers Systems in Elementary Mathematics (3)

Prerequisite: Satisfaction of the Entry-Level Mathematics requirement.  
Number sense, operation concepts, estimation, mental arithmetic, algorithms, problem solving, whole, rational real numbers, ratio, and number theory. This course or its equivalent is required for students working toward a multiple subject credential in elementary education.

### MATH 211, Geometry in Elementary Mathematics (3)

Satisfaction of the Entry-Level Mathematics requirement and Mathematics 210.  
Two and three dimensional shapes and interrelationships, congruence, similarity and proportional reasoning, measurement of length, angle size, area, volume, metric system, and problems solving.

# Components of a Submission

## New Programs

**Not all program narratives will clearly describe how the standard is being met. Examples:**

- ▶ Non-responses
- ▶ Insufficient responses
- ▶ Off-standard responses

**Reviewers provide clear feedback identifying information that is missing**

# Approval Process

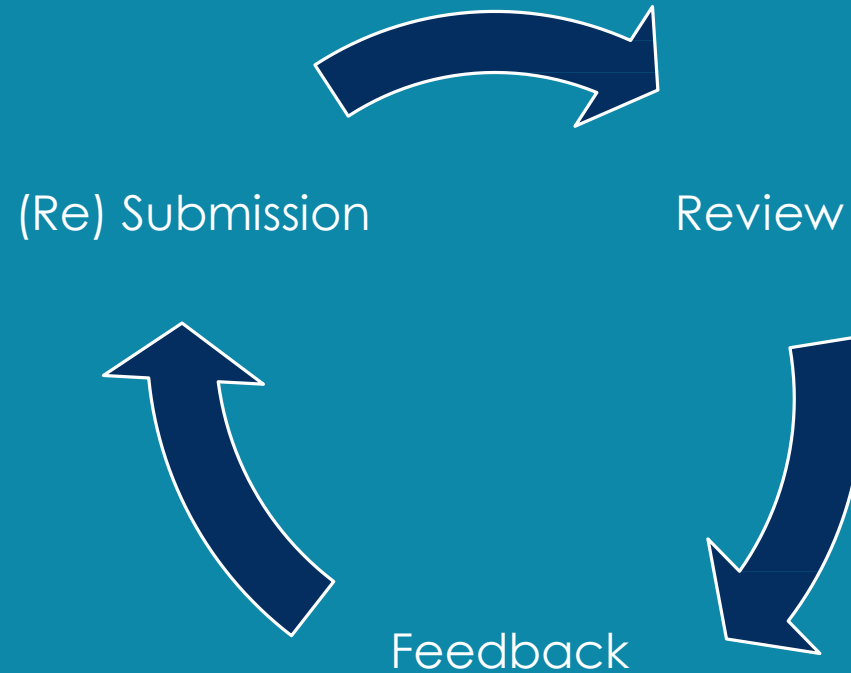
- ▶ First review - reviewers determine one of the following
  - ▶ Standard/SMRs are *Aligned*
  - ▶ *More Information is Needed*
- ▶ The standard/SMRs are *Aligned* if
  - ▶ There was enough information provided for the reviewers to understand how the program meets the standard/SMR
- ▶ *More Information is Needed* if
  - ▶ There was not enough information for reviewers to understand how the program meets the standard/SMR. Reviewers prepare a statement that clearly indicates what needs to be completed in order to find the standard/SMR *Aligned*



# Approval Process

- ▶ Feedback sent to institution by Commission staff
- ▶ Program provides a response to feedback; resubmits to Commission staff
  - ▶ The program resubmission is sent to original reviewers
- ▶ Review → Feedback → Resubmission
  - ▶ Continues until all standards/SMRs are **Aligned**
- ▶ Reviewers do not revisit decisions already reported to a program sponsor (i.e. a standard/SMR that was already found to be **Aligned**)
- ▶ Each subsequent review is easier as only those standards/SMRs marked **More Information is Needed** will be reviewed

# Review Cycle




Continues until ALL standards/SMRs are **Aligned**

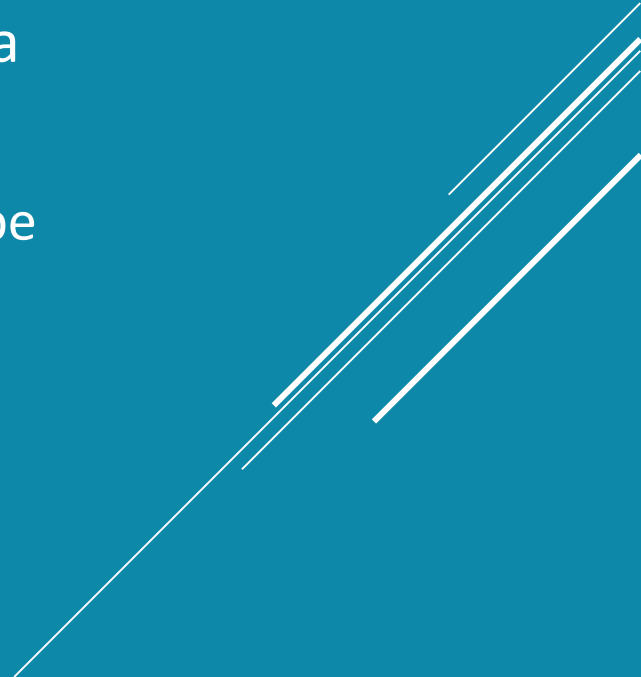
# Review Process

- ▶ Two readers review the submission, including alignment matrices, course syllabi and other documentation, standards and each subject matter requirement (SMR) to determine alignment between what the standard and SMR requires and how the program responds
  - ▶ Is it clear *how* the program seeks to meet each standard and SMR?
  - ▶ Does the narrative adequately address the standard?
  - ▶ Is there *sufficient* supporting information provided to demonstrate that the standard and SMRs are met?

# Submission Requirements

- ▶ Alignment matrix
    - ▶ Course descriptions and syllabi
    - ▶ Example(s) of class assignments
    - ▶ Student assessment rubrics for ensuring subject matter knowledge
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# Submission Requirements

- ▶ If the submission states it will address a topic in a particular course, there should be a hyperlink that takes you directly to a course syllabus where that topic is covered
    - ▶ If every professor creates their own syllabus, all syllabi need to be submitted
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# Criteria for Aligned Standards/SMRs

Standard/SMRs are *Aligned* when the response is

- ▶ Clear
- ▶ Consistent
- ▶ Complete
- ▶ Convincing

...and supported by **evidence**


Reviewers must reach consensus about status of each standard/SMR

# When All Standards and SMRs Are Aligned

- ▶ The institution provides staff with a final document incorporating all changes made during the review process
- ▶ The institution provides a 2-3 paragraphs describing the program
- ▶ Staff makes a recommendation to the Commission for final approval

**The Commission grants final approval for  
subject matter preparation programs at a  
regularly scheduled meeting**

# Reviewers Needed

- ▶ It is expected that all institutions submitting a document for review must provide an individual who will be available to review another program's submission
  - ▶ Multiple review sessions are anticipated to be held between February-July
  - ▶ The review process is dependent on the availability of reviewers
  - ▶ Look for more information in the PSD E-News
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# Resources

- ▶ Elementary Subject Matter Handbook:  
<http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html>.
  - ▶ Technical Assistance webpage:  
<http://www.ctc.ca.gov/educator-prep/accred-assist.html>.
  - ▶ Contact: [IPR@ctc.ca.gov](mailto:IPR@ctc.ca.gov).
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