



PROGRAM SPONSOR ALERT

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| Date: | July 16, 2013 | Number: | 13-09 |
| Subject: | Updates on Implementation of Common Core State Standards Related to Subject Matter (CSET and Programs), Preliminary Preparation and Newly Adopted TPE's, and Induction | | |

Summary

On August 2, 2010, the State Board of Education adopted the Common Core State Standards (CCSS) for K-12. Since the State Board of Education's action, the Commission's work plan has included a focus on ensuring that all Commission standards, approved programs, and examinations are aligned with the CCSS. This Program Sponsor Alert provides an update on these activities and specifically focuses on two topics related to the implementation of the Common Core State Standards:

- Subject Matter -Adoption of SMRs for the CSET and Programs
- Preliminary Teacher Preparation – Adoption of the Revised TPE's

In addition, this Program Sponsor Alert provides clarification with respect to induction programs and professional development around the CCSS.

Subject Matter (CSET and Programs)

At the June 13-14, 2013 Commission meeting, the Commission adopted the revised Subject Matter Requirements (SMRs) for the CSET: Multiple Subjects, Single Subject English and Single Subject Mathematics examinations to ensure alignment with the Common Core State Standards. More information about the adoption of the revised SMR's is available in June 2013 Commission agenda at <http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4C.pdf>. The first administration of the updated CSET will be in fall of 2014.

Alignment matrices reflecting the revised Subject Matter Requirements for Multiple Subject, Single Subject English and Single Subject Mathematics are now available on the Commission website at <http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html> All approved subject

matter programs for Multiple Subjects, Single Subject English and Single Subject Mathematics must review their programs to ensure alignment with the new CCSS. Updated alignment matrices must be submitted to the Commission by June 2014.

Preliminary Preparation and the Newly Adopted Revised TPE's

The Commission adopted revised *California Teaching Performance Expectations* (TPEs) at its March 2013 meeting (<http://www.ctc.ca.gov/commission/agendas/2013-03/2013-03-3B.pdf>) to align with the Common Core State Standards. Preliminary Teacher Preparation Programs are expected to begin implementing the revised TPEs during the 2013-14 year, and full implementation expected for the 2014-15 accreditation activities. Program assessment documents submitted in the fall of 2014 and beyond should be aligned to the revised TPEs, and site visits taking place in the fall of 2014 and beyond will need to demonstrate this alignment. Biennial reports submitted in the fall of 2015 should include aggregated candidate assessments aligned to the new TPEs, where appropriate, for at least one full year (academic year 2014-15). Further information about the implementation of the revised TPEs can be found in PSA 13-03 (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-03.pdf>).

Induction

The Commission on Teacher Credentialing accreditation process assures accountability, high quality and effective programs, adherence to standards and supports ongoing program improvement. Questions have arisen from the field as to whether professional development can be provided to candidates entering an induction program or if the induction program must only address the application and further development of content that had previously been included during a new teachers preliminary preparation. While SB 1209 (Chap.517, Stats.2006) emphasized the “application of knowledge and skills previously acquired in a preliminary credential program,” it did not prohibit an induction program from providing a candidate extended preparation when necessary.

Education Code Section 44259(c)(2)(C) requires that the “commission shall ensure that preparation and induction programs that qualify candidates for professional credentials extend and refine each beginning teacher’s professional skills in relation to the California Standards for the Teaching Profession and the standards of pupil performance adopted pursuant to Section 60605.” This is reflected in the California Standards of Quality and Effectiveness for Professional Teacher Induction Programs (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) which states that the design of a candidate’s induction program is required to be “responsive to the individual teacher’s needs” and provide a “purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students.” During the statewide transition to the Common Core State Standards, candidates completing preliminary preparation programs may be entering induction programs with varying levels of knowledge related to the new Common Core Standards and may need extended relevant professional development and targeted support while in an induction program. Induction program activities should be aligned to the new Common Core Standards and help strengthen each new teacher’s ability to apply associated pedagogical skills beyond what may have been demonstrated for the preliminary credential.

Continuing Work

The next phases of work related to CCSS include, but are not limited to, the following: Aligning examinations and program standards with the new Next Generation Science Standards; aligning the Single Subject content areas of Science and Social Science with the literacy components of the California Common Core State Standards; reviewing Special Education Teaching Performance Expectations to ensure that they are aligned with the CCSS; continuing to work on revisions to the teaching performance assessment in order to ensure alignment with the Common Core State Standards; continuing to update the CSET: Multiple Subjects, Single Subject English and Single Subject Mathematics in preparation for its first administration in Fall 2014; and, for induction programs, revising FACT to align with the Common Core State Standards.

References

PSA 13-03

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-03.pdf>

California Standards of Quality and Effectiveness for Professional Teacher Induction Programs

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

March 2013 Commission Agenda Item 3B

<http://www.ctc.ca.gov/commission/agendas/2013-03/2013-03-3B.pdf>

June 2013 Commission Agenda Item 4C

<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4C.pdf>