



Standards of Program Quality and Effectiveness for English Subject Matter Programs

Commission on Teacher Credentialing

**Standards Adopted
2003**

**Revised 2010
to align to Common Core State Standards**

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A. Submission Guidelines for English Subject Matter Preparation Programs

An institution interested in offering a new Commission-approved English subject matter program must submit the following:

- An [Intent to Submit form](#);
- The Initial Program Review (IPR) Cost Recovery Fee;
- A program proposal that responds to the preconditions and adopted program standards (Appendix B) - limit of 5 pages per standard response;
- A course scope and sequence (typically taken from the institution's catalog);
- A completed [English Alignment Matrix](#); and
- All of the program's course syllabi.

Further information on the program submission, review process, and cost recovery fees is available on the Subject Matter Program Approval web page: <http://www.ctc.ca.gov/educator-prep/elig-inst-new-subject.html>.

B. English Subject Matter Program Preconditions

Introduction to the Preconditions

A precondition is a requirement for initial subject matter program approval. Unlike standards, preconditions specify requirements for program *compliance* rather than *program quality*. The basis for a precondition is either: 1) statute; 2) regulations; and/or 3) Commission policy. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the institution for initial program review purposes. In the overall program review sequence, only after a program demonstrates compliance with all preconditions is it then eligible for a more intensive review to determine if the program is in alignment with the Commission's English subject matter program standards for quality and effectiveness.

Institutions may determine whether the preconditions and standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

English Subject Matter Program Preconditions

1. Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in English shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
 2. The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of English and related subjects in the public schools, including:
 - Literature and Textual Analysis;
 - Language, Linguistics, and Literacy;
 - Composition and Rhetoric; and
 - Communications: Speech, Media, and Creative Performance.
 3. Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain
-

C. Single Subject Matter Preparation Program Standards

Category I: Standards Common to All Single Subject Matter Programs

The following two standards related to program design, resources, and support are applicable to programs in *all* single subject disciplines. They are the same for all subject areas and require subject-specific program information.

Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 state-adopted academic content standards, with candidate outcomes and assessments aligned to the [subject matter requirements](#). The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

Category II: Program Standards for English

Standard 3: Required Subject of Study

The subject matter preparation program is based on an explicit statement of program philosophy that expresses a purpose and design, and articulates desired outcomes, that are aligned to the Preliminary Multiple and Single Subject Credential Program Standards. The program provides the coursework and field experiences necessary to teach the specified subject to all students in California’s diverse public school population. The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (2013) and the English Language Arts/English Language Development Framework (2014) adopted by the State Board of Education. The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teacher’s professional career.

Standard 4: Extended Studies

The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted English Language Arts/English Language Development Framework (2014). Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across content domains. The program’s design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent patterns of coursework.

Standard 5: Literature and Textual Analysis

Prospective teachers of English are prepared to recognize the power and importance of literature, as it reflects the most eloquent statements about the human condition. Prospective teachers of English develop an appreciation for our diverse literary heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, and/or express the creative impulses of human thought. The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis.

Standard 6: Language, Linguistics and Literacy

The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. Prospective teachers know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool.

Standard 7: Composition and Rhetoric

In the program prospective teachers learn and apply a variety of composing processes. Prospective teachers of English analyze and compose texts representing a variety of discourse types and demonstrate the ability to use research strategies, text production technologies and presentation methods appropriately in a range of rhetorical contexts.

Standard 8: Communications: Speech, Media and Creative Performance

In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance and creative writing into the language arts curriculum. Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms to understand how to use language effectively to communicate ideas and express themselves creatively.

D. English Subject Matter Requirements

More than ever before, teachers of English in California’s middle and high schools must deliver a complex and dynamic curriculum to students of diverse socioeconomic, linguistic, and cultural backgrounds. Furthermore, society is increasingly technologically and media oriented. The Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007) forms the basis for the preparation of English teachers, who must equip their students to meet the challenges of this changing world. In this context, new paradigms and models are required for teaching English/Language Arts. Multiple forms of literacy demand a broad theoretical knowledge of language and literacy acquisition, while new information technologies require an emphasis on critical analysis of both print and non-print texts.

Candidates for Single Subject Teaching Credentials in English have a broad knowledge of literature, language and linguistics, rhetoric and composition, and communication studies. Candidates must be able to read and write well for a variety of purposes and communicate effectively within a variety of rhetorical contexts. In addition, candidates must also be knowledgeable about theater arts, public speaking, journalism, textual analysis of nonfiction and electronic media, and production of technologically enhanced documents. This broad scope of background and skills ensures a greater degree of success in English/Language Arts classrooms for California’s public school children.

Domain 1: Reading Literature and Informational Texts

Candidates demonstrate knowledge of the foundations and contexts of reading literature and informational texts contained in California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010) and the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The candidate’s preparation should include breadth of knowledge in literature, literary analysis and criticism, as well as informational text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from multiple literary traditions and major works from diverse cultures. Advanced study of authors representing a broad range of literary periods and cultures is fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of his work is, therefore, essential to future secondary teachers. Candidates must know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and informational texts. Candidates will be able to:

1.1 Reading Literature

- a. Recognize, compare, and analyze works from different literary traditions to include:
 - ◆ American (including works that represent cultural pluralism)
 - ◆ British (including works that represent cultural pluralism)

- ◆ World literature and literature in translation (including cross-cultural literature)
- ◆ Mythology and oral tradition from a broad range of cultures
- b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern)
- c. Describe the salient features of adolescent/Young Adult literature
- d. Demonstrate critical thinking and analytic skills through close reading of texts
- e. Cite strong and thorough textual evidence to support analysis of what a literary text says explicitly as well as inferences drawn from the text
- f. Determine themes or central ideas of a literary text and analyze their development over the course of the text
- g. Analyze and interpret major literary works in historical, aesthetic, political, and philosophical contexts

(California’s Common Core State Standards for English Language Arts, RL.6–12.1–3)

1.2 Craft and Structure of Literature

- a. Distinguish salient features of genres (e.g., short story, drama, poetry, novel, creative nonfiction)
- b. Define and analyze basic elements of literature (e.g., plot, setting, character, point of view, theme, narrative structure, figurative language, tone, diction, style)
- c. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed)
- d. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy)
- e. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- f. Analyze the impact of an author’s specific word choices on meaning and tone, including words with multiple meanings
- g. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the use of flashbacks) contribute to its overall structure and meaning as well as its aesthetic impact
- h. Analyze point of view, including how authors develop and contrast points of view of different characters or narrators and particular points of view or cultural experiences reflected in works of world literature

(California’s Common Core State Standards for English Language Arts, RL.6–12.2–7, RL.6–12.9)

1.3 Reading Informational Texts

- a. Cite strong and thorough textual evidence to support analysis of what an informational text (e.g., literary nonfiction, historical, scientific, technical texts) says explicitly as well as inferences drawn from the text
- b. Determine central ideas of an informational text and analyze their development

- over the course of the text, including how they interact and build on one another to provide a complex analysis
- c. Provide an objective summary of an informational text
 - d. Analyze a complex set of ideas or sequence of events in an informational text and explain how specific individuals, ideas, or events interact and develop over the course of the text
 - e. Compare various features of print and non-print media (e.g., film, television, Internet)
 - f. Evaluate the structure and content of a variety of consumer, workplace, and public documents
 - g. Interpret individual informational texts in their cultural, social, and political contexts

(California's Common Core State Standards for English Language Arts, RI.6–12.1–3)

1.4 Craft and Structure of Informational Texts

- a. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings, and analyze how an author uses and refines the meaning of a key term or terms over the course of a text
- b. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- c. Analyze the use of text features (e.g., graphics, headers, captions) in public documents
- d. Determine an author's point of view and/or purpose in an informational text and analyze how style and content advance that point of view and/or purpose, including how effective rhetoric and content contribute to the power, persuasiveness, or aesthetics of the text

(California's Common Core State Standards for English Language Arts, RI.6–12.4–6)

1.5 Integration of Knowledge and Ideas in Informational Texts

- a. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, spoken, performed, written) in order to address a question or solve a problem
- b. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy
- c. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

(California's Common Core State Standards for English Language Arts, RI.6–12.7–9)

1.6 Text Complexity

- a. Evaluate text complexity using quantitative tools and measures, as well as knowledge of qualitative dimensions such as levels of meaning, structure, language conventionality and clarity, and background knowledge demands
- b. Identify levels of text complexity within grade band ranges
- c. Apply knowledge of reader variables such as language, motivation, background knowledge, skill levels, and experiences, as well as task variables such as purpose and complexity when matching readers to a text and task

(California’s Common Core State Standards for English Language Arts, RL.6–12.10, RI.6–12.10, Appendix A: Reading)

Domain 2: Language, Linguistics, and Literacy

Candidates demonstrate knowledge of the foundations and contexts of the language, linguistics, and literacy contained in California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010) and the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The diversity of the California student population requires the candidate to understand the principles of language acquisition and development. Candidates must become knowledgeable about the nature of human language, language variation, and historical and cultural perspectives on the development of English. In addition, candidates must acquire a complex understanding of the development of English literacy among both native and non-native speakers. Candidates will be able to:

2.1 Human Language Structures

- a. Demonstrate knowledge of the nature of human language, differences among languages, the universality of linguistic structures, and language change across time, locale, and communities
- b. Demonstrate knowledge of word analysis, including sound patterns (phonology) and inflection, derivation, compounding, roots and affixes (morphology)
- c. Demonstrate knowledge of sentence structures (syntax), word and sentence meanings (semantics), and language function in communicative context (pragmatics)

(California’s Common Core State Standards for English Language Arts, L.6–12.3–4)

2.2 Acquisition and Development of Language and Literacy

- a. Explain the influences of cognitive, affective, and sociocultural factors on language acquisition and development
- b. Explain the influence of a first language on the acquisition of a subsequent language
- c. Describe methods and techniques for developing academic literacy (e.g., tapping prior knowledge through semantic mapping, word analogies, cohesion analysis)

- d. Demonstrate the ability to consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of words and/or determine or clarify their precise meaning, part of speech, etymology, and/or standard usage
- e. Apply knowledge of general academic and domain-specific words and phrases
- f. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology
- g. Describe and explain cognitive elements of reading and writing processes (e.g., decoding and encoding, constructing meaning, recognizing and using text conventions of different genres)
- h. Explain metacognitive strategies for making sense of text (e.g., pre-reading activities, predicting, questioning, word analysis, concept formation)

(California’s Common Core State Standards for English Language Arts, W.6–12.4–5, L.6–12.3–4)

2.3 Grammatical Structures of English

- a. Identify methods of sentence construction (e.g., sentence combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers)
- b. Analyze parts of speech and their distinctive structures and functions (e.g., noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations)
- c. Describe the forms and functions of the English verb system (e.g., modals, verb complements, verbal phrases)
- d. Recognize conventions of English orthography and changes in word meaning and pronunciation

(California’s Common Core State Standards for English Language Arts, L.6–12.1)

Domain 3: Composition and Rhetoric

Candidates demonstrate knowledge of the foundations and contexts of the composition and rhetoric contained in California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010) and the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. Candidates face dynamic challenges in the domains of oral and written communication. They must make appropriate use of current text-production technologies and develop awareness of patterns of communication used by diverse social and cultural groups. Candidates are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence options, standard usage conventions, and advanced research methods as needed. Candidates develop skills and confidence in public speaking.

Candidates will be able to:

3.1 Writing Processes (Individual and Collaborative)

- a. Reflect on and describe their own writing processes
- b. Develop and strengthen writing as needed by freewriting, planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience
- c. Clarify and record meaning using strategies such as creating graphic organizers, outlines, notes, charts, summaries, or précis

(California’s Common Core State Standards for English Language Arts, W.6–12.5–6)

3.2 Text Types and Purposes

- a. Recognize and use a variety of writing applications (e.g., argument, informative/explanatory text, narrative, business and technical documents, historical investigation)
- b. Demonstrate awareness of audience, purpose, and context
- c. Recognize and use various text structures (e.g., narrative and non-narrative organizational patterns)
- d. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)
- e. Demonstrate the ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- f. Apply rhetorical techniques to develop arguments, including appeals to logic through inductive/deductive reasoning and appeals to emotion or ethical belief
- g. Demonstrate the ability to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- h. Use evidence from literary texts to support analysis and reflection and to compose creative and aesthetically compelling responses to literature

(California’s Common Core State Standards for English Language Arts, W.6–12.1–3)

3.3 Production and Distribution of Writing

- a. Produce clear writing by employing precise and extensive vocabulary and effective diction to control voice, style, and tone
- b. Produce coherent writing by using clause-joining techniques (e.g., coordinators, subordinators, punctuation) to express logical connections between ideas
- c. Identify and use clausal and phrasal modifiers to control flow, pace, and emphasis (e.g., adjective clauses, appositives, participles and verbal phrases, absolutes)
- d. Identify and use devices to control focus in sentence and paragraph (e.g., active and passive voice, expletives, concrete subjects, transitional phrases)
- e. Demonstrate the ability to use technology, including the Internet, to produce,

publish, and update individual or shared writing products

(California's Common Core State Standards for English Language Arts, W.6–12.4–6)

3.4 Conventions of Oral and Written Language

- a. Apply knowledge of linguistic structure to identify and use the conventions of standard English
- b. Recognize, understand, and use a range of conventions in both spoken and written English, including:
 - ◆ Conventions of effective sentence structure (e.g., clear pronoun reference, parallel structure, appropriate verb tense)
 - ◆ Preferred usage (e.g., verb/subject agreement, pronoun agreement, idioms)
 - ◆ Conventional forms of spelling
 - ◆ Capitalization and punctuation
- c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

(California's Common Core State Standards for English Language Arts, L.6–12.1–3)

3.5 Research to Build and Present Knowledge

- a. Demonstrate knowledge of strategies for developing and applying research questions
- b. Demonstrate knowledge of methods of inquiry and investigation
- c. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and knowledge; and critically evaluate the quality of the sources
- d. Interpret and apply findings
- e. Integrate information into a written text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following professional conventions and ethical standards of citation and attribution, including footnotes and endnotes

(California's Common Core State Standards for English Language Arts, W.6–12.7–8)

Domain 4: Communications: Speech, Media, and Creative Performance

Candidates demonstrate knowledge of the foundations and contexts of the speech, media, and creative performance contained in California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (2010) and the Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2007) at a postsecondary level of rigor. Candidates have both broad and deep conceptual knowledge of the subject matter. The Reading/Language Arts Framework for California Public Schools (2007) puts consistent emphasis on analysis and evaluation of oral and media communication as well as on effective public speaking and performance. The

candidate must possess the breadth of knowledge needed to integrate journalism, technological media, speech, and dramatic performance into the language arts curriculum, including awareness of cultural approaches to communication. The candidate skillfully applies the artistic and aesthetic tools required for creative expression. Candidates will be able to:

4.1 Non-Written Communication

- a. Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate)
- b. Demonstrate knowledge of performance skills (e.g., diction, clear enunciation, vocal rate, range, pitch, and volume; gestures and posture; appropriate eye contact; response to audience)
- c. Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, public address)
- d. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone
- e. Identify and demonstrate collaborative communication skills in discussions (e.g., one on one, in groups, teacher led) and in a variety of roles (e.g., listening supportively, facilitating, synthesizing, stimulating higher level critical thinking through inquiry)
- f. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- g. Demonstrate knowledge of skills needed for planning and delivering a reflective narrative that explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes
- h. Demonstrate knowledge of skills needed for planning and presenting an argument that supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented

(California's Common Core State Standards for English Language Arts, SL.6–12.1, SL.6–12.3–5)

4.2 Media Analysis and Applications

- a. Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, Internet, film)
- b. Recognize and evaluate strategies used by media to inform, persuade, entertain, and transmit culture, including rhetorical techniques such as logical fallacies, appeals to emotion, and analogies
- c. Analyze persuasive speech in media and understand the patterns of organization and the use of persuasive language, reasoning, and proof
- d. Identify aesthetic effects of a media presentation
- e. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- f. Demonstrate knowledge of how to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

(Visual and Performing Arts Content Standards for California Public Schools, Theatre, Grades 6–12, 5.0: Connections, Relationships, Applications; California’s Common Core State Standards for English Language Arts, SL.6–12.2, SL.6–12.5)

4.3 Dramatic Performance

- a. Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises)
- b. Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques, that reveal character and relationships
- c. Analyze dramatic works and use textual evidence to inform play production choices (e.g., direction, lighting, sound, costumes, scenery)
- d. Apply fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- e. Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, recitation)

(Visual and Performing Arts Content Standards for California Public Schools, Theatre, Grades 6–12, 1.0: Artistic Perception, 2.0: Creative Expression, 3.0: Historical and Cultural Context, 4.0: Aesthetic Valuing)

E. Review and Approval of Subject Matter Programs

A regionally accredited institution of postsecondary education that would like to offer a subject matter preparation program may submit a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities, but only Commission-approved subject matter programs will meet a prospective teacher's requirement for subject matter competence. Submissions are reviewed by a program review panel with guidance from Commission staff. Institutions are encouraged to support faculty and/or instructional staff with subject matter expertise in participating as members of program review panels.

Selection and Composition of Program Review Panels

Review panel members are selected based on their expertise in a particular subject area. Panel members are also expected to be knowledgeable about K-12 curriculum and instruction in California public schools. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative, and comprehensive. The Commission also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to guide and assist programs throughout the process.

Review of Preconditions: Commission staff typically review preconditions because preconditions address issues of compliance and not program quality. This review is done prior to initial program approval. Once the Preconditions have been determined to have been met, the program document is referred to the expert review panel for review against the program standards.

Review of Program Standards: Since the program standards address issues of program quality and effectiveness, each institution's response to the standards is reviewed by a review panel of subject matter experts. If the panel determines that a proposed program meets the standards, Commission staff will recommend the program for approval by the Committee on Accreditation.

If the program review panel determines that the program does not meet the standards, the document will be returned to the institution with an explanation of the panel's findings, including specific reasons for the findings. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain further information and technical assistance from Commission staff so that the program review process is as helpful as possible to colleges and universities.

If the Program Review Panel determines that minor or technical changes should be made by the program sponsor in order to meet the program standards, Commission staff will review the resubmitted document and recommend the program for approval by the Committee on Accreditation.

There is no penalty for programs that do not meet all subject matter program standards on the first try. However, an institution may not offer a program to prospective candidates until the program is approved by the Commission.

Appeal of an Adverse Decision: An institution that would like to appeal a decision of the staff regarding the preconditions review or of the program review panel regarding the standards review, it may do so by submitting the appeal to the Commission's Executive Director. The institution should include the following information in the appeal:

- A rationale for the appeal by the institution
- The original program document and the stated reasons of the Commission's staff and/or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).

The Executive Director may deny the appeal or appoint an independent review panel or present the appeal directly to the Commission for consideration.