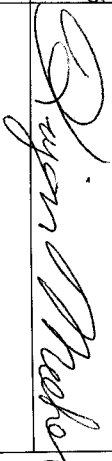

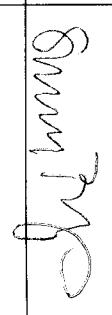
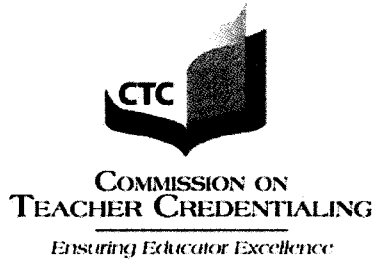


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PRESS RELEASE

FOR IMMEDIATE RELEASE
FRIDAY, JANUARY 29, 2010

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Commission Provides Guidance to Ease Path For Special Education Teachers

SACRAMENTO – The Commission on Teacher Credentialing, at its January 28, 2010 meeting, approved a report that provides guidance to special education teacher preparation programs considering comparable experiences and coursework as alternatives to their regular course offerings. The goal of the report is to promote flexibility and extend opportunities for credential candidates to demonstrate competencies gained through previous experiences. The report can be found at the following link: <http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2D.pdf>.

The report, *Comparability of Coursework for Sponsors of Special Education Teacher Preparation Programs*, is a result of Assembly Member Ruskin's 2008 bill, AB 2226.¹ The bill called for the Commission to assemble a workgroup to provide written guidance for special education teacher preparation programs as they considered the previous experiences and course work of credential candidates. The workgroup, whose members represented a wide variety of education organizations, determined that the evaluation process could include a broad range of possibilities such as courses taken at other universities, professional development, work experience, and life experience.

To illustrate how this process can be implemented, the report includes several scenarios. The report also offers guidance regarding the collection of evidence to support the comparability determinations and encourages clear and concise written agreements between the program sponsor and the credential candidate.

After approving the report and authorizing its transmittal to the Governor, Legislature, Secretary of Education and special education credential program sponsors, the Commission directed staff to work with the Commission's Committee on Accreditation in developing suggested guidelines that can apply to all credential preparation programs.

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¹ Chap. 233, Stats. 2008

Procedures for Organizations Transitioning Approved Clear Credential Programs from the Previous Standards to the Newly Approved Standards

Section 1: Two Phase Plan for Implementing the Proposed Revised Standards

CTC policy requires that the induction period should be the time when the beginning teacher puts pedagogical theories and content knowledge gained in a preliminary teacher preparation program into practice in an actual classroom while under the guidance of a trained provider of support. The program needs to be designed so that it is completed while the beginning teacher has his or her own classroom with K-12 students.

To facilitate this conceptual change in program, Commission staff has developed the following plan (see Table 1) for organizations transitioning their previously approved Clear Credential Programs to the newly approved standards (See Appendix A). Previously, individual courses were approved for use in the Fifth Year of Study Program and could result in a “piecemeal” approach to meeting the requirements. Under the new structure, program sponsors will offer a comprehensive Clear Credential program, rather than individual components.

Table 1: Two Phase Plan for Implementing the Proposed Revised Standards for the Multiple and Single Subject Clear Credential Programs

Activity	Date
Revised Clear Credential program standards adopted by Commission	June 2009
All Clear Credential programs begin to transition to programs addressing the newly adopted standards.	Beginning Fall 2009
Release of Submission Guidelines for Clear Credential Programs including Clear Credential Program Standards Program Planning Questions	December 2009
Technical Assistance meetings to explain design features of programs addressing the new standards	Beginning January 2010
All Clear Credential Programs submit responses to Program Planning Questions (Phase 1 submission)	March 15, 2010
Feedback is provided to programs submitting their program design responses	April/May 2010
All Clear Credential Programs submit more detailed responses to Program Standards (Phase 2 submission)	July 15, 2010
Programs may only accept candidates to the revised Clear Credential program. All Clear Credential Programs implement program that addresses new standards	Beginning Fall 2010

Section 2: Background for Clear Credential Program Standards Revision and Discussion of Change in Program Design

The vision of SB 2042, based on the recommendations of the precursor SB 1422 (Chap. 1254, Stats. 1992) panel, was to conceptualize the learning to teach continuum as three years of situated learning. The one-year preliminary preparation program was envisioned as the phase when the individual would acquire the initial knowledge, skills, and abilities to be a teacher. The following two-year induction phase would be the time when the beginning teacher would put pedagogical theories and content knowledge into practice in an actual classroom, under the guidance of a trained support provider. Induction is designed to be completed while the beginning teacher is teaching in his or her own classroom with K-12 students.

Education Code § 44259 (c) requires that the minimum requirements for the professional clear Multiple or Single Subject teaching credential shall include completion of a program of beginning teacher induction. If neither a BTSA Induction nor an IHE Induction program is available to a beginning teacher, then an approved Clear Credential program meets the preparation requirement for a Clear Credential.

In 2006 the Governor signed SB 1209, an omnibus education bill, with impact on thirty different provisions of the Education Code. The bill took effect January 1, 2007, but many of the activities directed by this legislation were not effective until later in 2007 or 2008. The law redirected the requirements for Clear Credential programs (both Induction and Clear Credential programs) to focus on the application of knowledge and skills previously acquired in a preliminary credential program.

Modification of Clear Credential Program Standards

On November 12, 2008 a stakeholder group from the induction and university communities met to review the new Induction standards, to discuss the issues related to both Induction and the Clear Credential programs, and to propose final revisions to the Clear Credential program standards. The group reviewed the previous Clear Credential program standards and the newly adopted Induction program standards to be able to make recommendations for future Clear Credential program standards.

Table 2 provides a comparison of the previous Clear Credential program standards, the 2008 adopted Induction program standards, and the 2009 Clear Credential program standards.

A Clear Credential Program is defined as a program of course work consisting of a minimum of 30 semester units beyond the bachelor's degree, or a master's degree completed at a regionally-accredited college or university. The coursework or degree is to be in a field of study designed to improve the teacher's competence and skills and may be in the field of education as well as other related areas.

The Clear Credential Program (course work beyond the bachelor's degree) may be initiated **prior** to or **after** the issuance of a Preliminary Multiple or Single Subject Teaching Credential.

Following are the types of preparation meeting the requirement:

1. Study undertaken to complete an approved program of professional preparation.
2. Additional subject matter preparation.
3. Completion of an approved program for an advanced or specialized credential.
4. Pursuit of a master's or higher degree in education or related areas.
5. A program of in-service training for which college or university credit is given.

In addition, as part of the Clear Credential Program, opportunities for participants to demonstrate effective teaching that addresses the pedagogy and universal access standards, through coursework and/or fieldwork, **after** the issuance of the Preliminary Multiple of Single Subject Teaching Credential, must be provided.

Table 2: Comparison of Adopted Clear Credential, Induction, and Proposed Clear Credential Program Standards

Previous Clear Credential Program Standards	Induction Program Standards (2008)	Clear Credential Program Standards (2009)
<i>Program Standards: A) Programs Exhibit Effective Design Principles</i>		
	1: Program Rationale and Design 2: Communication and Collaboration 3: Support Providers and Professional Development Providers 4: Formative Assessment System	1: Program Rationale and Design 2: Communication and Collaboration 3: Support Provided to Participating Teacher 4: Systematic Formative Assessment
<i>Program Standards: B) Programs Provide Opportunities for Participants to Demonstrate Effective Teaching</i>		
1: Advanced Study of Health Education 2: Advanced Study of Teaching Special Populations 3: Advanced Study of Using Technology to Support Student Learning 4: Advanced Study of Teaching English Learners 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy 6: Advanced Study of Supporting Equity, Diversity, and Access to the Core Curriculum	5: Pedagogy 6: Universal Access: Equity for all Students	5: Pedagogy 6: Universal Access: Equity for all Students

Guidance for Approved Clear Credential (5th Year of Study) Preparation Programs

Completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential. However, if a beginning teacher is eligible for induction but an employing agency verifies that induction is not available, he or she may complete a Commission-approved clear credential program. An employing agency is defined in regulation as public school districts, county offices of education, schools that operate under the direction of a California state agency, nonpublic, nonsectarian schools and agencies, charter schools and private schools.

The employing agency will determine if the beginning teacher completes an induction program or is eligible to complete an approved clear credential program. A *Verification of Unavailability of a Commission-Approved Induction Program* (Form CL-855) must be completed by the employing agency to allow a beginning teacher with a multiple subject or single subject credential issued on or after August 30, 2004 to complete an approved clear credential program.

Note: For a district or county office of education, this form must be signed by the district or county superintendent or his or her designee. For programs sponsored by a private K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency, the individual legally authorized to sign documents on behalf of the organization or a designee will be responsible for signing this form.

It is the responsibility of the college or university admitting a teacher into an approved clear credential program to require that the individual provides documentation from an employing agency verifying that induction is not available to them and they may, therefore, complete an approved clear credential program. The approved clear credential program must submit the recommendation for the clear credential once the individual completes the clear credential program.

Completion of the Clear Credential Program

Approved program sponsors will determine that the candidate has completed the required minimum number of units consistent with the types of preparation described above. If a program sponsor wishes to make an equivalency decision about one or more courses or other experiences such as prior completion of formative assessment while participating in a BTSA induction program, it must be based upon course work or experience completed after the issuance of the preliminary credential. When the candidate finishes the clear credential program, the program sponsor will submit the candidate's application, credential fee, supporting materials and recommendation for.

Section 3: Preparing Responses to New Program Standards: A Two Phase Process

Phase 1: Submittal of Response to Program Planning Questions As a first step, program sponsors will need to provide responses to the program planning questions included in Appendix B. Program sponsors should provide sufficient information to the Commission about how the program is designed to address the new standards. The goal in writing the response to these

questions should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, in terms of depth, breadth, and sequencing of instructional and field experiences, as he or she progresses through the program, and what he or she will know and be able to do and demonstrate, at the end of the program. The Commission staff will be offering technical assistance meetings beginning in January 2010 to explain design features of programs necessary to address the new standards.

The written response to the questions should be organized in the same format as the questions themselves. Responses should not merely reiterate the questions. The submission, in electronic form, is due March 15, 2010.

Reviewers will read the organizational responses and provide feedback to institutions by May 1.

Phase 2: Submittal of Response to Common Standards and Program Standards

Common Standards If an institution's full response to the 2008 Common Standards has been submitted, reviewed and approved, then the Institution's program sponsor need only submit an addendum addressing any information that is specific to the Clear Credential teacher preparation program relative to the institution's recently submitted Common Standards.

For example:

- Standard 1 Who in the Unit will have *leadership* responsibilities for this program?
- Standard 2 How will evaluation of this program fit into the Unit *Assessment System*?
- Standard 3 How will this program be supported with *resources*?
- Standard 4 What will be the criteria for selection of *faculty and instructional personnel for this program*?
- Standard 5 Are there particular *admission criteria* for the clear program?
- Standard 6 How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be *guided and supported*?
- Standard 7 What will the *field experiences and clinical practice* include? How will sites be selected and evaluated?
- Standard 8 What will be the criteria for selection of *district-employed supervisors*?
- Standard 9 What will be the program *assessments used to determine candidate competence* as they move through the program?

Program Standards Program proposals must provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence. Evidence and assessment tools must be incorporated to indicate how the candidate demonstrates competence.

The written text should be organized in the same format as the standard itself. Responses that do not address each portion of each standard will be considered incomplete. Responses should not merely reiterate the standard. They should demonstrate *how* the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation.

Suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or graphic organizers showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments
- Current catalog descriptions

Review of Common Standards and Program Standards

The Commission expects the review panel to evaluate responses to each standard by considering 1) the quality and thoroughness of the response, and 2) whether sufficient supporting evidence has been provided by the institution to illustrate how the standard is addressed. For candidate competency standards, supporting evidence should illustrate when and how the standard is addressed in the candidate's program, and what outcomes or assessments will be used by the program to ensure that the candidates have mastered the competencies described.

Reviewers look for the following information:

1. **Does the narrative response to the standard address “how” the standard is being met?** For example: A sentence of the standard might read, “The teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.” The narrative might respond, “The teacher preparation program at XYZ College prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.” This does not state **HOW** the program is accomplishing the standard.
2. **Does the response meet the language of the standard?** Examples: The standard might ask for “multiple, systematic opportunities for candidates to...” The narrative may only provide one example, or the standard states that “candidates are required to demonstrate” and the response indicates that candidates listen to a lecture and read an article but it is unclear **how** candidates “demonstrate” the skill identified in the standard.
3. **Does evidence provided support the narrative response to the standard?** Examples: The narrative notes that candidates complete an assignment in a certain course, but there is no

mention of it in the syllabus. Or a specific lesson is taught in order to meet the standard, but it cannot be found in the syllabi representing all sections of the course.

Section 4: Transmittal Instructions

Sponsoring agencies should send the Transmittal Cover Sheet (1 page), which is included on the following page, along with their answers to planning questions and proposal(s). This cover sheet should be used for both submissions.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Responses to Common Standards (addendum) and Program Standards
- Appendices

Narrative Responses to Standards must include:

- Details on how the program will meet each standard
- Evidence to support each standard

Sponsoring agencies are required to submit **one electronic copy** of their proposal(s) including evidence to the following address:

Terence Janicki tjanicki@ctc.ca.gov

Attn: Clear Credential Program Documents

**Transmittal Cover Sheet for
Response to Planning Questions (Due March 15) &
Response to Clear Credential Program Standards (Due July 15)**

Do you plan on offering a Clear Credential Program as of Fall 2010?

Yes NO

Program Sponsor (Name of Institution and Department)

Complete the information below to help us plan for providing technical assistance in a timely manner and to provide a contact for feedback.

Contact Person: _____ **Title:** _____

Department: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Second Contact Person: _____ **Title:** _____

Department: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Submit to: Terence Janicki tjanicki@ctc.ca.gov

APPENDIX A

Multiple and Single Subject Clear Credential Program Standards (2009)

Category A: Programs Exhibit Effective Design Principles

Program Standard 1: Program Rationale and Design

The clear credential program incorporates 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 and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. The design is relevant to the contemporary and complex conditions of teaching and learning in California classrooms. It provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, preparation of individuals providing support to participating teachers, and program evaluation.

The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program collaborates with P-12 organizations to integrate clear credential program activities with district and partner organizations' professional development efforts.

Program Standard 2: Communication and Collaboration

The clear credential program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to a clear credential program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The clear credential program collaborates regularly with partner school and/or district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services or other personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the clear credential program and administrators establishes a professional, educational community, ensuring structures that support the activities of the program and coordinating additional site/district professional development opportunities. Programs communicate with site/district administrators regarding the importance of new teacher

development and working conditions that optimize participating teachers' success. In order to effectively transition the new teacher from induction to the role of professional educator the program communicates with site administrators regarding effective steps to ameliorate or overcome challenging aspects of teachers' work environments.

Program Standard 3: Support Provided to Participating Teacher

The program selects, prepares, and assigns individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program.

The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. The program ensures ongoing and regular support to meet the individual needs of the participating teacher. The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the *California Standards for the Teaching Profession, Effective Teaching Standards* (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.

The program has defined criteria for assigning individual(s) providing support to participating teachers in a timely manner. Clear procedures are established for adjusting support when there is evidence from the participating teacher or the program that support is ineffective.

The program regularly assesses the quality of services provided by those who support participating teachers. The program leaders provide formative feedback on their work, retaining only those who meet the established criteria.

Program Standard 4: Systematic Formative Assessment

The clear credential program utilizes systematic formative assessment to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's systematic formative assessment is characterized by a plan-teach-reflect-apply cycle. The formative assessment, designed to improve teaching practice, is based on *California Standards for the Teaching Profession* (CSTP) and aligned with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared individual providing support and/or other colleagues as designated by the clear credential program.

Participating teachers and individuals providing support collaborate to develop a professional growth plan based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results. The plan guides the activities to support growth and improvement of professional practice in at least one content area of focus. The plan is a working document, and is periodically revisited for reflection and updating.

Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching

Program Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Applicable technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety issues.

Program Standard 6: Universal Access: Equity for All Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. Teachers support academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, participating teachers examine and minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

Program Standard 6: Universal Access: Equity for all Students (continued)

a) Teaching English Learners

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, referral, and redesignation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their assessment of students' language proficiency, culture, level of acculturation, and prior schooling.

b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners, and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral, and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, and using assistive and other technologies).

Appendix B
Multiple and Single Subject Clear Credential Program Standards
Program Planning Questions (2009)

Program Standard 1: Program Rationale and Design

1. How will our program provide systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program?
2. How will our program include intensive individualized support and assistance to each participating teacher?
3. How will our program design include an inquiry-based systematic formative assessment that is built upon the California Standards for the Teaching Profession?

Program Standard 2: Communication and Collaboration

1. How will collaboration occur between our clear credential program and administrators establishing a professional education community ensuring a) structures that support induction activities and b) coordination with additional site/district professional development?

Program Standard 3: Support Provided to Participating Teacher

1. How does our program monitor the selection, training, and assignment of those persons providing support?
2. How does our program create matches between of those persons providing support and candidates in regards to credentials held, subject matter knowledge, orientation to learning, relevant experience, current assignments, and geographic proximity?
3. What structures will be offered providers to have time to meet together for networking, refining and assessing skills, problem solving, and reflecting on teaching?

Program Standard 4: Systematic Formative Assessment

1. What is the plan for developing and implementing an Individual Induction Plan (IIP) for each candidate? How does the program know that each IIP is periodically revisited for reflection and updating? In what ways does our program support candidates in identifying specific strategies for achieving their professional development goals, selecting professional development activities, documenting progress toward their goals and then revising goals for future development?
2. How will our systematic formative assessment utilizes the professional norms of inquiry, collaboration, data-driven dialogue, and reflection?
3. How will our program communicate to support providers and candidates a clear understanding of the use of the CSTP, academic content standards and Standards 5 and 6 to support self-assessment, observation, analysis of student work and planning and delivering instruction?

Program Standard 5: Pedagogy and Program Standard 6: Universal Access

1. How will our program provide opportunities for participants to demonstrate effective teaching in those skills listed in Standards 5 & 6

