

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

DDESS DEI FASE

[The body of the document is almost entirely obscured by heavy horizontal black redaction bars. Only a few faint lines of text are visible through the gaps.]

Procedures for Organizations Transitioning Approved Clear Credential

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.

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

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

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.

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

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?

The written text should be organized in the same format as the standard itself. Responses that do

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.

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.

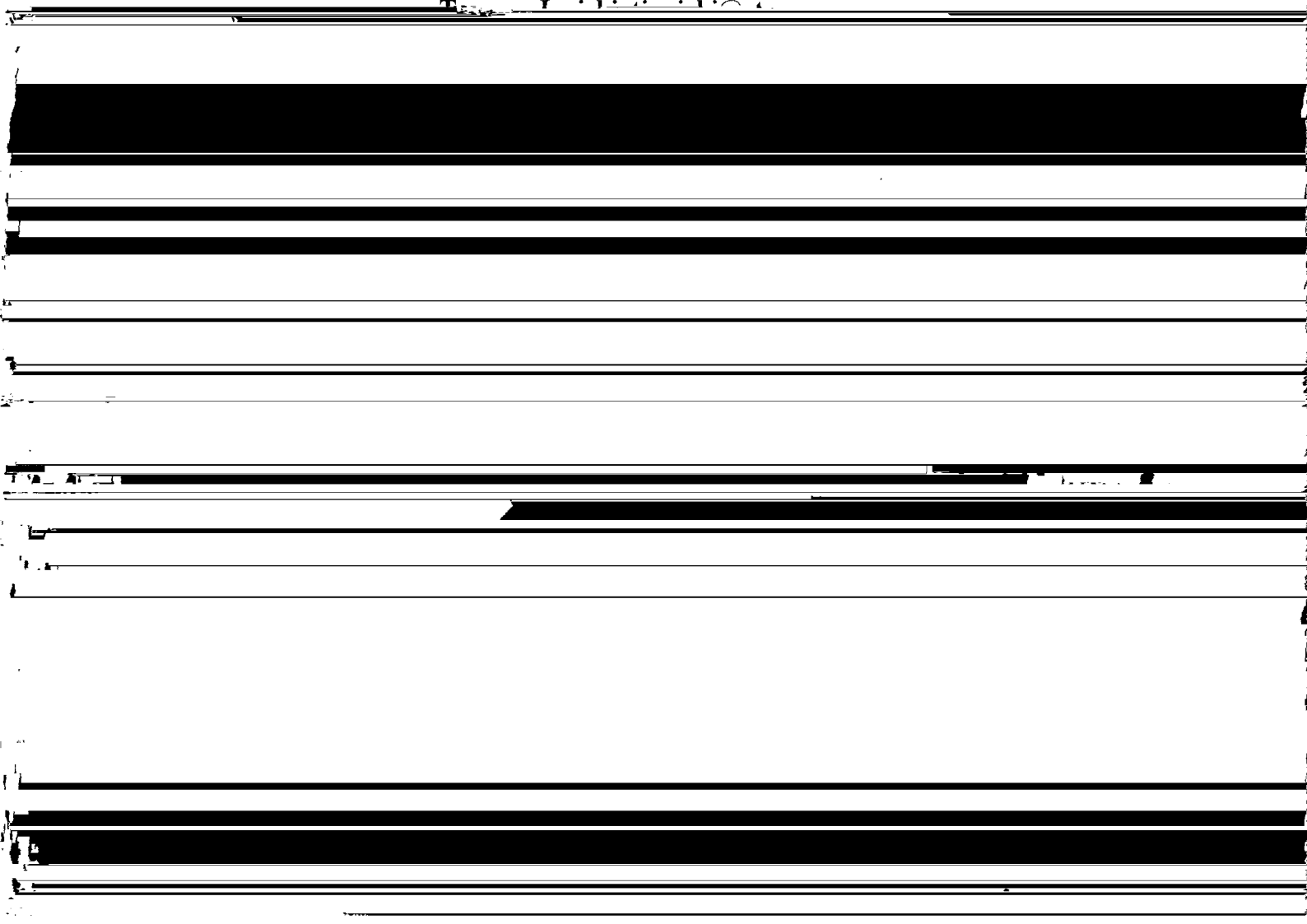
Each proposal must be organized in the following order:

- 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:



**Transmittal Cover Sheet for
Response to Planning Questions (Due March 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: _____

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

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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).

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

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

credential program?

2. How will our program include intensive individualized support and assistance to each participating teacher?

