

# New Discipline Proposal - *Teacher Education*

## Frequently Asked Questions (FAQ's)

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Background Information for  
Resolution 10.03 S13

### 1) Why is this new discipline needed?

This proposal seeks to create a new discipline within the California Community College System titled: Teacher Education. The rationale for this proposal is based on the following:

- 1) The expanded role of the community colleges in K-12 teacher preparation has resulted in an expansion of the education curriculum offered and articulated with CSU, UC, and California Independent Colleges and Universities. Extensive partnerships with CSU's, UC's, and unified school districts have expanded coursework in our colleges that prepares students for multiple-subject, single-subject, education specialist (special education), and designated subjects/CTE credential programs.
- 2) The content of these teacher education courses and the articulation agreements with universities require faculty to possess expertise in K-12 teacher preparation requirements, state content standards, state teaching performance expectations, effective teaching methods and pedagogical practices, and possess experience in a K-12 setting. It is the expectation of universities accepting our courses that the community college faculty teaching these courses meets similar qualifications as their faculty and qualifications established by state and national accreditation standards.
- 3) Although a current Education discipline exists within the community colleges, the minimum qualifications are too broad, do not specify K-12 teaching experience and do not align with state and national teacher preparation program accreditation standards. A proposal to change/narrow the minimum qualifications for the existing Education discipline was previously rejected in 2011.

### 2) Is it intended to replace Early Childhood Education/Child Development's role in preparing teachers?

No! The opposite is true. This discipline is intended to add to the breadth and depth of the education curriculum and enhance the role that CA Community Colleges play in preparing teachers. The ECE discipline is thriving, well-organized, and has done a remarkable job over the years aligning state curriculum, developing student pathways that align to state permit requirements, and with the articulation of the child development curriculum with the CSU's. Our goal is to work with our ECE faculty colleagues to build distinct pathways and strong articulation agreements aligned with K-12 teacher training requirements for students wanting to teach in public elementary and secondary schools.

Through our work over the past 10+ years with CSU/UC/Private-Independent College's of Education and with the state Commission on Teacher Credentialing, clear and distinct differences reside between the preparation of K-12 teachers and ECE educators in the area of credential requirements, required competency testing and fieldwork experiences, grade level content standards, teaching performance expectations, teaching performance assessments, etc.

It is essential that the faculty that teach courses that prepare students for these credential programs possess expertise in K-12 teacher preparation requirements, content standards, effective elementary and secondary teaching methods and pedagogical practices, and possess experience in a K-12 setting.

The goal of this proposal is to develop a home discipline within the community colleges for the faculty and curriculum that prepares these students for multiple subject, single subject, special education, and/or designated subjects/CTE credential programs. *This discipline would complement and work collaboratively with the ECE faculty to strengthen the role community college's play in the preparation of CA's teaching force.*

### **3) Why not use the current Education discipline?**

Although a current Education discipline exists within the community colleges, the minimum qualifications are too broad, do not specify K-12 teaching experience and do not align with state and national teacher preparation program accreditation standards. Additionally, a proposal to change the minimum qualifications for the existing Education discipline was previously rejected in 2011.

### **4) What are the proposed minimum qualifications? How were they determined?**

The proposed MQ's for the Teacher Education Discipline are:

*Master's in education, teaching, special education, curriculum and instruction or in a recognized K-12 subject matter, AND hold or have held a state approved K-12 teaching credential, OR the equivalent.*

Having worked with University Colleges of Education on curriculum development, one of the most prevalent concerns raised by CSU faculty are the qualifications of community college faculty teaching courses that CSU accepts as satisfying pre-requisites or requirements for their credential programs. This concern stems primarily from requirements placed on their programs by Education Code & State and National Accreditation Standards.

In California, it is required that all programs that prepare K-12 teachers meet adopted preconditions. The adopted precondition for Professional Preparation Programs related to faculty is noted below:

Reference: Education Code Section 44227.5 (a) and (b). Rev. 3/13

*(9) Faculty and Instructional Personnel Participation.*

*All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area.*

Although community college teacher education programs do not specifically "lead to a credential", the coursework we offer, articulate with CSU/UC, and the programs that we are preparing our students for are held to these requirements. Therefore, it is imperative that we ensure that our faculty who teach these courses have earned a teaching credential and have public school experience.

This will ensure seamless articulation with our coursework, enhance faculty credibility, and advance the work of K-12 community college teacher education programs by ensuring that our curriculum is taught by faculty with the appropriate expertise and experience.

### **5) What qualifies as a master's in a 'recognized K-12 subject matter'?**

In addition to a master's in Education, Teaching, Special Education, and Curriculum and Instruction, the discipline MQ's also allows for broader faculty participation by including faculty with a masters in a 'recognized K-12 subject matter' and a teaching credential.

This portion of the MQ provides faculty with a masters in subject-specific disciplines (and a state credential) to teach coursework in this discipline. These include a broad range of disciplines/subject areas that are taught in K-12 schools. Below representative list of these areas as recognized by the Commission on Teacher Credentials ([www.ctc.ca.gov](http://www.ctc.ca.gov)):

Agriculture  
Art  
Biological Sciences  
Business  
Chemistry  
English  
Health Science  
Home Economics (including Child Development, Nutrition)  
Industrial and Technology Education  
Languages other than English (Foreign Languages)  
Mathematics  
Music  
Physical Education  
Physics  
Social Science (including history, sociology, geography, psychology, political science)

**6) Is Child Development included as part of these MQ's?**

Yes! In addition to being a recognized subject area as part of Home Economics, Child Development is also a specified sector for the Designated Subjects CTE Credential. So, someone with a Master's in Child Development and a credential would meet the MQ's.

*Note: This is a change from the response provided at the Fall 2012 discipline hearing following much research and consultation with the CTC and CSU.*

**7) If the credential is so important, than why allow "Or the equivalent"? Does that make the credential optional?**

No. The critical element that we are seeking in faculty who teach this discipline is the expertise, experience, and pedagogical training that is associated with the earning of a K-12 teaching credential (in addition to the Masters). However, our understanding of the "Or the equivalent" at the end of the minimum qualification statement does not make it optional, signify its lack of importance, or means 'less than qualified". This is consistent with the Academic Senate's position on equivalency:

"Equivalency is a term used in the Disciplines List, a list of Board of Governors adopted minimum qualifications for hiring faculty. District equivalency policies recognize three ways of demonstrating equivalency: 1) course work, 2) work experience, and 3) eminence in the field (a subset of experience). A combination of the three may be recognized. But whatever the means are for making determinations, equivalency should never mean less than the qualifications specified on the Disciplines List. Because the equivalency process was created by AB1725 and chaptered into the California Education Code, districts are not free to ignore provisions within the law." - From *Equivalence to the Minimum Qualifications*, 2006

We have full confidence that colleges will be able to identify and/or recruit faculty who meet and/or exceed the minimum qualifications stated for this discipline and the need for determining equivalency will not be necessary. California possesses one of largest teaching forces and currently has over 300,000 credentialed teachers. A significant portion of those teachers have earned graduate degrees. This only accounts for a small portion of the available faculty when you consider retirees or folks who have left the classroom to work in other areas of education (higher education, educational administration, government agencies, etc). So, we don't anticipate a shortage of qualified candidates.

However, our rationale for allowing “or the equivalent” to the Masters AND K-12 Credential is to offer more flexibility to the colleges and to not limit a programs ability to serve students. This also aligns this discipline with same flexibility as every other discipline on the CCC MQ list:

“In summary, Title 5 §53430 provides that all faculty hired to teach for-apportionment community college courses must possess skills and capabilities equivalent to a variety of degrees. Having the required degree simplifies things greatly, but conversely, not allowing for equivalent options can greatly limit a program’s ability to serve students.”

- “Minimum Qualifications Equivalency Standards and Criteria – A New Journey, (April 2010, North, Wheeler, Chair, Standards and Practices Committee)

**8) What would be the equivalent to the K-12 credential?**

As with other disciplines and as outlined by the Academic Senate in “Equivalencies to Minimum Standards – A Presentation for the Academic Senate Fall 2006 Plenary” by Greg Gilbert, the following should apply in determining equivalency at the local level:

- Only faculty in the discipline in question possess the academic expertise needed to determine qualifications in that discipline.
- The candidate seeking equivalencies should be measured by the same yardstick as a candidate who possesses the minimum qualifications.
- The three means of demonstrating equivalency are coursework, work experience, and eminence (or a combination of the coursework, work experience, and eminence.

In the case of the Teacher Education discipline, an example of a candidate that might meet an equivalency might be a candidate who completed a post-baccalaureate teacher education program (coursework) but never applied for the credential, took a job in private school where he/she worked as a teacher (experience), went back to school to earn a PhD in curriculum and instruction and has published scholarly articles on assessing state teacher performance expectations and competencies (eminence).

**9) What courses would be under this discipline?**

This discipline is intended to house those courses that prepare students for K-12 credential programs. The following is a **representative list** of the variety of K-12 teacher education courses now offered at the community colleges, their course content and transferability to CSU and UC that would fit in this discipline:

	CSU / UC TRANSFERRABLE	ARTICULATED WITH CSU AND/OR UC EDUCATION COURSE	COURSE CONTENT
<i>Introduction to Education</i>	X	TMC approved C-ID EDUC 200	Introduction to the field of education including historical and philosophical perspectives; school governance and funding; societal influences and student diversity; school curriculum standards; professional standards and teaching performance expectations. 45 hours of field experience in a local school is required.

<i>Introduction to Teaching and Learning in Diverse Contemporary Classrooms</i>	X	X	Addresses the qualities of an effective teacher, components and purposes of an effective professional portfolio, and critical issues in diverse contemporary classrooms. 10 hrs. field experience.
<i>Teaching in the Multicultural Classroom</i>	X	X	This is the first course en route to teaching as a profession. In addition to an introduction to the history of public education, the following topics are covered within the context of a multicultural/multilingual classroom: motivation, lesson design, teaching strategies, discipline and management and professionalism. A required guided observation of class components in the elementary and secondary schools is based on these last five areas.
<i>Elementary School Teaching</i>	X	X	This course provides an overview of the teaching profession for students who are considering a career in elementary school teaching. The course will address the philosophies of education, the history of education in America, the sociology of education, contemporary issues in education, and the role of education in American society. In addition, students will gain experience through 45 hours of required fieldwork in K-6 elementary classrooms. Students will divide the 45 hours of required fieldwork as follows: 20 hours in an ELL (English Language Learners) classroom, 15 additional hours will be spent at the primary school and the last 10 hours will be spent in a second elementary school.
<i>The Teaching Experience: Secondary Education</i>	X	X	Introduction to the history, philosophy, and sociology of secondary education. This course will cover the California Teaching Performance Expectation and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Students participate in 40 hours of structured observation and internship in a local secondary classroom.
<i>Personal Proficiency in Educational Technologies for Secondary Teachers</i>	X	X	Development of personal proficiency in educational technology to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication, presentation applications; Internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues.
<i>Roles and Responsibilities of the Special Education</i>	X	X	This course is designed to train persons who work as classroom paraprofessional/ teaching assistants in the public schools. The course provides an overview of

<i>Paraprofessional</i>			paraprofessional roles and responsibilities including legal, instruction, evaluation and behavioral issues. Supports current legislation for paraprofessionals.
<i>Classroom Practices for Diverse Learners</i>	X	X	Prepares individuals to assist teachers in various settings to support diverse learners (individuals who have disabilities, are second language learners, are gifted, etc.). Topics will include lesson planning, adapting academics: reading, mathematics, science, art, job coaching, behavioral support, etc.
<i>Introduction to Literacy Instruction</i>	X	X	This course is designed for students participating in the Teacher Education Program, students considering teaching as a profession and for prospective literacy tutors. The basic processes of literacy acquisition are presented. Instructional literacy strategies are introduced and essential competencies for delivering culturally relevant reading instruction to emerging readers are developed.
<i>Tutoring Reading and Math in Elementary Schools</i>	X		An examination of effective tutoring strategies, focusing on the support for reading skills of elementary age children. Students are placed in local K-8 classrooms to gain experience with school-age children.

**10) Would courses such as “Math for Educators” or “Earth Science for Educators” be in this discipline?**

No.

**11) Would all the courses listed in the TMC for Elementary Teacher Education be placed in this discipline?**

No, GE courses listed as part of a campus AA-T would remain in their respective content disciplines.

**12) What is ACCCTEP? And what are its goals?**

The Association of California Community College Teacher Education Programs (ACCCTEP) was formed in 2006 from a group of community college faculty (including several ECE faculty members) and program coordinators who had spent several years working in various capacities to strengthen the role of community colleges in preparing K-12 teachers. Many of the participants had begun this work in the late 90’s with the Teaching and Reading Development Partnership (TRDP) state grants, AmeriCorps, Teacher Preparation Pipeline grants, and other categorically funded programs collaborating with their local CSU’s to develop partnerships, articulated courses, and pathways for Integrated Teacher Education Programs.

ACCCTEP was formed to provide support for CCC Teacher Education Programs and is made of representatives from 30+ community colleges. It includes faculty who have been engaged in related work at the national, statewide, and local levels including a founding member and past president of the National Association of Community College Teacher Education Programs (NACCCTEP); a former commissioner on the Commission on Teacher Credentialing; current and

former CCC Academic Senate Executive Committee Members; FDRG members; and faculty who have represented the CCC's on statewide committees, legislative tasks force(s), and regional teacher education committees.

The primary mission of ACCCTEP is to promote the establishment, advancement and sustainability of quality teacher education in California community colleges as an essential component of higher education.

ACCCTEP's Goals and Objectives:

Goal I: Advocate for and promote the role of community colleges in teacher education.

Goal II: Establish and maintain a credible and collaborative voice to contribute to statewide teacher education policy-making.

Goal III: Develop and advance partnerships and pathways for community college teacher education.

Goal IV: Strengthen and sustain highly effective community college teacher education programs through collaboration.

Goal V: Promote the institutionalization of community college teacher education programs.

### **13) Why should faculty support this proposal?**

It is reported that nationally, 20% of K-12 teachers begin their education in a community college and that more than 50% of teachers attended community college for at least part of their education. In California, local studies have shown that 30%-40% of students in CSU credential programs begin their education as transfer students from a California Community College.

These students gain subject matter competence by taking History, Science, English, Math, Geography, Child Development, etc courses taught by community college faculty, in disciplines where we can ensure appropriate levels of expertise. This proposal seeks to establish that same level of discipline expertise for the courses and competencies they need as preparation for K-12 teacher education programs.

Our goal is to promote and advance the role of the Community Colleges in the preparation of California's K-12 teachers. However, in order to do this work, we need to ensure that the faculty who teach these courses, create and revise curriculum, and develop and monitor programs designed for students preparing for state approved and nationally accredited professional preparation programs have the appropriate academic/professional preparation and expertise. Just as other new disciplines have been supported and have thrived to create high quality, viable academic and career pathways for our students; it is our hope that the Teacher Education discipline can be embraced in the same way.