

GLOSSARY OF TERMS

Acceptable Courses for Subject Matter

To determine the acceptability of a particular course, official transcripts must indicate that the institution is accredited and that the course is non-remedial. Additionally, courses must be in a subject directly related to the core academic area in question. Education, education methodology classes, and courses outside the department of the core academic subject may be counted if the district/county determines that the course furthers the understanding of the subject matter contained in the State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks. To be acceptable, each course must be presented from an advanced standpoint and relate to secondary standards; consequently, personal enrichment-type courses are not generally acceptable..

Accredited Institution

For Elementary and Secondary Education Act (ESEA) compliance purposes, a college or university may be accredited by either a national or a regional accrediting agency. For example, the United States Department of Education (ED) accepts accreditation by the Accrediting Council for Independent Colleges and Schools for purposes of granting financial aid. This being the case, the units earned at such institutions should be counted for ESEA compliance.

Alternative Programs

California *Education Code (EC)* Section 44865 lists the following as alternative programs (further description can be found in the education codes in parentheses):

- (a) Home teacher (*EC* 51800 and sections following)
- (b) Classes organized primarily for adults (not covered under ESEA)
- (c) Hospital classes (*EC* 52531)
- (d) Necessary small high schools (*EC* 42280 and sections following)
- (e) Continuation schools (*EC* 48430 and sections following)
- (f) Alternative schools (*EC* 58500 and sections following)
- (g) Opportunity schools (*EC* 48630 and sections following)

- (h) Juvenile court schools (*EC 48645* and sections following)
- (i) County community schools (*EC 48660* and sections following)
- (j) District community day schools (*EC 48660* and sections following)

Approved Level 1 and Level 2 Professional Development Programs

If the teacher has less than 20 units in a core academic subject, the teacher must complete a Level 1 High Quality Professional Development Course **and** a Level 2 High Quality Professional Development Course in the core subject. Both levels must meet the High Quality Professional Development Specifications and be approved by the Superintendent of the local educational agency (LEA).

The content for the Level 1 and Level 2 Professional Development Courses for each subject are briefly outlined as follows:

Level 1 Professional Development

In Level 1, the teacher demonstrates an understanding of each set of State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks. At least 36 hours is required to substantively address subject matter content at this level.

Level 2 Professional Development

In Level 2, the teacher demonstrates a full understanding of each set of State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks from an advanced standpoint. At least 36 hours is required to substantively address subject matter content at this level.

California Commission on Teacher Credentialing

The California Commission on Teacher Credentialing (CCTC) is the licensing agency for all teacher preparation programs in California and issues all California teaching authorizations.

Subject Matter Program Standards for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competence in the subject matter they will be authorized to teach. To satisfy the subject matter requirement for the single subject credential,

candidates may complete an approved subject matter program or pass an examination. Such subject matter preparation programs must meet state preparation standards set by the CCTC, which are aligned with kindergarten through grade twelve content standards.

Subject Matter Examinations for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competence in the subject matter they will be authorized to teach. Such subject matter preparation examinations must meet Subject Matter Requirements set by the CCTC which are aligned with kindergarten through grade twelve content standards. A teacher may meet CCTC subject matter requirements by passing the appropriate subject matter examination(s) in lieu of completing coursework in a subject matter preparation program.

California Standards for the Teaching Profession (CSTP) 3 and 4.2

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students
- 4.2 Establishing and communicating learning goals for all students

California Subject Examinations for Teachers

The California Subject Examinations for Teachers (CSET) are a series of subject matter examinations for prospective teachers who choose to meet the subject matter competence requirement for certification by taking examinations. The examinations which were developed by the CCTC are offered in most credential areas.

Compliance, Monitoring, Interventions and Sanctions Program

The California Department of Education (CDE) is responsible for monitoring the implementation of the state plan of action to meet the ESEA teacher quality requirements. The Compliance, Monitoring, Interventions and Sanctions (CMIS) Program has been established by the California SBE to accomplish the monitoring task.

Consultation and Instructional Assistance Services

If a special education teacher provides only consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to meet the subject matter competence requirement of ESEA. These teachers may carry out activities such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. Additionally, the instructor does not have to meet subject matter competence requirements if he or she assists students with study skills or organizational skills, and reinforces instruction that the students with disabilities have already received from a teacher who is ESEA compliant.

Core Academic Subjects

The ESEA defines core academic subject areas as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. For the purposes of the VPSS program, social science encompasses civics/government, economics, history, and geography which aligns with California's single subject social science credential.

Local Educational Agency

The local educational agency (LEA) is a district, county office of education, or direct funded charter school.

Non-remedial units

Units must be from college level courses. Non-remedial courses are those which are applicable to a bachelor's degree or a higher degree at an accredited college or university. Courses taken as a college student that make up deficiencies in preparation for college work will not count. **Please note: A grade of "C-" or higher is required in every course used to meet these requirements.**

Secondary Setting

California Code of Regulations, Title 5, 6100(c) states, “The local educational agency shall determine, based on curriculum taught, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.” If the LEA designates that course as *secondary* for purposes of ESEA, then the teacher would use the options for secondary school teachers for verifying ESEA subject matter competence (see the HQT Guide¹)

Small Rural School Achievement Programs

Small Rural School Achievement (SRSA) Programs provide eligible LEAs with greater flexibility in using certain federal formula grant funds. They also may provide additional funds to support a wide range of activities that promote student achievement. Participation in SRSA programs is limited to those LEAs that meet the following criteria:

1. The district/county must have a total average daily attendance of less than 600 students **OR** serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; **AND**
2. The district/county must serve only schools that have a school locale code of 7 or 8 assigned by the ED’s National Center for Education Statistics **OR** be located in an area of the state defined as rural by a governmental agency of the state.

Special Education Programs

For the purposes of this document, special education programs are settings in which the special education teacher teaches two or more core academic subjects at the secondary curriculum level to students with disabilities who are **not** assessed against alternate achievement standards, regardless of the instructional setting (i.e. learning center, resource specialist program, special day class, self-contained class, itinerant, or rehabilitative program). **The setting is not the defining factor. It is whether or not the teacher provides the primary core academic subject instruction.**

A special education teacher who holds an ESEA compliant teaching authorization and is assigned to co-teach, collaborate and/or consult with a subject matter competent teacher of a specific core academic subject, is not required to demonstrate subject matter competence in a core academic subject to serve in that assignment. However, he or she may choose to demonstrate subject matter competence through the VPSS program. With regard to Non-Public Schools, please note the passage of Assembly Bill 1858, which changed

¹ Found at <http://www.cde.ca.gov/nclb/sr/tq/>

California *EC* Section 56366.1 (n)(1) to require non-public school staff to hold the same credentials required of public school teachers.

State Education Agency

The CDE is the state educational agency for California.

Undergraduate Major in a Core Academic Area

A major must be a collegiate major from an accredited college or university in a subject directly related to the core academic subject area.