



# **Adult Education Program Standards**

## **Commission on Teacher Credentialing**

**Standards Adopted**

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Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811

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Chula Vista Elementary School District

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Cheryl Hickey, Administrator of Accreditation, Professional Services Division  
Helen Hawley, Consultant, Professional Services Division

## **Advisory Panel for Adult Education Teachers**

**Rocky Bettar**

Director of Adult Education Services  
Rowland Unified School District

**Mike Brunelle**

Director—Career and Technical Preparation Department  
Sacramento City Unified School District

**Glenn Casey**

California Polytechnic University, San Luis Obispo  
Associate Dean of Education

**Crystal Gips**

Consultant  
California State University Chancellor's Office

**John Grisafe**

Adult Education Administrator  
Oxnard Adult School

**Bob Harper**

Adult Education Administrator  
Salinas Union High School District

**Cris Johnson**

Adult Educator  
California Teachers Association

**Ernest Kettenring**

Adult Educator  
California Federation of Teachers

**Margaret Kirkpatrick**

Adult Education Program Director  
University of California, Berkeley

**John Luster**

Teacher Educator  
National University

**John Mendoza**  
Director, Adult Education  
Redlands Unified School District

**Vicki Prater**  
Adult Education Consultant  
California Department of Education

**Mary Prather**  
Adult Education Administrator  
Association of California School Administrators

**Rebecca Seher**  
Adult Education Director  
Los Angeles County Office of Education

**Kathy Thompson**  
Adult Educator  
California School Boards Association

**David Williams**  
Adult Education Administrator  
Beaumont Adult School

**Susan Yamate**  
Adult Teacher Educator  
San Diego County Office of Education

# Standards of Quality and Effectiveness for Adult Education Teachers

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## Section I

### General Introduction

#### Introduction

In 1993 the Commission adopted the first standards for adult education teacher preparation pursuant to advisory panel recommendations. These standards defined a two-level program of preparation to be completed over a five year period. In April 2008, the Commission announced the establishment of the Adult Education Advisory Panel to recommend changes that would increase teacher supply, streamline credential requirements, and improve the quality of preparation to teach California students. The Panel was charged to:

1. Review and update adult education teacher preparation program standards to be consistent with current California statutes. Recommend updated standards and program requirements to the Commission.
2. Review adult education credential requirements to determine if they are appropriate to meet the need for teachers in today's adult schools. Recommend new or modified requirements where necessary.
3. Review credential types and authorizations for alignment to the new program standards. Recommend changes to the current types and authorizations consistent with these.

The panel completed the revisions of credential requirements and program standards in the winter of 2009 and field surveyed their recommendations in the spring of 2010. All standards were found to be somewhat important, important, or essential by more than 75% of the respondents. On November 4, 2010, the Commission approved the Designated Subjects Adult Education Standards.

#### The Adult Education Advisory Panel

In April 2008, the Commission directed staff to recruit an expert advisory panel to review and update the adult education credential requirements and the *Standards of Quality and Effectiveness for Designated Subjects Adult Education Programs*. The Commission solicited the field for applications and panel members were appointed by the Executive Director. As with all Commission work groups, the Commission selected a diverse representation of experts in the field, including those with expertise in teaching English learners, special education, and career technical education. A panel of seventeen members was selected, including representatives from the following stakeholder groups: California Teachers Association (CTA), California Federation of Teachers (CFT), California School Boards Association (CSBA), and Association of California Site Administrators (ACSA). In addition, the CSU and UC systems and the California Department of Education were invited to appoint liaisons to the panel. The Commission on Teacher Credentialing (CTC) is indebted to all of the education professionals who served on the CTE Advisory Panel for the successful development of new standards for preparing Career Technical Education Teachers. CTC believes strongly that the standards in this handbook will improve the teaching and learning for students in California's public schools.

The Panel began its work in summer 2008 and completed its recommendations for revisions to the credential requirements and program standards in January 2009. The recommended credential and draft standards were presented for information to the Commission in March and April 2009, at which time the Commission directed staff to conduct a field survey for the recommendations with the purpose of obtaining stakeholder input and to seek appropriate legislative changes for the requirements. The



results of the field survey were presented to the Commission in the October 2010 agenda item and the new standards were approved by the Commission on November 4, 2010.

### **Legislative Changes Pertinent to Adult Education Credentials and Programs**

On July 6, 2010, the Governor signed into law Assembly Bill 1374 (Chap. 36, Stats. 2010), a Commission sponsored bill to update the Adult Education Credential as recommended by the Adult Education Advisory Panel. AB 1274 amended EC §44260 and 44251 related to issuance of adult education teaching credentials. This bill does not contain an urgency clause and, therefore, is effective on January 1, 2011.

The new law did the following:

- Reduces the term of the preliminary credential from 5 years to 3 years.
- Moves the U.S. Constitution requirement from the preliminary to the clear credential.
- Reduces the years of experience required for non-academic subjects from 5 years to 3 years.
- Deletes section 44260.8 relating to the study of health education and computer technology and instead incorporates that language into section 44260.3 relating to requirements for the clear credential.
- Adds section 44251.2 with language asserting the Commission's policy of honoring the laws and regulations pertaining to credentials "in force" at the time statute is changed unless specific amendments are made to the contrary (aka, "grandfathering"). This language pertains to all credentials and is not limited only to Designated Subjects Adult Education credentials.

The Certification Division developed additions and amendments to Title 5 regulations (Sections § 80034 and 80036) to address the balance of the panel's recommendations. The regulation changes included the following recommendations made by the adult education advisory panel that were not included in AB 1374:

- Require submission of preliminary and clear adult education teaching credential applications through Commission-approved program sponsors;
- Change the 'non-academic' area to 'general subjects' and include the two new general subjects categories of Career Technical Education and Personal Development available on the Three-Year Preliminary and Clear Adult Education Teaching Credential issued pursuant to AB 1374;
- Reduce the number of hours required to equal one year of experience from 1500 to 1000 hours;
- Allow advanced industry certificates to qualify for one year of the three years of experience required to qualify for the Three-Year Preliminary Adult Education Teaching Credential in a career technical subject area, as determined by a Commission-approved program sponsor;
- Accept one year of teaching experience earned while holding a general education teaching credential toward the three years of experience required to qualify for the Three-Year Preliminary Adult Education Teaching Credential in a general subjects area; and
- Update the criteria to qualify for the academic subject area of English as a Second Language.

### **Implementation Plan for the Designated Subjects Adult Education Credential Program Standards**

Subsequent to approval of the new Adult Education Standards, Commission staff began the implementation process which would take place over two years. The major activities and dates for the standards implementation are outlined in the chart below.

<b>Activity</b>	<b>Date</b>
Adoption of the proposed standards by the Commission	November 2010
Release of an Program Sponsor Alert and technical assistance meetings regarding submission guidelines, and timelines for program revisions and document submission, including the final dates for: (1) programs to be approved under the newly adopted standards and/or discontinue courses under the old guidelines; and (2) transitioning candidates from the “old” programs to the “new” programs	January 2011
Adult Education Program Standards Handbook posted to CTC web site	January 2011
Program planning and revision activities; document preparation begins	January 2011 and ongoing
Process for review of institutional program documents submitted for approval, including training program reviewers	January 2011 and ongoing
COA approval of revised Adult Education credential programs recommended for approval	May 2011 and ongoing
Programs under old standards may no longer accept new candidates	January 31, 2013 or the date that the new program is approved
Programs that have not been approved under the new Adult Education (2010) Standards are no longer approved teacher preparation programs	July 1, 2016

This Handbook presents the standards that program sponsors will be expected to meet for program approval. The Commission will accept program submissions on a continual basis beginning February 2011.

### *Definition of Standards*

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers.

#### Standards

Standards are statements of program quality that must be fulfilled for initial or continued approval of educator preparation by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of educator preparation and authorization. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard. Experts in the area of the educator preparation will review proposals.

These standards are written in two parts. The first category of standards addresses issues of program design, governance, and quality. The second category of standards addresses preparation to teach all students in California schools, including candidate outcomes.

The standards include several statements that must be addressed for the standard to be met. The program standards specify “what” the program must do. In your response, the institution must explain “how” it will meet the standards. In writing to these standards, it is important to distinguish between the instruction the program provides and what candidates can demonstrate as a result of the instruction. Program Planning Prompts follow each program standard to clarify the nature of the standard and to help programs think about how to address the standard. Candidate outcomes follow each of the candidate competence standards. Programs must describe how each of these outcomes is taught to candidates and assessed.

All claims made about meeting the standards should be accompanied by evidence. Evidence that would help program reviewers understand the structure and quality of the program include program documents such as advising forms, announcements, and web pages. Evidence that would help program reviewers understand candidate competence includes course syllabi, assignments, and assessments. It is important to be specific about the evidence and to provide descriptions of it in narrative responses to the standards.

## Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. <http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>.

*The required Preconditions for the **Adult Education Program** are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-8.*

## Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

## **Program Standards**

### **Category I: Program Design, Governance, and Qualities**

#### **Standard 1: Program Design and Rationale**

The program of teacher preparation for the Designated Subjects Adult Education Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares adult education teachers to facilitate the achievement of all students' educational goals. The program consists of new teacher orientation and a minimum of 9 semester units or 135 hours of approved professional preparation through a local education agency, including a maximum of 3 semester units or 45 hours that consists of multiple, systematic, and developmental supervised instructional events and a culminating activity that reflects the candidate's growth, learning, and proficiency. The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. The program is aligned to current state teacher education and teaching standards and model content standards.

#### Program Planning Prompts

- A. What is the knowledge and research base on which the program is designed?
- B. How is the design of the program grounded in a rationale based on sound theory of andragogy, articulated clearly, and evident in the delivery of the program's coursework?
- C. How is the program coursework sequenced to support teacher development?
- D. How are the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the adult education teacher for the contemporary conditions of California adult education?
- E. How do the design of the program content and delivery systems reflect the standards and the program's theoretical basis?
- F. What opportunities does the program provide for adult education teachers to learn and demonstrate their competence according to current teacher education standards?
- G. How does the program design include planned processes for the comprehensive assessment of individual adult education teachers on all competencies addressed in the program?
- H. How does the program design take into account the diverse needs of all teachers to insure equity and access to the program, including the use of appropriate technology?

#### **Standard 2: Collaboration with Local Educators**

The program sponsor collaborates with the employer in the implementation of the preparation program for teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning teacher with the opportunity to develop all the necessary components of successful teaching.

#### Program Planning Prompts

- A. What is the effective and ongoing system of communication and collaboration between the program sponsor and the school where beginning teachers are employed or placed?
- B. How does the program sponsor collaborate with the employer in providing a common early orientation before or during the first calendar month of teaching?

- C. How do the employer and site mentor participate in the systematic documentation of each teacher's progress and competency?

### **Standard 3: Early Orientation**

Early orientation is designed to meet the needs of beginning teachers. The program sponsor offers early orientation before or during the first month of teaching that includes the introductory skills, knowledge and attitudes required for beginning adult education teaching success. The early orientation will provide an overview and awareness of teaching methods, adult education concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues. The program designs the orientation to meet the needs of all teacher candidates, including those who are not employed during the duration of their teacher preparation.

#### Program Planning Prompts

- A. How is an overview of instructional planning and effective andragogical strategies in a diverse learning environment addressed in the orientation?
- B. How is an overview of classroom management and its effect on the learning environment addressed in the orientation?
- C. How is an overview of legal and ethical responsibilities and school policies and procedures included in the orientation?
- D. What basic information on research-based teaching, evaluation and assessment for all students, including those with special needs (e.g. disabilities, English learners, gifted and talented) does the orientation cover?
- E. What delivery methods for the orientation are used to provide easy access for candidates?

### **Standard 4: Beginning Teacher Support, Supervision, and Advisement**

Throughout the preliminary credential process, the teachers' performance is guided, assisted, and evaluated in relation to the outcomes specified in Category II standards through support and supervision provided collaboratively by the program sponsor and the teacher's employer or site mentor. The program provides complete, accurate, and timely feedback to the adult education teacher candidate including information about their progress and competence. Supervisors and support providers of teacher candidates are experienced in teaching, trained in supervision and support of beginning teachers, and evaluated on their service to beginning teachers.

#### Program Planning Prompts

- A. How does the program ensure that supervisors and site mentors are selected based on successful teaching experience and knowledge of current educational practices?
- B. How does the program insure that supervisors are skilled in observation, analysis, and feedback techniques and in fostering learning among adults?
- C. How does the program address the Standards of Category II in the process of assistance and feedback?
- D. How does the program sponsor coordinate with the employer and site mentor to provide supervision and assessment of the teacher?
- E. How do site mentors give feedback to the candidates for success in teaching?
- F. How does the program insure that supervisors provide guidance for multiple, systematic and developmental instructional events?

## Category II: Candidate Competencies

### Standard 5: Foundations

Teachers study essential themes and concepts related to the adult education teaching profession, including knowledge of its history, funding, and governance and its role in public education. Teachers understand the role of adult education in serving those least likely to be served in other areas of education.

Adult Education teacher outcomes include abilities to:

- A. Identify relationships of historical, legal, social, political, and economic perspectives of Adult Education to education and society.
- B. Understand how adult education serves students in their roles as citizens, workers, parents, and family and community members.
- C. Describe the local, state, and federal structures of adult education and how these structures impact the adult education program.
- D. Understand adult education funding sources and structures and the importance of maintaining accurate records.
- E. Understand the role of adult education teachers in promoting adult education to the community.

### Standard 6: Adult Learning Theory

Teachers study essential concepts and skills related to the adult learning theory. Teachers develop knowledge of the characteristics of adult learners and recognize the diversity of adult learners' needs.

Adult Education teacher outcomes include abilities to:

- A. Demonstrate knowledge of the principles and practices of andragogy in the classroom.
- B. Understand a range of appropriate theories for adult learning, including adult developmental stages, brain-based learning, and self-directed learning.
- C. Access current research regarding adult learning theories.
- D. Articulate a personal teaching philosophy based on theories of adult learning.
- E. Understand the relationship between adult learning theories and diverse adult learner needs.

### Standard 7: Interpersonal Relationships and the Learning Environment

Teachers model respect and promote positive interpersonal relationships to create a positive and inclusive learning environment in the school and classroom. Teachers use motivation, group facilitation, and conflict resolution skills to increase self-efficacy and self-directed learning. Teachers foster openness and trust with and among all students in the classroom. Teachers facilitate the development of clear expectations for social interaction in the classroom, understanding the role that culture plays in the learning environment.

Adult Education teacher outcomes include abilities to:

- A. Demonstrate strategies to foster self-esteem and respect.
- B. Demonstrate the ability to relate to and communicate effectively with students in a positive manner.



- C. Demonstrate group facilitation and conflict resolution skills.
- D. Analyze students' background, experiences, languages, skills, and abilities to build a collaborative learning community.

### **Standard 8: Curriculum and Instructional Planning**

Teachers develop curriculum and plan instruction to assist all students in the development of cognitive, affective and psychomotor skills appropriate to course content. Each teacher prepares units and lesson plans, including learning outcomes and appropriate student assessment techniques that are aligned to students' individual needs and interests and the current content standards, taking into account the learners' cultures and backgrounds. Teachers adapt curriculum and instruction to accommodate students' special needs.

#### Adult Education teacher outcomes include abilities to:

- A. Develop standards-aligned, relevant, and sequential curriculum that promotes and reflects critical thinking, interpersonal skills, and effective communication.
- B. Plan and adapt high level, challenging and culturally relevant curriculum to students' learning, physical, mental, or emotional needs.
- C. Consider appropriate resources and materials to the learning goals and objectives of the curriculum.
- D. Critically evaluate the objectivity and reliability of sources of information.

### **Standard 9: Using Education Technology in the Classroom**

Teachers select and use appropriate technology to facilitate the teaching and learning process for all students in the classroom. Teachers demonstrate the legal and ethical uses of education technology. Teachers appropriately use technology for accessing, analyzing, and managing information in the instructional setting.

#### Adult Education teacher outcomes include abilities to:

- A. Use appropriate technology to promote self-directed, project-based learning.
- B. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- C. Demonstrate basic operations and troubleshooting techniques to utilize classroom technology devices.
- D. Manage and analyze electronic data to improve instructional planning and delivery.
- E. Interact with students using electronic communication and a variety of technology-based collaborative tools.
- F. Convey issues of ethics, copyright, privacy, security, safety, and applicable policies for technology use.
- G. Identify appropriate technology resources to assist adults with disabilities.

### **Standard 10: Instructional Practices**

Teachers apply essential themes, concepts, and skills related to adult learning theories, to planning instruction. Using multiple domains of instruction, teachers apply effective teaching strategies. Teachers implement a variety of standards-based andragogical strategies, plan instruction, and select materials

appropriate to students' similarities, differences and exceptionalities including diverse learning styles, literacy and numeracy skills, and language needs.

Adult Education teacher outcomes include abilities to:

- A. Identify and analyze personal and institutional bias to increase cultural competence and instructional effectiveness.
- B. Develop outcomes-based learning objectives based on the learner's needs, interests and skill levels, including language in cultural contexts and other special needs.
- C. Differentiate instruction, taking into consideration cognitive, physical, social, cultural, and emotional characteristics of adults.
- D. Use a variety of systemic instructional strategies to make content comprehensible to English language learners.
- E. Adjust instruction based on analysis of student data, including testing, discussion, inquiry, and examination of student work to improve instruction and increase students' motivation.
- F. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, relevant classroom materials, and assessment data.
- G. Encourage students to identify learning goals, strategies, and self-evaluation criteria.
- H. Encourage and support students throughout the educational process, providing guidance as needed.
- I. Offer a variety of options for students to demonstrate the learning outcomes.
- J. Promote learning networks, discussion groups, and study circles among learners.
- K. Work collaboratively with students to select methods, materials, and resources for instruction.
- L. Facilitate the development of self-directed learning.
- M. Foster an environment that encourages positive student attitudes toward learning.
- N. Apply varied strategies that include problem solving, essential employability skills, and critical thinking skills.

**Standard 11: Assessing Student Learning**

Teachers will be able to use multiple measures for assessing student achievement, to improve instruction, guide learning, and plan further instruction. Teachers base student assessments on course content and objectives.

Adult Education teacher outcomes include abilities to:

- A. Align assessments to curriculum and instruction.
- B. Determine students' prior knowledge to define a learning sequence that establishes appropriate instructional objectives.
- C. Monitor student progress through varied formal and informal assessments, including cognitive, affective and psychomotor measures to determine student achievement of the course objectives.
- D. Evaluate the effectiveness of instruction and adjust instructional strategies based on student assessment data.
- E. Keep accurate records of student achievement to provide specific and timely feedback to students.

**Standard 12: School and Community Resources**

Teachers are able to recognize students' personal and academic challenges and to refer students to appropriate school and community resources available to support student learning. Teachers can advise and guide students in strategies to meet their goals.

Adult Education teacher outcomes include abilities to:

- A. Demonstrate an awareness of student assessment, placement, and guidance services and how students can benefit from such services.
- B. Demonstrate how to access services from appropriate schools, community organizations, and agencies to reduce barriers and improve student achievement.
- C. Assist students in identifying personal and career goals in adult education.

**Standard 13: Professional Responsibilities**

Teachers are aware of the responsibility to conduct themselves in a professional manner consistent with expectations for teachers in California public schools. Teachers develop a professional perspective by examining contemporary education issues, policies, and teaching practices.

Adult Education teacher outcomes include abilities to:

- A. Demonstrate knowledge of federal, state, and district legal and regulatory requirements as well as work site policies.
- B. Interact with a professional organization relative to adult education.
- C. Understand teacher rights and responsibilities.
- D. Understand the importance of keeping and maintaining accurate records in the classroom.
- E. Understand the importance of maintaining ongoing professional development activities.
- F. Initiate and maintain communication and relationships with adult education stakeholders.

# ATTACHMENT A

## Assembly Bill No. 1374

### CHAPTER 36

An act to amend Sections 44260.2 and 44260.3 of, to add Section 44251.2 to, and to repeal Section 44260.8 of, the Education Code, relating to adult education.

[Approved by Governor July 6, 2010. Filed with Secretary of State July 6, 2010.]

legislative counsel's digest

AB 1374, Brownley. Adult education: teaching credentials.

(1) Existing law establishes the Commission on Teacher Credentialing to, among other things, establish professional standards, assessments, and examinations for entry and advancement in the education profession. Existing law provides that a credential, certificate, or permit shall remain in force as long as it is valid and continues to be valid under the laws and regulations that were in effect when it was issued.

The bill would provide that a credential, permit, certificate, or other document that is lawfully issued by the commission would remain in force in accordance with existing laws and regulations, and would be exempt from new laws and regulations, except as specified.

(2) Existing law contains minimum specified requirements for the designated subjects preliminary adult education teaching credential. This bill would recast the adult credential for nonacademic and academic subjects and specify different requirements for nonacademic and academic subjects, as specified.

(3) Existing law contains minimum specified requirements for the 5-year renewal of the preliminary designated subjects adult education teaching credential.

This bill would recast the minimum requirements for the 5-year clear designated subjects adult education teaching credential, as specified.

(4) Existing law provides specified minimum requirements for the clear designated subjects adult education teaching credential.

This bill would repeal that provision.

*The people of the State of California do enact as follows:*

SECTION 1. Section 44251.2 is added to the Education Code, to read:  
44251.2. A credential, permit, certificate, or other document that is lawfully issued by the commission shall remain in force in accordance with the laws and regulations under which it was issued, and shall be exempt

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from new laws and regulations unless sections of this code are specifically amended to the contrary.

SEC. 2. Section 44260.2 of the Education Code is amended to read:  
44260.2. The minimum requirements for the three-year preliminary designated subjects adult education teaching credential shall be all of the following:

(a) For nonacademic subjects:

(1) Three years of adequate, successful, and recent experience in, or a combination of experience and education in, the nonacademic subject to be named on the credential.

(2) Possession of a high school diploma or the passage of an equivalency examination as designated by the commission.

(b) For academic subjects:

(1) A baccalaureate or higher degree from a regionally accredited institution of postsecondary education that includes a minimum of 20 semester units, or the equivalent quarter units, of coursework in the subject to be named on the credential.

(2) Passage of the state basic skills requirement pursuant to Sections 44252 and 44252.5.

(c) Satisfaction of the requirements for teacher fitness pursuant to Sections 44339, 44340, and 44341.

SEC. 3. Section 44260.3 of the Education Code is amended to read:

44260.3. The minimum requirements for the five-year clear designated subjects adult education teaching credential shall be all of the following:

(a) A valid three-year preliminary designated subjects adult education teaching credential.

(b) Two years of successful teaching, or the equivalent, as authorized by the preliminary designated subjects adult education teaching credential.

(c) A program of personalized preparation as approved by the commission.

(d) The study of health education as specified in subparagraph (A) of paragraph (4) of subdivision (c) of Section 44259.

(e) Completion of two semester units or passage of an examination on the principles and provisions of the United States Constitution, as specified in Section 44335.

(f) The study of computer-based technology, including the uses of technology in educational settings.

SEC. 4. Section 44260.8 of the Education Code is repealed.