

CTC Dance and Theatre Credentials, Next Steps

OCTOBER 1, 2018

ZOOM Call Documentation

In Attendance:

Jessy Kronenberg, CDEA	Teri Clark, CTC	Alicia Moseley, CSULA
Michael Despars, CETA	Carol Press, UCSB	Eric Engdahl, CSUEB
Robbie Shaw, Pasadena City College	Joe Alter, SDSU	Patricia Reedy, Luna Dance Institute
Bob Bleicher, CSUCI	Jeff Wallach, CDEA	Jake Shuler, CTC
Rebecca Bryant, CSULB	Carol Hovey, CETA	Kim Hoj, CDEA
Nicole Robinson, CDEA	Joe Landon, CAAE	Teresa Heiland, LMU
	Bonnie Lavin-Hughes, CSUCI	Beth Megill, Moorpark College
	Valerie Gutwirth, CDEA	

Agenda for CTC New Credentials ZOOM Call 10/1, 4:30 pm

- 1) Welcome and statement of goals for the call (Jessy)
- 2) CTC's Current Actions/Progress/Plans for the new credentials (Teri, Jake and Michael)
- 3) Clarification of Timeline from Today until Credentialed Dance and Theater Teachers are in the Field (Teri)
- 4) Action Items/Requests of Support from CTC for:
 - a) Potential University Host Sites
 - b) CDEA/CETA
 - c) Other stakeholders: Administrators/Districts/Teaching Artists/Junior Colleges, Community Orgs, etc
- 5) Plans for future meetings

VERY IMPORTANT UPCOMING VOLUNTEER OPPORTUNITY

First things first! Everyone interested in the Dance and Theater credentials needs to be invested in the new CA VAPA Standards. There's an important opportunity through the CA Department of Education to have your voice heard and actively participate in how these standards are communicated to educators in our state: apply to be on the committee for the VAPA Standards Framework from February to August of 2019. Call for writers open until October 15. More here: <https://www.cde.ca.gov/ci/vp/cf/>

ACRONYMS

CSET -- California Subject Examination for Teachers

This exam is a gateway into a Teacher Preparation Program (credential program). It assesses content knowledge but not knowledge of pedagogy. This exam will be developed by a panel of experts in partnership with Pearson.

SMR -- Subject Matter Requirements

Developed by the CTC and a panel of content-specific experts, based on the content-specific teaching standards as dictated by Ed. Code, used by undergrad programs to prepare students to become candidates for credential programs.

TPE -- Teaching Performance Expectations

Developed by CTC and panel of experts, used by credential programs to guide teacher preparation and prepare students for successful internships and the Teaching Performance Assessment. Coursework toward satisfying the TPEs includes topics such as content-specific pedagogy, working with English Learners, assessment, social-emotional development, special needs students, lesson planning, parent engagement, and other such skills necessary to be a successful teacher in CA public schools.

TPA -- Teaching Performance Assessment

An evaluation that happens toward the end of a candidate's time in a teacher preparation program that assesses their ability to teach content standards and confirm that they have met TPEs.

TWO OPTIONS FOR ENTERING A CREDENTIAL PROGRAM

- 1) A candidate can take and pass the CSET in Dance to prove mastery of SMRs
OR
- 2) A candidate can complete coursework through a Commission-approved Subject Matter Program (could be a "pre-teacher track" in a 4-yr program or a JC, etc.) -- often about 24 units-- and would thus waive the CSET

SUBJECT MATTER EXAMINATIONS

CA can not just wholecloth use the DELTA or the ETS Theatre PRAXIS because both assess knowledge of content-specific pedagogy alongside general content knowledge. According to CA law, our exams for entering credential programs (CSETs) are not to include content related to pedagogy -- the intention is that the prospective candidate will learn that information while in the Teacher Education Program and at the end of the program will pass the Teacher

Performance Assessment (TPA) to prove competence in pedagogy as well. The exam consists of Multiple Choice items and Constructed Response items.

That said, Washington State, (who also contracts with Pearson), has exams from which we may be able to cherry-pick certain test items as long as they align with our SMRs. Because the DELTA does not hold a contract with Pearson (and, according to Dale Schmid, is not designed to be cherry-picked) it will not be useful to CA as it develops its CSET for Dance.

A panel of subject-matter expert educators develop the exam in partnership with Pearson; incentives will be offered to encourage volunteers to take the exam early to determine the passing standard; those volunteers will not get a passing score for this pilot of the test; if you pilot the exam or are a part of its development, you have to wait 5 years to actually take it and earn a credential -- be forewarned.

EXPERT PANELS

The desire is for the panels to consist of a diverse group of dance educators (representing urban and rural districts from all regions of the state) who are all well-versed in the new CA VAPA Standards. They can be currently credentialed and teaching in the field as secondary teachers with Single-Subject credentials in PE, or Multiple Subject credentialed teachers who have focussed in dance with supplemental authorizations. They can be individuals from the private sector who also have a clear understanding of the new standards and use them in their own educational setting. Also, university and Junior College professors, again, who are experts in the CA VAPA standards.

Panels are for developing SMRs, TPEs, and CSETs.

“GRANDFATHERING”

The legislative language from SB 916, which was signed in to law in September 2016, states the following:

“A person issued a single-subject teaching credential in physical education before the establishment of a single-subject teaching credential in dance is authorized to teach dance.”

Also...

“Nothing in this section shall be construed to prohibit a school district from employing a person who holds a single-subject teaching credential in another subject with an authorization to teach... dance from teaching dance.”

CDEA continues to maintain this language as a basis for understanding the “grandfathering” agreements that accompanied the passage of SB 916 to establish single-subject credentials in Dance and Theatre in CA.

PE and English retain authorization for dance and theater (grandfathering) for those who obtained the PE or English credentials before the formal establishment of the new credentials.

The CTC will clarify the procedure it will utilize to adhere to this section of the law.

CDEA RECOMMENDATIONS

CDEA recommends that all dance educators in a public school setting in CA will obtain the Dance Credential, then add the PE credential, and perhaps a CTE credential in Arts, Media, and Entertainment to ensure ultimate flexibility in employment. Note: Anyone in CA who holds a current credential in any subject is eligible to add any other subject by passing the CSET and taking a methodology course.

CTC TIMELINE

- January 2019
 - State Board Adopts New VAPA Standards
 - Framework still in progress through 2019
 - A call for volunteer expert panels to form consisting of Dance and Theatre education professionals to develop the Subject Matter Requirements (SMRs) based on the new standards and the Teacher Performance Expectations (TPEs)
- January 2020
 - Adopt SMRs for Dance and Theatre
 - Adopt TPEs for dance and Theatre
 - Begin work to develop the CSETs
 - As SMRs and TPEs are developed undergraduate Dance and Theatre departments can work on their "waiver" programs: those CTC approved programs that will waive the need to take a CSET; CTC is streamlining the waiver process
- Summer 2021
 - Exams finished, tested, and ready for official use
- Fall 2021
 - First cohorts of candidates enter Dance and Theatre credentialing programs throughout the state
- May 2022
 - First cohort of Dance and Theatre credential candidates complete credentialing

THE ROLE OF THE UNDERGRADUATE/JUNIOR COLLEGE DANCE PROGRAM

The role of the undergraduate program in dance: offer coursework that covers all of the required content knowledge (Subject Matter Requirements) and is aligned to the new standards so that either the program prepares a student to pass the eventual CSET, or it qualifies for a waiver to avoid that step. Submit a proposal to CTC to offer Subject Matter Preparation in Dance. Ensure that all professors are aware of and integrating the new VAPA Standards into coursework. Apply to be on the Framework Committee for those new standards. Be in conversations with your School of Education to know what they will need from you in this process.

Once the SMRs are developed, each site will determine which courses cover these requirements. For sites interested in offering Subject Matter Preparation in Dance, consider the development of a “pre-teacher track” that covers these requirements noting that pedagogy coursework is not required before entering a credential program. Pre-teacher tracks in undergraduate dance and theater departments can be great recruitment tools to increase their enrollments.

Creating the undergraduate waiver programs is a rigorous process, and it is an area that sites should start working on now. It will take time to develop those courses, and get the approvals both at the university and CTC levels.

A Dance Minor program or potentially an AA in dance program could satisfy the requirements for a Subject Matter Program.

A POTENTIAL CHANGE ON THE HORIZON

The CTC is reviewing how it will assess subject matter in the future. Currently an undergraduate degree in a particular content area does not satisfy the subject matter requirement. This is to say that a BA in Dance would not be the same as completing the Subject Matter Program in Dance approved by the CTC at your particular site. The CTC is looking at this question of, “do we want a BA to satisfy the subject matter requirement?” This would require a change to the CA Education Code, home to the laws that govern public education in our state. A legislative change would have to be made to get a degree in dance to count toward fulfilling the Dance Subject Matter Requirement. Stay tuned for more on the decisions of the CTC regarding this important subject. If anything were to change, it would take at least five years.

SITES THAT ALREADY HAVE SINGLE-SUBJECT TEACHER PREP PROGRAMS

23 CSUs, 9 UCs, and 14 school districts already offer systems for teacher preparation. Once the TPEs are approved, any of these sites (that already offer single-subject teaching preparation) could add Dance by creating a methodology course and applying to the CTC for review. This is much easier than starting from scratch. Within your application proposal you would describe how your site already offers other content areas and would simply be adding the new subject area of dance, you would describe the new very specific methodology coursework you would require of students, who the faculty would be, and how assessments would be handled. A site could add dance in approximately two months. These sites already offer the coursework required of all education students that cover topics like lesson planning, parent engagement, working with English Learners and Special Ed. students, etc. These applications may be accepted as soon as Jan 2020.

AN OPPORTUNITY FOR JUNIOR COLLEGE DANCE PROGRAMS

Junior Colleges could push for an AA-T (a state-wide template for an AA in dance that is guaranteed for transfer from community college to CSU) that could be perfectly tailored to cover the SMRs. AA-Ts are typically around 18-20 units. A Dance Minor program or potentially an AA in dance program could satisfy the requirements for a Subject Matter Program.

THE ROLE OF THE CREDENTIAL PROGRAM

The role of the credential program in dance: prepare the candidate with skill and practice in pedagogy specific to dance; provide intern opportunity and connection to Cooperating Teachers; develop the Dance Methodology coursework based on the TPEs. These programs can be 36 - 50 units including 3 - 8 units specifically in dance methodology.

Eric Engdahl generously offers to be a center for information for credential programs.